

Между нами

Домáшние задания Homework Assignments

Units 1-5

by

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Домашние задания (Homework Assignments): Units 1-5



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Введение

To STUDENTS



Welcome to the study of Russian! *Домашние задания* (Homework Assignments) provides listening and written activities that you will complete at home and then turn in to your instructor. It is only one element of the *Между нами* program, which also includes an online textbook (mezhdunami.org) and *Работа в аудитории* (Classroom Activities).

Organization of these homework exercises

The numbering system in the homework exercises matches the numbering system in the online textbook. As such, the exercises labeled 2.4 correspond to episode 2.4 Новые адреса in the online textbook.

Within each episode, exercises start with work on the episode's text, then move to particular vocabulary and grammar work, and conclude with more open-ended writing (often situations or paragraphs about yourself). The exercises at the start of a unit are intended as building blocks - words, phrases and constructions that you can use (and reuse) in the open-ended writing exercises, and in many other contexts. Maximizing your use of these building blocks will make later assignments much easier, and it will help you gauge how well you have acquired the new material in the unit.

Read the instructions for each exercise carefully and follow the steps as indicated. Pay careful attention as you work through the individual elements of each activity, as you are often asked to understand subtle differences in meaning.

-  marks listening activities where you will need to work with a recording located on the *Аудио* tab of the *Между нами* website.
-  marks activities where you will need to do information gathering on Russian internet sites.

Learning strategies to keep in mind as you do homework:

1. Regularly review the texts and grammar explanations in current and previous episodes of the online textbook. Language learning is cumulative, and each new homework exercise relies on previously learned material.
2. Work actively on sounding out new words you encounter in the exercises. You will be surprised at how many international words you will recognize once you pronounce syllables aloud. If you still do not recognize the word, check it in the online dictionary on the *Между нами* website. Since words can often have multiple meanings and usages, working with the *Между нами* dictionary will help you narrow down the set of word meanings to those that you have encountered.
3. When you are working on a specific exercise, try to complete as much of it as you can by drawing only on your memory of what you have learned from the textbook and your classroom practice. When you have finished this first attempt, check your work against the texts and grammar explanations and fill in any details you could not recall. This approach is more efficient in terms of time than looking up individual words or word forms as you encounter them. Furthermore, trying an exercise from memory first will give you a sense of how well you have internalized the material. If you can do an exercise easily AND correctly, then you should have confidence in your command of that material. If you try an exercise and cannot do it at all, you should go back and work with the text and grammar explanations before attempting it.

4. As you review your first attempt at doing a written exercise, pay attention to spelling. Have you confused **о** / **а**? Are there tails on the letters **ц** and **ш**? And a hook over **й**?
5. When doing the open-ended writing exercises, do not look up new and unknown words and phrases in online translators. Use the words and phrases that you have already seen in the texts and activities.

Unlike other language textbooks that you may have used, the activities in this homework packet require you to pay attention to the meanings of new words and phrases, and not just to their grammar. To complete many of these activities you will need to know the texts and the story line of *Между нами*.

УРОК 1: ЧАСТЬ 1

1.1 УПРАЖНЕНИЕ А. КТО ЭТО?

Below are some American first names written in Russian letters. Sound out the names and then place a check mark in the appropriate column to indicate whether the name is more typical for a man or for a woman.



он



она

| | | |
|--------------|-----|-----|
| 1. Стив | ___ | ___ |
| 2. Росс | ___ | ___ |
| 3. Рóдни | ___ | ___ |
| 4. Кáрен | ___ | ___ |
| 5. Э́рика | ___ | ___ |
| 6. Викто́рия | ___ | ___ |
| 7. Дэ́вид | ___ | ___ |
| 8. Мэ́ри | ___ | ___ |
| 9. Гре́та | ___ | ___ |
| 10. Ло́ра | ___ | ___ |
| 11. Самáнта | ___ | ___ |

1.1 УПРАЖНЕНИЕ Б. NOTICE THE DIFFERENCE

| Print | Cursive | Print | Cursive | Print | Cursive |
|-------|---------|-------|---------|-------|---------|
| А | а | К | к | Х | х |
| Б | б | Л | л | Ц | ц |
| В | в | М | м | Ч | ч |
| Г | г | Н | н | Ш | ш |
| Д | д | О | о | Щ | щ |
| Е | е | П | п | Ъ | ъ |
| Ё | ё | Р | р | Ы | ы |
| Ж | ж | С | с | Ь | ь |
| З | з | Т | т | Э | э |
| И | и | У | у | Ю | ю |
| Й | й | Ф | ф | Я | я |

Use the alphabet table above to help you notice important differences between cursive and printed letters. Then, read the following descriptions of cursive Russian letters. Choose the letter that best matches the description and place a check mark next to it. The first one has been done for you.

The Russian lower-case cursive letter ...

0. looks like an English letter **m**.
1. is "tall" and comes up to the top line.
2. has a circle on the lower left and a tail that rises and points to the right.
3. rises into a single curve on top, and comes down into a second curve.
4. starts with a hook and has a single pointed peak.

Print letter

- | | |
|-------|---------------------------------------|
| ___ м | <input checked="" type="checkbox"/> т |
| ___ в | ___ к |
| ___ д | ___ б |
| ___ г | ___ ч |
| ___ л | ___ п |

Имя и фамилия: _____

Число: _____

- | | | |
|---|-------|-------|
| 5. looks like an English cursive letter g . | ___ Д | ___ Г |
| 6. starts with a hook and has two pointed peaks. | ___ М | ___ Т |
| 7. rises into a broad flat horizontal line and then descends. | ___ Г | ___ Ч |

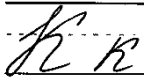



1.1 УПРАЖНЕНИЕ В. УЧИМСЯ ЧИТАТЬ КИРИЛЛИЦУ (LEARNING TO READ CURSIVE)

Match the cursive forms of these words to the printed forms in the right-hand column by writing the correct letter in the blank next to the cursive word. The first one has been done for you.

- | | | |
|-------------|--|----------------------|
| 1. <u>и</u> | | а. так |
| 2. ___ | | б. ёвро |
| 3. ___ | | в. лапа |
| 4. ___ | | г. лига |
| 5. ___ | | д. вал |
| 6. ___ | | е. долго |
| 7. ___ | | ж. мак |
| 8. ___ | | з. дал |
| 9. ___ | | и. и нлуг |
| 10. ___ | | к. гйда |
| 11. ___ | | л. ёра |

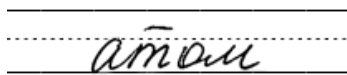
1.1 УПРАЖНЕНИЕ Г. УЧИМСЯ ПИСАТЬ БУКВЫ (LEARNING TO WRITE LETTERS)

Practice writing the cursive letter as many times as you can in the space provided.

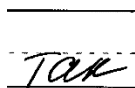
| | | |
|-----|---|-------|
| К к |  | _____ |
| М м |  | _____ |
| Т т |  | _____ |
| А а |  | _____ |
| О о |  | _____ |

Notes on individual letters:

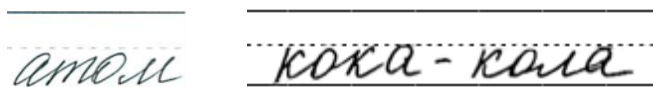
1. The cursive version of the letter **м** will always have an initial hook. This helps separate it from other letters, and makes it more obvious in a connected word.
2. The cursive **т** has some variation in how it can be written. The true cursive version is sometimes written with a bar over it, which helps separate it from other letters. Look at the word **áтом**:



Some Russians write the the cursive letter as a version of a lower-case print **т** -- note, however, that it does not resemble an English small **t**.



3. The letter **о** ends on the top of the line. Many Russians will not connect it if the following letter starts at the bottom of the line, like the letters **м** or **л**; the word **áтом** below illustrates this. Others will connect the letter **о** to letters that start at the top like **к**, and loop around to connect it to letters that start at the bottom, as you can see in the word **кóка-кóла**.



1.1 УПРАЖНЕНИЕ Д. УЧИМСЯ ПИСАТЬ СЛОВА (LEARNING TO WRITE WORDS)

Now practice writing words using these letters. The English equivalents are given in parentheses. If your teacher wants you to write in the stress marks, you should do so.

| | | |
|-------------|-------------|-------|
| ма́ма | _____ | _____ |
| (mama) | <i>мама</i> | _____ |
| а́том | _____ | _____ |
| (atom) | <i>атом</i> | _____ |
| ко́т | _____ | _____ |
| (cat) | <i>кот</i> | _____ |
| ко́м | _____ | _____ |
| (lump) | <i>ком</i> | _____ |
| та́к | _____ | _____ |
| (thus, so) | <i>так</i> | _____ |
| ма́к | _____ | _____ |
| (poppy) | <i>мак</i> | _____ |
| та́м | _____ | _____ |
| (there) | <i>там</i> | _____ |
| ма́т | _____ | _____ |
| (checkmate) | <i>мат</i> | _____ |
| кто́ | _____ | _____ |
| (who) | <i>кто</i> | _____ |

A note about cursive and “joining” letters:

Not all letters have to be connected. Those of you who do not write in cursive in English may find it daunting at first to join the letters. Note that Russians themselves do not always connect the letters when they write. It may help to concentrate first on making sure your writing is in cursive (i.e., do not block print), and then work gradually toward joining letters when appropriate. A good strategy is to write the letters that make up a word close together, even if you are writing each letter separately. Pay attention to the models of Russian handwriting you see in these pages; we have shown you different examples of Russians’ writing for precisely that reason. Most students’ Russian cursive evolves as they progress and get more experience writing, and yours will improve and become more natural with practice.

1.1 УПРАЖНЕНИЕ Е. УЧИМСЯ ПИСАТЬ БУКВЫ

Practice writing the cursive letter as many times as you can in the space provided.

В в *Vv* _____

Р р *Rr* _____

Н н *Nn* _____

С с *Ss* _____

У у *Uu* _____

Э э *Ee* _____

A note on individual letters:

The tail of the upper-case **У** does not dip below the line.

1.1 УПРАЖНЕНИЕ Ж. УЧИМСЯ ПИСАТЬ СЛОВА

Now practice writing words using these letters. The English equivalents are given in parentheses. Write your cursive version in the space provided. If your teacher wants you to write in the stress marks, you should do so.

мáсса (mass) *мáсса* _____

трон (throne) *трон* _____

э́ра (era) *э́ра* _____

Имя и фамилия: _____

Число: _____

Марс
(Mars)

Марс

сумма
(sum)

сумма

Барбара
(Barbara)

Барбара

1.1 УПРАЖНЕНИЕ 3. УЧИМСЯ ПИСАТЬ БУКВЫ

Practice writing the cursive letter as many times as you can in the space provided.

Г г

Г г

Д д

Д д

Л л

Л л

П п

П п

Ш ш

Ш ш

Й й

Й й

Notes on individual letters:

1. The Russian **ш**, unlike an English letter “w”, ends with the last stroke coming all the way down to the bottom. Compare the Russian word **шалаш** (tent) and the English word “wallow:”

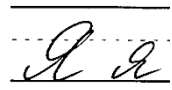
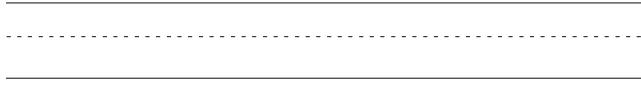
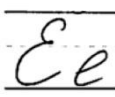
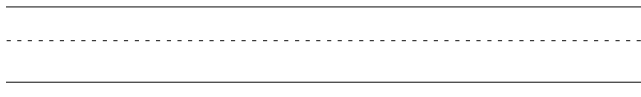
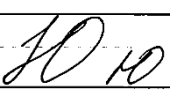
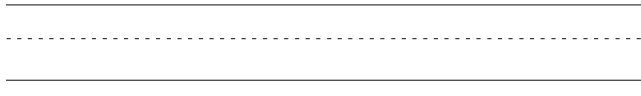
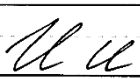

шалаш

wallow

2. The “hook” over **й** is not optional.

1.1 УПРАЖНЕНИЕ И. УЧИМСЯ ПИСАТЬ БУКВЫ

Practice writing the cursive letter as many times as you can in the space provided.

| | | |
|-----|---|--|
| Я я |  |  |
| Е е |  |  |
| Ю ю |  |  |
| И и |  |  |

1.1 УПРАЖНЕНИЕ К. PLACE CARDS

Practice your best Russian cursive by writing out place cards for the first three characters from our story. In the fourth box, write your own first and last name in Russian cursive.

Аманда Ли

Антонио Моралес

Денис Гурин

[Your Name]

1.1 УПРАЖНЕНИЕ Л. УЧИМСЯ ПИСАТЬ СЛОВА

Now practice writing words using these letters. The English equivalents are given in parentheses. Write your cursive version in the space provided. If your teacher wants you to write in the stress marks, you should do so.

| | | |
|----------------------------|---------------|-------|
| Ялта (Yalta) | <u>Ялта</u> | _____ |
| ла́мпа (lamp) | <u>лампа</u> | _____ |
| Ма́ша (Masha) | <u>Маша</u> | _____ |
| ма́й (May) | <u>май</u> | _____ |
| Ю́рий (Yuri) | <u>Юрий</u> | _____ |
| ию́ня (of June) | <u>июня</u> | _____ |
| а́вгуст (August) | <u>август</u> | _____ |
| до́лго (a long time) | <u>долго</u> | _____ |
| Ура́! (hurray!) | <u>Ура!</u> | _____ |
| дра́ма (drama) | <u>драма</u> | _____ |
| грамм (gram) | <u>грамм</u> | _____ |

Саша
(Sasha)

Саша

Notes on connecting letters in words:

1. Like **м**, the letters **л** and **я** also have a small initial hook to separate them from the previous letter. The initial hook on the letter **л** distinguishes it from the cursive version of the letter **г**. Notice in the words **Мальта** (Malta) and **магма** (magma) how important the hooks are on the **л** and the **м** in the middle of the words.

Мальта *магма*

2. When the letter **ш** precedes or follows the letter **и**, it can be hard to distinguish in some people's handwriting. A good example is the word **пишьте** (write) or the name **Миша**. Some Russians will draw a bar line under the "scoops" that are part of the **ш** to distinguish them from the other letters:

пиш^тте *Миш^а*

1.2 УПРАЖНЕНИЕ А. УЧИМСЯ ПИСАТЬ БУКВЫ

Practice writing the cursive letter as many times as you can in the space provided.

Б б *Бб*

З з *Зз*

Ч ч *Чч*

Ы *Ы*

Ь *Ь*

Notes on individual cursive letters:

1. The tail of the upper-case letter **З** does not dip below the line. When you write a capital **З** remember to make an inward curve in the middle; the letter **Э**, as in **Эго**, does not have that curve. Compare the Russian spellings of these authors.

Эзоп (Aesop) *Эзоп*

Золя (Zola) *Золя*

2. The relative size of your letters matters: a lower-case **в** should be as tall as your upper-case **В**, but **ы** and **ь** should be half the size of an upper-case letter. You can see these letters juxtaposed in the words **ВНОВЬ** (anew) and **ВЫ** (you):

вновь

вы

3. The lower-case **ч** has a broad flat top. This distinguishes it from the lower-case **г** whose upper portion is only a curve. Compare:

час

час (hour)

газ

газ (gas)

1.2 УПРАЖНЕНИЕ Б. УЧИМСЯ ЧИТАТЬ КИРИЛЛИЦУ (LEARNING TO READ CURSIVE)

Match the cursive forms of these words to the printed forms in the other column.

- | | | |
|-------|----------------|------------|
| 1. — | <i>Альпы</i> | а. нача́л |
| 2. — | <i>балами</i> | б. по́бъёт |
| 3. — | <i>начал</i> | в. нага́н |
| 4. — | <i>повъём</i> | г. ма́лыш |
| 5. — | <i>Ялта</i> | д. ша́лаш |
| 6. — | <i>по́бъёт</i> | з. ба́лами |
| 7. — | <i>ва́лами</i> | к. А́льпы |
| 8. — | <i>нага́н</i> | л. ва́лами |
| 9. — | <i>ша́лаш</i> | м. по́вьём |
| 10. — | <i>ма́лыш</i> | н. Я́лта |

1.2 УПРАЖНЕНИЕ В. УЧИМСЯ ПИСАТЬ СЛОВА

Now practice writing words using these letters. The English equivalents are given in parentheses. Write your cursive version in the space provided. If your teacher wants you to write in the stress marks, you should do so.

обувь
(footwear)

обувь

зебра
(an animal)

зебра

вы
(you)

вы

Чарльз
(a male name)

Чарльз

Чебурашка
(a cartoon character)

Чебурашка

Чита
(a city)

Чита

мяч
(ball)

мяч

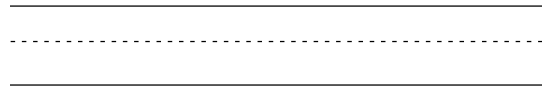
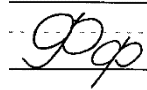
очень
(very)

очень

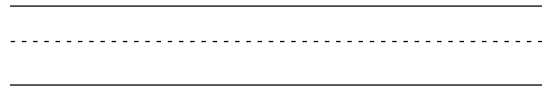
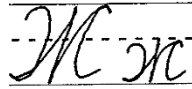
1.3 УПРАЖНЕНИЕ А. УЧИМСЯ ПИСАТЬ БУКВЫ

Practice writing the cursive letter as many times as you can in the space provided.

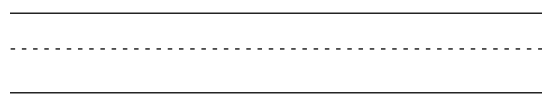
Ф ф



Ж ж



Ё ё

**Notes on individual letters:**

1. If you are having trouble making **ж**, it might help to think of it in the following steps: first, a backwards “c,” then an upstroke, a downstroke, and finish with a forwards “c.”
2. Although Russians rarely write in the dots above **ё**, you should get in the habit of writing them in, both so that you know how to pronounce the letter, and so that you learn the word’s stress.

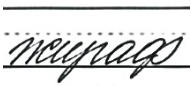
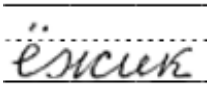
1.3 УПРАЖНЕНИЕ Б. УЧИМСЯ ЧИТАТЬ КИРИЛЛИЦУ

Match the cursive forms of these words to the printed forms in the other column.

- | | | |
|-----------|---|-------------|
| 1. _____ |  | а. пьёт |
| 2. _____ |  | б. журнал |
| 3. _____ |  | в. жирный |
| 4. _____ |  | г. льёт |
| 5. _____ |  | д. телефон |
| 6. _____ |  | е. нóвый |
| 7. _____ |  | ж. флэйта |
| 8. _____ |  | з. фотóграф |
| 9. _____ |  | и. лыжи |
| 10. _____ |  | к. фонéтика |

1.3 УПРАЖНЕНИЕ В. УЧИМСЯ ПИСАТЬ СЛОВА

Now practice writing words using these letters. The English equivalents are given in parentheses. Write your cursive version in the space provided. If your teacher wants you to write in the stress marks, you should do so.

- | | | |
|--------------------|---|-------|
| жирáф (giraffe) |  | _____ |
| ёжик (hedgehog) |  | _____ |

Имя и фамилия: _____

Число: _____

телефон
(phone)

телефон

пьёт
(s/he
drinks)

пьёт

1.3 УПРАЖНЕНИЕ Г. FROM PHRASES TO CONVERSATIONS

Each picture below is accompanied by a short dialogue. Look at the English expressions on the left and complete the Russian version by filling in the missing word(s) for each speaker. Write your answers in cursive, and include the stress marks if your teacher has asked you to do so.

Диалог 1



Who is that?

He is an American.

What is his name?

His name is Kevin Dean.

_____ это?

_____ американец.

Как _____ зовут?

Его зовут _____.

Диалог 2



What is your name?

My name is Slava.

My name is Andrei.

Very nice to meet you.

Как _____ зовут?

_____ зовут Слава.

_____ зовут Андрей.

Очень _____.

Диалог 3



What is her name?

Nina.

Is she an undergraduate?

No, she is a graduate student.

Как _____ зовут?

_____.

Она _____?

Нет, она _____.

1.3 УПРАЖНЕНИЕ Д. СИТУАЦИИ (SITUATIONS)

It is time to apply what you have learned in real-life situations; your written work will nearly always culminate in an assignment like this one.

Use good communication strategies!

Before you start writing situational activities, it is always a good idea to review the conversations our characters have had in the story episodes. Recall the language you have seen and heard, and think about which phrases you would say in the given situation. If you cannot come up with phrases easily, you probably need to review the conversations again.

For each item, write out in Russian cursive what you would say. When you are finished, you will have created your side of a conversation that you might have with a group of visiting students from Russia.

1. On the way to the initial evening reception you run into your Russian teacher. How would you greet her in Russian?

2. At the reception you are standing next to one of the students. How would you ask one of them what his name is?

3. How would you tell him what your name is and say that you are happy to meet him?

4. How would you ask him if he is an undergraduate or a graduate student?

5. In the formal part of the reception, one of visitors makes a short speech in Russian. How would you ask the person next to you who it is making the speech?

6. At the end of the reception, how would you say goodbye to all of the visiting students?

7. The next morning you recognize one of the students as you are going to class. How would you say hi to her?

1.3 УПРАЖНЕНИЕ E. PUTTING IT ALL TOGETHER

Write a dialogue of your own in which a Russian student and an American student exchange a greeting, find out each other's names, say something about themselves and close the conversation. Your dialogue should be about eight lines long. Be creative in using the Russian that you know to express your meaning.

Write your dialogue out in Russian cursive.

_____:

_____:

_____:

_____:

_____:

_____:

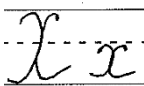
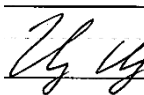
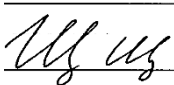

_____:

_____:

УРОК 1: ЧАСТЬ 2

1.4 УПРАЖНЕНИЕ А. УЧИМСЯ ПИСАТЬ БУКВЫ

Practice writing the cursive letter as many times as you can in the space provided.

| | | |
|-----|---|-------|
| X x |  | _____ |
| Ц ц |  | _____ |
| Щ щ |  | _____ |
| Ъ |  | _____ |

1.4 УПРАЖНЕНИЕ Б. УЧИМСЯ ПИСАТЬ СЛОВА

Practice writing words using these letters. The English equivalents are given in parentheses for words that you either do not know or cannot easily guess. Write your cursive version in the space provided. If your teacher wants you to write in the stress marks, you should do so.

| | | |
|--------------------|---|-------|
| хорошо |  | _____ |
| плохо |  | _____ |
| птица (bird) |  | _____ |
| Моцарт |  | _____ |
| плащ (raincoat) |  | _____ |

Имя и фамилия: _____

Число: _____

щенок
(puppy)

Щенок

объект

объект

субъект

субъект

1.4 УПРАЖНЕНИЕ В. NOTICE THE DIFFERENCES

Review the alphabet in its print and cursive versions and select the print letter on the right that matches the written description of its cursive version on the left.

The cursive letter ...

Print letter

1. is always “short” and never comes up to the top line.

___ Ъ ___ В

2. has a capital version with a tail that extends below the bottom line.

___ У ___ Ц

3. has a capital version that does not extend below the line.

___ Щ ___ З

4. always starts with a hook.

___ М ___ П

5. is never written with an initial hook.

___ Л ___ Г

6. has a hook and is written starting on the bottom left.

___ Э ___ Я

1.4 УПРАЖНЕНИЕ Г. УЧИМСЯ ПИСАТЬ СЛОВА

Practice writing these Russian words in cursive. Then match the word with a picture by writing the letter of the picture (in cursive) in the blank provided. The first match has been done for you. If there are words that you are unsure of, look them up at slovari.yandex.ru.

Слова

Cursive

Which picture?

щётка

щ

царь

цирк

борщ

Ймя и фамилия: _____

Число: _____










пїцца

концерт

аттракціон

яхта

Техас

| | | |
|--|--|--|
|  <p>а</p> |  <p>б</p> |  <p>в</p> |
|  <p>г</p> |  <p>д</p> |  <p>е</p> |
|  <p>ж</p> |  <p>з</p> |  <p>и</p> |

1.4 УПРАЖНЕНИЕ Д. ЗДРАВСТВУЙ ИЛИ ЗДРАВСТВУЙТЕ?

Read through each situation. Choose which version of this greeting is appropriate and write it in cursive in the blank provided. Practice saying the word aloud as you write it. By the time you are finished, writing forms of this word should be much easier.

| Здравствуй! | Здравствуйте! |
|--|---------------|
| 1. Your Russian teacher walks into class that morning and says... | _____ |
| 2. An old woman sees little Vanya, the grandchild of a neighbor, on the street and says... | _____ |
| 3. Two adult neighbors who are acquaintances wind up together in the elevator of the apartment building and say... | _____ |
| 4. You go to a regular meeting with your student conversation partner and greet her, saying... | _____ |
| 5. You have started an internship and greet your boss every day, saying... | _____ |
| 6. A child sees a neighbor, her parents' adult friend, and says... | _____ |
| 7. Two colleagues who know each other only in the context of work but are not good friends say... | _____ |

1.4 УПРАЖНЕНИЕ Е. PAYING ATTENTION TO SPELLING

The words in the dialogue below are missing letters. Listen to the audio recording and write in the missing letters.

— Как _____ ла?

— Х _____ р _____ шб, _____ асй _____ о.

— Н _____ и ам _____ икан _____ у _____ ё зд _____ б?

— Да, _____ т _____ нй.

— Отл _____ но.

Summarize the dialogue in English.

1.5 УПРАЖНЕНИЕ А. ВОПРОСЫ И ОТВЕТЫ (QUESTIONS AND ANSWERS)

Review episodes 1.4 Здравствуйте! and 1.5 Где? Здесь или там? and then match each question with its likely response. Note that there is one extra answer.

- | | |
|-----------------------------|---------------------|
| ___ 1. Вы устали? | а. Спасибо, хорошо. |
| ___ 2. Где ваш багаж? | б. Оно там. |
| ___ 3. Где кафе? | в. Немного. |
| ___ 4. Как дела? | г. Вот он. |
| ___ 5. Где наши американцы? | д. Она здесь. |
| | е. Вот он! |

1.5 УПРАЖНЕНИЕ Б. MAKING ACQUAINTANCES

Here is a conversation between a teacher named Anna Ivanovna and two of her students, Vera and Tony. Use the word bank to fill in the words that are missing from their conversation. Write in cursive.

| | | |
|-------------------|-----------------|---------------------|
| американец | Извините | познакомимся |
| просто | зовут | Очень |
| приятно | студент | |

Анна Ивановна: Здравствуйте! Давайте _____. Меня зовут Анна Ивановна. Вас _____ Вера, да?

Вера: Да, меня зовут Вера. Очень _____. Анна Ивановна, вот наш _____. Его зовут Антонио Моралес.

Анна Ивановна: _____, что вы сказали?

Вера: Моралес. Антонио Моралес.

Тони: Антонио, или _____ Тони. _____ приятно, Анна Ивановна.

1.5 УПРАЖНЕНИЕ В. СИТУАЦИИ

You are at an airport on your first day in Russia. Write down what you would say in each of these situations. Review episodes 1.4 Здравствуйте! and 1.5 Где? Здесь или там? if you are having trouble recalling the phrases you need.

1. You greet the program administrator who is there to meet you.

2. You tell the administrator your name [write your name in Russian].

3. The administrator has said something, but you did not catch what she said.

4. You see a person pictured on a billboard ad and ask who it is.

5. You order tea in the café.

6. The server hands you your tea; thank her.

7. You want to know where the bathroom is.

8. You see the bathroom yourself.

1.5 УПРАЖНЕНИЕ Г. МЕНЮ

Cafes often advertise a few menu items on small signs placed outside on the sidewalk; the menu items are often written in cursive. Identify the items on the sign below by writing the letter of the print version next to the corresponding item in cursive on the sign. Note that not all of the print menu items made it onto the sign.



- а. кофе
- б. эспрессо
- в. капучино
- г. айс капучино
- д. латте
- е. чай
- ж. молоко
- з. минеральная вода
- и. пиво
- к. сок
- л. салаты
- м. пицца
- н. бутерброды
- о. лимонад
- п. американо

What would you select to drink and eat if you were at this café at noon and had not yet had breakfast? Make your choices from the print menu and write them out in Russian cursive.

To drink: _____

To eat: _____

1.6 УПРАЖНЕНИЕ А. VOWELS IN PAIRS

Complete the vowel chart by writing in the missing vowels in cursive.

| | | | | | |
|-------------------------------------|---|---|---|---|---|
| Hard consonants are followed by ... | | э | | о | |
| Soft consonants are followed by ... | я | | и | | ю |

1.6 УПРАЖНЕНИЕ Б. MAKING PATRONYMICS

When Russians think about baby names, they consider how the child's first name will sound together with the patronymic formed from the father's first name. Make first name and patronymic sets for the boy and girl names listed below, using the father's first name from the left column. Boys' names are in the column labeled **мальчик**, and girls' names are in the **девочка** column. The first one in each group has been done for you.

Группа 1. For boys, the patronymic is the father's name + **-ович**.
For girls, the patronymic is the father's name + **-овна**.



| Father's name | мальчик | девочка |
|---------------|-------------------------|---------------------------|
| Антон | Вадим <u>Антонovich</u> | Светлана <u>Антонovna</u> |
| Степан | Алексей _____ | Людмила _____ |
| Иван | Сергей _____ | Елена _____ |
| Максим | Евгений _____ | Ольга _____ |
| Владимир | Дмитрий _____ | Райса _____ |
| Александр | Юрий _____ | Ирина _____ |
| Марк | Георгий _____ | Татьяна _____ |
| Михаил* | Илья Михайл _____ | Собья Михайл _____ |

*Note: In the stem of this name, the **и** turns to **й** in the patronymic.

Группа 2. If the father's name ends in a soft consonant, the patronymic will be spelled **-евич / -евна**.

Make the patronymic for the opposite gender. Note the spelling of each name, and whether the letter before the patronymic ending is **-а, -е, -и** or **-ь**.

| Father's name | мальчик | девочка |
|---------------|---------------------------|---------------------------|
| Сергей | Вадим _____ | Светлана <u>Сергеевна</u> |
| Николай | Евгений <u>Николаевич</u> | Ольга _____ |
| Георгий | Сергей _____ | Елена <u>Георгиевна</u> |
| Василий | Иван <u>Васильевич</u> | Мария <u>Васильевна</u> |
| Юрий | Алексей <u>Юрьевич</u> | Людмила _____ |

🎧 1.6 УПРАЖНЕНИЕ В. READING LAST NAMES IN CURSIVE

You are in a Russian culture course, and your teacher has listed the last names of prominent Russians (e.g., writers, politicians, artists) in alphabetical order. Listen to the teacher talk about the order in which she will discuss these figures, and number the last names from one to twelve.

— *Горбачёв*— *Толстой*— *Достоевский*— *Тургенев*— *Плисецкая*— *Уланова*— *Пугачёва*— *Цветаева*— *Пушкин*— *Чехов*— *Шокарева*— *Шагал*

1.6 УПРАЖНЕНИЕ Г. ИЗВЕСТНЫЕ ИМЕНА-ОТЧЕСТВА (WELL-KNOWN NAMES AND PATRONYMIC)

This activity deals with several **имя-отчество** combinations of famous Russians or characters from Russian literature. Most of these names are fairly common and could easily belong to anyone, a few are unusual, and one is meant to be amusing. All of them are so strongly associated with certain famous Russians that an internet search will show that person or character as the first or second listing.

1. Go to brief.ly/namesearch and use the links you find to search google.ru for the **имя-отчество** combinations listed below.
2. Use the information from your search to match each person to a description within the **Кто это?** box below. One has been done for you.
3. When you have matched the person, write in his/her **фамилия** in the space provided.

| | имя-отчество | фамилия |
|----------|--------------------------|----------------|
| <u>2</u> | Алекса́ндр Серге́евич | <u>Пу́шкин</u> |
| ___ | Ака́кий Ака́киевич | _____ |
| ___ | А́нна Андре́евна | _____ |
| ___ | Анто́н Па́влович | _____ |
| ___ | Влади́мир Влади́мирович | _____ |
| ___ | Влади́мир Ильи́ч | _____ |
| ___ | Лев Никола́евич | _____ |
| ___ | Наде́жда Константи́новна | _____ |
| ___ | Наста́ся Фили́пповна | _____ |
| ___ | Пётр Ильи́ч | _____ |
| ___ | Со́фья Алексе́евна | _____ |
| ___ | Со́фья Андре́евна | _____ |

| Кто это? | | |
|---|--|---|
| 1. Heroine of the novel <i>The Idiot</i> | 2. Writer of prose and poetry, including <i>Boris Godunov</i> | 3. Composer of <i>Swan Lake</i> |
| 4. Author of <i>War and Peace</i> | 5. Bolshevik and first Soviet leader | 6. 20 th century poet who lived in Leningrad |
| 7. Half-sister of Peter the Great who ruled Russia as regent when Peter was young | 8. Hero of Gogol's <i>The Overcoat</i> | 9. Past and current Russian president |
| 10. Wife of the author of <i>War and Peace</i> | 11. Writer of plays, short-stories, but was trained as a physician | 12. Wife of Soviet leader |

1.6 УПРАЖНЕНИЕ Д. WHEN TO BE FORMAL, AND WHEN TO BE INFORMAL

Look at the following set of pictures. Next to the letter below each picture, write your estimate of the approximate age of the person depicted. Consider the differences in age when choosing your greetings. You may use any greeting from the ones you have encountered so far (i.e., **Здравствуй/Здравствуйте, Добрый день, Привет**).



а. _____



б. _____



в. _____



г. _____



д. _____



е. _____

1. If you were the person depicted in picture **в**, you would greet the person in picture ...
 - а with _____
 - б with _____
 - г with _____
 - д with _____
 - е with _____

2. Now imagine that you are the person depicted in picture **д**. Write **ты** or **вы** below each of the pictures to indicate whether you would talk to that person in a formal or informal manner. Assume that all of the people in the pictures are unknown to you.

1.6 УПРАЖНЕНИЕ Е. PERSONAL PRONOUNS

Fill in the blanks in the question and answer pairs based on the English cue words.

| Вопросы | Отвѣты |
|-------------------------------------|---|
| — Где _____? (they) | — _____ здесь, а _____ там. (She) (he) |
| — Где _____, Маша? (you) | — _____ здесь. (I) |
| — Где _____, Тания и Мйша? (you) | — _____ здесь. (We) |

1.6 УПРАЖНЕНИЕ Ж. СИТУАЦИИ

Review the conversations that our characters have had in Часть 2 and think about what you would say in the following situations. Write out the Russian phrases in cursive. Note that all of these prompts are related.

Your campus is hosting a group of visiting students and teachers from Russia for a few days.

1. As you are approaching your classroom, you see one of the teachers from the visiting group. How would you greet the teacher in Russian?

2. You actually wanted to catch the teacher to tell him/her about a student. How would you tell the teacher that it's great that s/he is already there?

3. How would you ask the teacher where Andrei is?

4. S/he has told you that s/he does not know where Andrei is. How would you respond to him/her that you understand.

Имя и фамилия: _____

Число: _____

1.6 УПРАЖНЕНИЕ 3. ТЕПЕРЬ ВАШ ДИАЛОГ!

Write a dialogue of your own in which you meet your Russian teacher for the first time. It can be a man or a woman (your choice), but assume that your teacher is forty-five years old. Have the teacher initiate the conversation. Using appropriate etiquette, exchange a greeting and your names, and respond appropriately. Your dialogue should be at least four lines long. Be creative, but use the Russian that you know.

The name and patronymic of the teacher in my dialog is: _____

Write out your dialogue below, using the initials of the teacher and **я** to indicate who says what. Write in cursive.

_____:

_____:

_____:

_____:

_____:

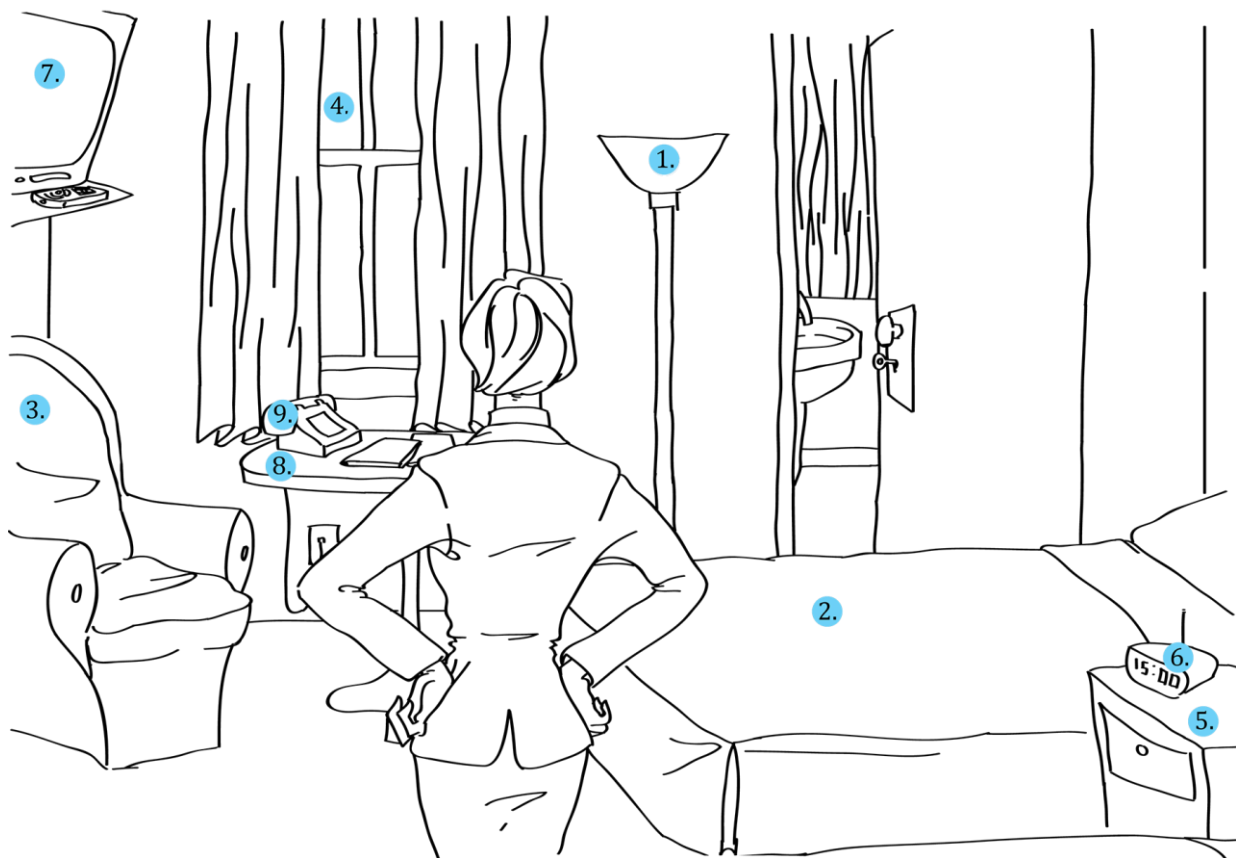
_____:

_____:

УРОК 1: ЧАСТЬ 3

1.7 УПРАЖНЕНИЕ А. НОВЫЕ СЛОВА (NEW WORDS)

Below is a picture of a hotel room in which objects have been numbered. Some words have already been matched with the numbers. The words **кресло**, **кровать**, **лампа**, **окно**, **радиобудильник**, **телевизор** and **телефон** still need to be matched to their pictures. Once you have finished matching them, practice reading the words aloud and learning what they mean.



1. _____

6. _____

2. _____

7. _____

3. _____

8. стол







4. _____

9. _____

5. тумбочка

1.7 УПРАЖНЕНИЕ Б. КТО ЭТО ТАКОЙ? ЧТО ЭТО ТАКОЕ?

a. How would a curious Russian child ask about each of the pictures below? Place a check mark next to the appropriate question. Then, see if you can answer the question by writing out the name of the person or thing. Remember that **кто** is used for any animate being. The first one has been done for you.

| | | |
|--|---|---|
|  <p><input checked="" type="checkbox"/> Кто это такой? <input type="checkbox"/> Что это такое? 0. Это Чайковский. [Он композитор.]</p> |  <p><input type="checkbox"/> Кто это такой? <input type="checkbox"/> Что это такое? 1. Это _____.</p> |  <p><input type="checkbox"/> Кто это такой? <input type="checkbox"/> Что это такое? 2. Это _____.</p> |
|  <p><input type="checkbox"/> Кто это такой? <input type="checkbox"/> Что это такое? 3. Это _____.</p> |  <p><input type="checkbox"/> Кто это такой? <input type="checkbox"/> Что это такое? 4. Это _____.</p> |  <p><input type="checkbox"/> Кто это такой? <input type="checkbox"/> Что это такое? 5. Это _____.</p> |

b. Did you get them right? Check the answer key below and correct your answers if necessary.

2. Это йогурт; 3. Это тигр, сибирский тигр; 4. Это самовар; 5. Это гиппопотам; 6. Это собака.

1.7 УПРАЖНЕНИЕ В. НОВЫЕ СЛОВА

Review episode 1.7 Гостиница Аэротель and note things Amanda and Caitlin have with them at the hotel. Of those, make a list of at least six objects you also have here at school. Write in cursive.

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

1.7 УПРАЖНЕНИЕ Г. NOUN STEMS

Look carefully at the endings of the nouns in the left-hand column and place a check mark in the appropriate column on the right to indicate whether they end in a hard or soft stem.

| | Hard Stem | Soft Stem |
|------------------|-----------|-----------|
| 1. пиани́ст | _____ | _____ |
| 2. о́тчество | _____ | _____ |
| 3. фами́лия | _____ | _____ |
| 4. сло́во | _____ | _____ |
| 5. словáрь | _____ | _____ |
| 6. ча́й | _____ | _____ |
| 7. бу́ква | _____ | _____ |
| 8. администрáтор | _____ | _____ |
| 9. дядя́ | _____ | _____ |
| 10. кровáть | _____ | _____ |

1.8 УПРАЖНЕНИЕ А. ОДЕЖДА

Review the pictures of clothing in episode 1.8 Одежда. Listen to how the words are pronounced and repeat them aloud. Sort them into the following categories; you may need to write some words in more than one category. Try to find at least four items for each category. Write in cursive.

| | |
|-------------------------------|--|
| <u>зимняя одежда (winter)</u> | <u>летняя одежда (summer)</u> |
| <u>обувь (footwear)</u> | <u>аксессуары [Sound out this word.]</u> |

1.8 УПРАЖНЕНИЕ Б. ОДЕЖДА

You will hear a description of what each person is wearing. Listen for the items of clothing and circle the items that you hear.

1.      

2.      

3.      

4.      

1.8 УПРАЖНЕНИЕ В. РЮКЗАК

All of these items can typically be found in a student's backpack. Label the items below in cursive, using the word bank to identify them.

| | | |
|---------|---------|----------|
| ноутбук | тетрадь | деньги |
| телефон | учебник | газета |
| ручка | ключ | карандаш |



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

1.8 УПРАЖНЕНИЕ Г. ЭТО МОЙ РЮКЗАК.

At the airport, someone picked up Tony's backpack by mistake. In order to prove it is his, Tony tells the person what is in it. Listen to what he says and put a check mark by each item in 1.8 Упражнение В that he mentions.

1.8 УПРАЖНЕНИЕ Д. ОН, ОНА, ОНО ИЛИ ОНИ?

- a. Lena and Dima are sharing a hotel room, but the room is so messy that Lena cannot find anything. Dima can easily point to all of the objects Lena is asking about. Complete Dima's responses to her questions with the Russian equivalent of "There it is." / "There they are." Remember that in Russian "it" can be expressed with the pronouns **он, она, оно, or они**. The choice of the pronoun depends on the gender of the noun. The first one has been done for you.

Лéна: _____**Дíма:** _____

- | | |
|-----------------------|------------------|
| 0. Где твой джинсы? | Вот <u>онí</u> . |
| 1. Где твой чемодан? | Вот _____. |
| 2. Где твоё футболка? | Вот _____. |
| 3. Где моё платье? | Вот _____. |
| 4. Где моя юбка? | Вот _____. |
| 5. Где твоё пальто? | Вот _____. |
| 6. Где мой сапоги? | Вот _____. |
| 7. Где мой телефон? | Вот _____. |
| 8. Где мой словарь? | Вот _____. |

- b. Now review the items that Lena and Dima were talking about. Circle the number of the sentence if you would definitely take that item with you on a beach vacation.

1.8 УПРАЖНЕНИЕ Е. 7-LETTER SPELLING RULE

Complete the spelling rule by filling in the missing letters.

After _____, к, _____, ч, _____, ж, _____, always write _____, never _____.

1.8 УПРАЖНЕНИЕ Ж. MAKING WORDS PLURAL

Write out the plurals of the following nouns in cursive. Then circle any words whose endings reflect a 7-letter spelling rule change. Finally, label the words by theme: **О** = **одежда** (clothing); **Л** = **люди** (people); **Ч** = **чтение** (reading material).

| Singular | Plural | Theme |
|------------|--------|-------|
| рубашка | _____ | ___ |
| аспирантка | _____ | ___ |
| тетрадь | _____ | ___ |
| шарф | _____ | ___ |
| журнал | _____ | ___ |
| газета | _____ | ___ |
| студент | _____ | ___ |
| туфля | _____ | ___ |
| юбка | _____ | ___ |
| учебник | _____ | ___ |
| майка | _____ | ___ |
| словарь | _____ | ___ |
| журналист | _____ | ___ |

1.8 УПРАЖНЕНИЕ З. PACKING LIST

You are going away to a friend's house for a long winter weekend. It will be casual, but you may go out one night. Below is a packing list of possible clothing items, although the endings of the words are blank. Decide whether you would take one of these items or more than one. Write in the appropriate ending to make the item(s) singular or plural. If the noun does not have an ending in the singular, write in \emptyset . If you would not take the item at all, put a singular ending on the clothing item, and then put a line through the whole word.

- | | | |
|-----------------|----------------|-----------------|
| 1. костюм_____ | 5. майк_____ | 9. брюк_____ |
| 2. джинс_____ | 6. юбка_____ | 10. рубашк_____ |
| 3. футболк_____ | 7. свитер_____ | 11. куртка_____ |
| 4. пиджак_____ | 8. плащ_____ | 12. шапка_____ |

1.9 УПРАЖНЕНИЕ А. OWNERSHIP

a. Label these pictures in Russian. Write in cursive.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

б. Pick six of the objects above and "claim them" by putting a check mark next to them. Then write six full sentences, one about each object, saying, "This is my _____." Your sentences should be in Russian and in cursive.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

- v. You do not know to whom the rest of the objects belong. Ask your roommate whose they are, using the appropriate possessive pronoun (**чей, чья, чьё, or чьи**) in each of your questions.

0. Чьи это кроссовки? (*Whose sneakers are these?*)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1.9 УПРАЖНЕНИЕ Б. ASKING ABOUT OWNERSHIP

Using the context provided, complete the conversations below by filling in the missing possessives. Remember, the possessive of the informal you **ты** is **твой**; the possessive of the formal or plural you **вы** is **ваш**.

1. *Контекст: Natalya Mikhailovna is speaking with Amanda and Caitlin.*

Наталья Михайловна: Девушки, это _____ тетради?

Аманда: Вот это _____ тетрадь. А я не знаю, _____ это тетрадь. Кейти, она _____?

Кейтлин: Нет, не _____.

2. *Контекст: Tony and Josh are standing on the street outside the hotel. Denis is pointing up at the building.*

Денис: Тони, Джош, это _____ окно?

Джош: Да, это _____ окно.

3. *Контекст: Natalya Mikhailovna and Denis have got the students' passports back from the hotel administrator and are sorting through them.*

Денис: Наталья Михайловна, _____ это документы? Это паспорт Тони, да?

Наталья Михайловна: Да, это _____ паспорт. А Кейтлин и Аманда – где _____ документы?

Денис: Вот они.

1.10 УПРАЖНЕНИЕ А. NUMBERS

The following phone numbers are written out digit by digit as words. Write them out as numbers.

1. девять-один-три шесть-пять-три три-девять-четыре-ноль: _____
2. четыре-ноль-один семь-восемь-два восемь-девять-три-два: _____
3. шесть-два-семь девять-один-пять десять-один-пять: _____

1.10 УПРАЖНЕНИЕ Б. ВАШ ТЕЛЕФОН

Write out your phone number (as words) in Russian. Follow the example set in the previous exercise. Practice reading your number aloud until you are comfortable saying it in Russian.

_____ -
 _____ -

1.10 УПРАЖНЕНИЕ В. ADDRESSES

Your friend who knows no Russian needs to find the addresses below. She can recognize the names of the streets. Write the numbers as digits beneath the Russian words so that she can find the residence.

1. Ленинский проспект, дом семь, корпус четыре, квартира восемь
2. Тверская улица, дом пять, корпус два, квартира десять

1.10 УПРАЖНЕНИЕ Г. TRANSLATIONS

Translate these small dialogues into Russian. Be sure to write the names of the speakers in Russian as well. Write your sentences in cursive.

1. Oleg: Whose backpack is that?

Galya: It's my backpack.

2. Oleg: Is this your address?

Lena and Masha: No. It's not our address.

3. Tanya: What's your phone number?

Masha: My phone number is 123-45-67.

4. Ira: Where are their books?
Andrei: They are (over) there.

5. Nina: Whose money is that?
Anton: I don't know.

1.10 УПРАЖНЕНИЕ Д. СИТУАЦИИ

Review all of the episodes in Часть 3 and think about what you would say in Russian if you were in the following situations. Write out the phrase that you would say in cursive. Note that all of these prompts are connected.

1. You want to talk to your new Russian teacher Anna Ivanovna during her office hours in the early afternoon. You knock on the door. How do you ask if you may come in?

2. You walk in. How do you greet your teacher?

3. Your group is rather large, and you are not sure your teacher has remembered everyone's name. How do you remind your teacher of your name?

4. How would your teacher ask you if everything is okay?

5. Towards the end of your conversation with your teacher you notice an unusual stuffed animal on a shelf. Ask your teacher about it. [*Remember that animals are animate!*]

6. Your teacher picks up the stuffed animal and tells you that it is *Cheburashka*.

7. Your teacher printed you a picture of *Cheburashka*. As you leave, say thank you and goodbye.

🔍 1.10 УПРАЖНЕНИЕ Е. ФАКТЫ. СОБЫТИЯ. ЛЮДИ. (FACTS. EVENTS. PEOPLE.)

Fill in the blanks below with information about the status of Russian around the world. Use the links provided at mezhdunami.dropmark.com to find your answers. All of your answers should be in English.

Факт 1: Russian belongs to the group of _____ languages, which can be divided into _____ subgroups. Russian is in the group of _____ Slavic languages, along with _____, Rusyn and Ukrainian. Slavic languages are spoken in many countries of Central and Eastern Europe, including Russia, _____, _____, _____, and _____ [list any four].

Факт 2: Russian is one of the top ten most widely spoken languages in the world. There are approximately _____ million speakers of Russian in the world, including some _____ native speakers.

There are approximately _____ million Russian speakers living in the U.S. according to the 2010 census, and over 30,000 learners of Russian as a foreign language in schools and universities.

Факт 3: Russian is one of the _____ official languages used at the Organization of the United Nations along with _____

🔍 ОБЗОРНЫЕ УПРАЖНЕНИЯ (REVIEW ACTIVITIES)





1. ПОЗНАКОМЬТЕСЬ—ЭТО ИЗВЕСТНЫЕ РУССКИЕ.

Use a Russian search engine (e.g., google.ru) to look up the famous Russians listed below. Match each name to the correct picture and short description of that person by writing the letter in the blank above the picture.

The names are listed as they would be in a Russian encyclopedia: **фамилия имя отчество**. Note that, unlike in English, there is no comma between the surname and first name.

Это известные русские мужчины (famous Russian men):

- а. Барышников Михайл Николаевич
- б. Высоцкий Влади́мир Семёнович
- в. Гага́рин Ю́рий Алексе́евич
- г. Ломоно́сов Михаи́л Васи́льевич
- д. Пу́шкин Алекса́ндр Серге́евич

| | | | | |
|--|--|--|---|--|
| _____ | _____ | _____ | _____ | _____ |
|  |  |  |  |  |
| философ, филолог, химик, физик, поэт | поэт, актёр, певец | поэт | артист балета, балетмейстер | космонавт |

© information on images at end of unit.

А это известные русские женщины (famous Russian women):

- а. Ахмáтова Áнна Андрéевна
- б. Плисéцкая Máйя Михáйловна
- в. Пугачёва Áлла Борíсовна
- г. Хакамáда Ирíна Муцúовна
- д. Шарáпова Марíя Юрьевна

| | | | | |
|---|---|---|--|---|
| _____ | _____ | _____ | _____ | _____ |
|  |  |  |  |  |
| спортсменка, теннисистка | балерина | поэт | певица | политик |

IMAGE INFORMATION

1.7 Упражнение Б. Кто это такой? Что это такое?

- а. "Common house fly, Musca domestica.jpg" by U.S. Department of Agriculture is licensed under CC BY 2.0. Last accessed October 27, 2015. <https://www.flickr.com/photos/usdagov/8674435033/>
- б. "Pyotr Ilyich Tchaikovsky.jpg" by Chirs Reutlinger is in the public domain. Last accessed October 27, 2015. https://commons.wikimedia.org/wiki/File:Pyotr_Ilyich_Tchaikovsky.jpg
- в. "Йогурт термостатный.jpg" by lanakarban is licensed under CC BY SA 4.0 International. Last accessed October 27, 2015. https://commons.wikimedia.org/wiki/File:Йогурт_термостатный.jpg
- г. "Amur (Siberian) tiger prowling.jpg" by Jim Winstead is licensed under CC BY 2.0. Last accessed October 27, 2015. <https://www.flickr.com/photos/jimwinstead/78555369/>
- д. "Samovar.silver.jpg" by Yannick Trottier (retouched by Luigi Chiesa) is licensed under CC BY-SA 3.0. Last accessed October 27, 2015. <https://commons.wikimedia.org/wiki/File:Samovar.silver.jpg>
- е. "Hippopotamus" by Oksmith is in the public domain. Last accessed October 27, 2015. <http://commons.wikimedia.org/wiki/File:Hippopotamus-PSF-Oksmith.svg>
- ж. "Rhodesian Ridgeback" is in the public domain. Last accessed October 27, 2015. <http://pixabay.com/en/dog-ridgeback-rhodesian-ridgeback-220405/>

1.10 Упражнение Е. Факты. События. Люди.

- а. "Portrait of Mikhail Lomonosov" by Leontiy Miropolskiy is in the public domain. Last accessed October 27, 2015. https://commons.wikimedia.org/wiki/File:M.V._Lomonosov_by_L.Miropolskiy_after_G.C.Prenner_%281787,_RAN%29.jpg
- б. "Vladimir Vysotsky" by Igor Palmin is licensed under CC BY-SA 2.0. Last accessed October 27, 2015. <https://www.flickr.com/photos/igorpalmin/3272298032>
- в. "Portrait of A. S. Pushkin" by Orest Kiprensky is in the public domain. Last accessed October 27, 2015. https://commons.wikimedia.org/wiki/File:Pushkin_Alexander,_1827_by_Kiprenskiy.jpg
- г. "Baryshnikov" by Janice Waltzer is licensed under CC BY 2.0. Last accessed October 27, 2015. <https://www.flickr.com/photos/pixelpackr/12390158943>
- д. "Yuri Gagarin" by NASA is in the public domain. Last accessed October 27, 2015. <http://www.nasa.gov/topics/history/features/gagarin/gagarin.html>
- е. "Sharapova at official unveiling of her Canon PowerShot Diamond Collection" by Chris Gampat is licensed under CC BY 2.0. Last accessed October 27, 2015. <https://www.flickr.com/photos/chrisgampat/3118444208>
- ж. "In Swan Lake with the Bolshoi Ballet, 1966" [Maya Plisetskaya] is a non-copyrighted publicity still. Last accessed October 27, 2015. http://en.wikipedia.org/wiki/Maya_Plisetskaya#/media/File:Maya_Plisetskaya_-_1966.jpg
- з. "A. Gorenko" [Anna Akhmatova] by Nikolai Gumilyov is in the public domain. Last accessed October 27, 2015. http://commons.wikimedia.org/wiki/File:A._Gorenko.jpg
- и. "Алла Пугачёва на съёмках программы ФАКТОР А (2012)" by Aleksei Yermolaev is licensed under CC BY-SA 3.0. Last accessed October 27, 2015. [https://ru.wikipedia.org/wiki/Пугачёва,_Алла_Борисовна#/media/File:Алла_Пугачева_на_съёмках_программы_ФАКТОР_А_\(2012\).jpg](https://ru.wikipedia.org/wiki/Пугачёва,_Алла_Борисовна#/media/File:Алла_Пугачева_на_съёмках_программы_ФАКТОР_А_(2012).jpg)
- к. "Irina Khakamada" by Dmitry Rozhkov is licensed under CC BY-SA 3.0. Last accessed October 27, 2015. http://en.wikipedia.org/wiki/Irina_Khakamada#/media/File:Irina_Khakamada1.jpg

УРОК 2: ЧАСТЬ 1

2.1 УПРАЖНЕНИЕ А. КТО ЕСТЬ У ВАС В СЕМЬЕ? (WHO IS IN YOUR FAMILY?)

Review episode 2.1 Это моя семья and place a check mark in the column labeled “Denis” if he has the relative(s) listed. Place a check mark in the column labeled “Me” if you have that relative.

| | Denis | | Me |
|----|-------|----------|-----|
| 1. | ___ | сестра́ | ___ |
| 2. | ___ | брат | ___ |
| 3. | ___ | дядя | ___ |
| 4. | ___ | братья́ | ___ |
| 5. | ___ | тётя | ___ |
| 6. | ___ | сёстры | ___ |
| 7. | ___ | де́душка | ___ |
| 8. | ___ | дети́ | ___ |
| 9. | ___ | ба́бушка | ___ |

2.1 УПРАЖНЕНИЕ Б. ONE, OR MORE THAN ONE?

Place a check mark beside the word that accurately describes the number of each type of relative that Denis has. The forms are listed in no particular order, so be careful to notice which forms are plural and which are singular.

Denis’s relatives include his...

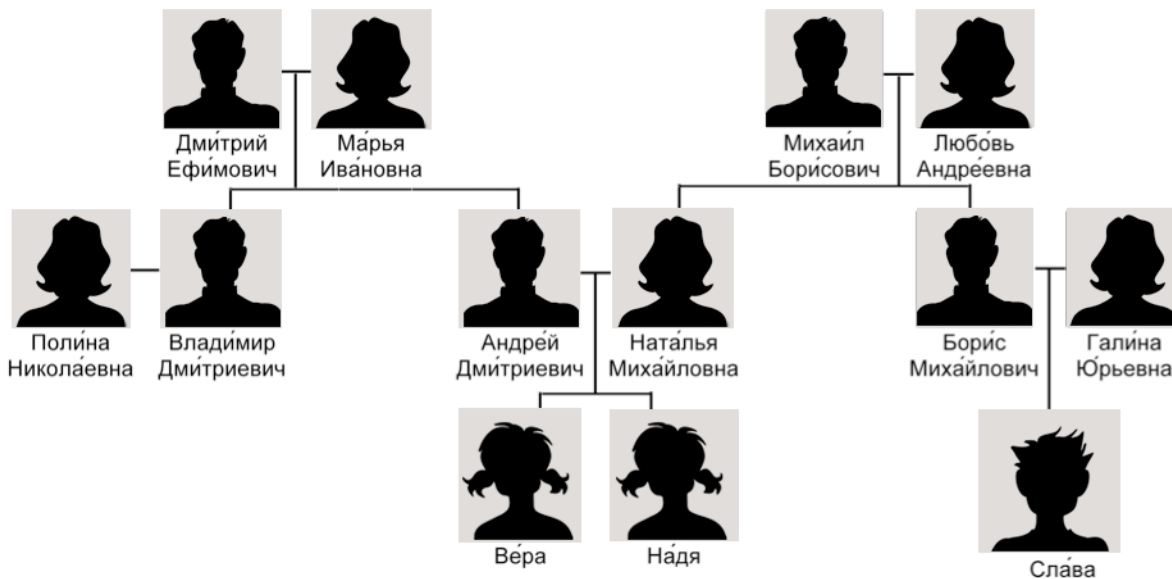
- | | | | | |
|----|-----|--------------------|-----|---------------------|
| 1. | ___ | сестра́ | ___ | сёстры |
| 2. | ___ | дядя | ___ | дяди́ |
| 3. | ___ | тёти | ___ | тётя |
| 4. | ___ | двою́родные сёстры | ___ | двою́родная сестра́ |
| 5. | ___ | двою́родный брат | ___ | двою́родные братья́ |
| 6. | ___ | ба́бушки | ___ | ба́бушка |

2.1 УПРАЖНЕНИЕ В. НОВЫЕ СЛОВА

When showing someone a family photo, you can identify your relatives using sentences that begin with **Это**. Review the vocabulary for family members and then complete the sentences below by providing the word that suggests the same family relationship, but for the opposite gender. Use the same possessive pronoun in both parts of your sentence, but make the appropriate change to its ending so that the gender matches the noun you are using. Notice that all of your sentence completions feature contrasts, so they will begin with the conjunction **а**. The first one has been done for you.

0. Это моя мама, а это мой папа.
1. Это наша бабушка, _____.
2. Это их сестра, _____.
3. Это наш сын, _____.
4. Это моя жена, _____.
5. Это наш дядя, _____.
6. Это ваша внучка, _____.
7. Это мой двоюродный брат, _____.
8. Это их отец, _____.

For the remaining 2.1 exercises, you will need to refer to this diagram of Natalya Mikhailovna's family tree.



2.1 УПРАЖНЕНИЕ Г. НАТА́ЛЯ МИХА́ЙЛОВНА И ЕЁ СЕМЬЯ

Below you will find members of Natalya Mikhailovna's family presented in pairs. Assume that you are the first person and then state your relationship to the second person. Write a full sentence in Russian. The first one has been done for you.

0. На́дя / На́талья Миха́йловна

Э́то мо́я ма́ть.

1. Сла́ва / Бори́с Миха́йлович
-

2. На́талья Миха́йловна / Андре́й Дми́триевич
-

3. Ве́ра / На́дя
-

4. Андре́й Дми́триевич / Влади́мир Дми́триевич
-

5. Ма́рья Ива́новна / Ве́ра
-

6. Сла́ва / Миха́йл Бори́сович
-

7. Ве́ра / Бори́с Миха́йлович
-

8. На́дя / Поли́на Никола́евна
-

9. Дми́трий Ефи́мович / Ма́рья Ива́новна
-

10. На́дя / Любо́вь Андре́евна
-

11. Любо́вь Андре́евна / Сла́ва
-

2.1 УПРАЖНЕНИЕ Д. FAMILY RELATIONSHIPS

Look at Natalya Mikhailovna's family tree and determine the relationship between the pairs listed below. Are they husband and wife (**муж и жена́**), brother and sister (**брат и сестра́**) or some other relationship to one another? Complete each sentence with a possible relationship. There may be more than one way to fill in the blank.

1. Миха́ил Бори́сович и Любо́вь Андреевна — _____.
2. Ната́лья Миха́йловна и Бори́с Миха́йлович — _____.
3. Влади́мир Дми́триевич и Поли́на Николáевна — _____.
4. Бори́с Миха́йлович и Сла́ва — _____.
5. Ма́рья Ива́новна и На́дя — _____.
6. Ната́лья Миха́йловна и Ве́ра — _____.

2.1 УПРАЖНЕНИЕ Е. PLURAL FORMS OF FAMILY MEMBERS

Using Natalya Mikhailovna's family tree as a guide, fill in the blanks below with plural forms that are the best fit. Note the changes in point of view.

1. Влади́мир Дми́триевич и Андре́й Дми́триевич — _____. Поли́на Николáевна и Ната́лья Миха́йловна — их _____.
2. Ма́рья Ива́новна: Влади́мир Дми́триевич и Андре́й Дми́триевич — мой _____.
3. Ната́лья Миха́йловна: Ве́ра и На́дя — мой _____.
4. Ве́ра и На́дя — _____.
5. Ната́лья Миха́йловна и Поли́на Николáевна: Влади́мир Дми́триевич и Андре́й Дми́триевич — на́ши _____.
6. Ве́ра, На́дя, и Сла́ва — _____, а Ната́лья Миха́йловна, Андре́й Дми́триевич, Бори́с Миха́йлович и Гали́на Ю́рьевна — их _____.

2.2 УПРАЖНЕНИЕ А. «ТОНИ ЕДЕТ В ЯРОСЛАВЛЬ»



Match the beginning of each sentence in the left-hand column with a conclusion in the right-hand column so that each completed sentence reflects information from this episode.

- | | |
|--------------------------------------|--|
| ___ 1. Вот красивый дом, | а. а школьница. |
| ___ 2. Ярославль — не очень большой, | б. мой дядя и тётя. |
| ___ 3. Вот вся моя семья: | в. спортсмен. |
| ___ 4. Лиза — не студентка, | г. семья! |
| ___ 5. Это моя сестра, | д. где живёт моя бабушка. |
| ___ 6. Это Настя. Её родители — | е. и не очень маленький. |
| ___ 7. Мой двоюродный брат Макс — | ж. её зовут Лиза. |
| ___ 8. Вот это да! Какая большая | з. родители, братья, сёстры, дяди, тёти и их дети. |

2.2 УПРАЖНЕНИЕ Б. ТЕКСТ «ТОНИ ЕДЕТ В ЯРОСЛАВЛЬ»

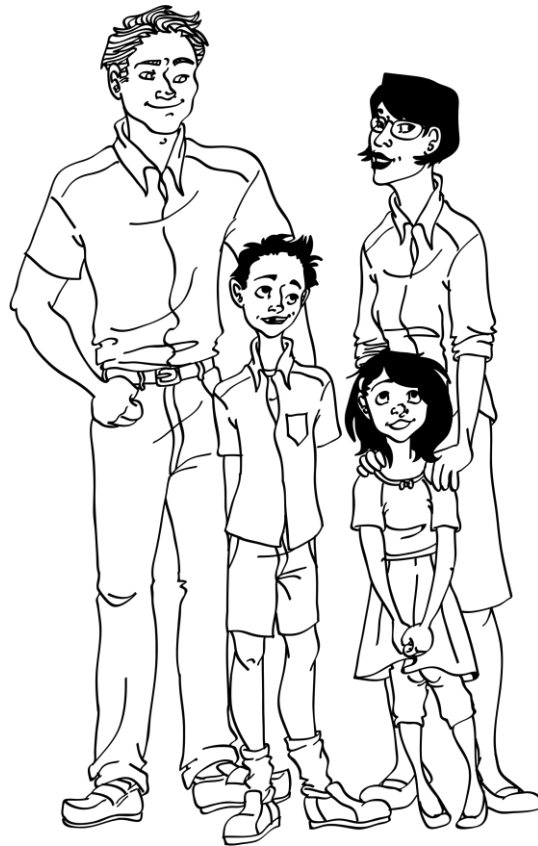
Review episode 2.2 Тони едет в Ярославль and complete the summary below by filling in the blanks with words from the word bank. There are two extra words. You do not need to change the form of any of the words. Write in cursive.

| | | | |
|--------------|----------------|----------------|-------------|
| внук | фамилия | дедушка | дядя |
| семья | город | младшая | имя |

| | |
|---|---|
|  | <p>Кто это? Это Денис Гурин и его _____ . Здесь его родители и его _____ сестра Лиза. А вот его _____ Юрий. Он художник.</p> <p>Тони думает, что (thinks that) Елизавета очень красивое _____ .</p> |
| <p>А вот Зоя Степановна. Её _____ тоже Гурин. Она и Денис — бабушка и _____ .</p> |  |

🎧 2.2 УПРАЖНЕНИЕ В. ВОТ НАША СЕМЬЯ

Listen to the description of a Russian family and label each person in the image below, listing the person's name and profession. Write your information in Russian and in cursive.



2.2 УПРАЖНЕНИЕ Г. СОЮЗЫ (CONJUNCTIONS)

Select the conjunction that best fits each sentence. Then indicate whether the sentence is true or false based on the story as we know it thus far.

| Sentences | True | False |
|---|-------|-------|
| 1. Джош [и / а / но] Кéйтлин — америкáнцы. | _____ | _____ |
| 2. Ярослáвль — мáленький [и / а] некрасíвый гóрод. | _____ | _____ |
| 3. Елéна Николáевна Гúрина — мать [и / а / но] женá. | _____ | _____ |
| 4. Макс [и / а / но] Нáстя — муж [и / а / но] женá. | _____ | _____ |
| 5. Э́то Тóни. Изабéль — егó стáршая сестрá, [и / а / но] Сáндра — егó млáдшая сестрá. | _____ | _____ |
| 6. Денíс — рúсский, [и / а / но] Амáнда — америкáнка. | _____ | _____ |
| 7. Вот Зóя Степáновна. Её дом стáрый, [а / но] красíвый. | _____ | _____ |
| 8. Натáлья Михáйловна: «Что вы, Кéйтлин! Э́то не катастро́фа, [и / а / но] э́то пробле́ма.» | _____ | _____ |

2.3 УПРАЖНЕНИЕ А. ВОТ МОЙ ДОМАШНИЙ АДРЕС

Natalya Mikhailovna gives Caitlin her home address and phone number. Listen to what she says and provide the words and numbers missing from the text. Write all numbers as numerals. Review the numbers from 1-39 before listening.

Кéйтлин, вот мой дома́шний а́дрес:

_____ Покрóвка, _____ _____, ко́рпус _____,

тел. + _____

моб. + _____

2.3 УПРАЖНЕНИЕ Б. НОВЫЕ ЗНАКОМЫЕ (ACQUAINTANCES) И ИХ АДРЕСА

Before Tony left Texas for Russia, he worked as an assistant for a geography conference at his home university. A number of scholars from Russia attended the conference. Tony has the addresses of the Russian participants. The head of the geography department, Professor Jones, knows no Russian, and remembers only a few random facts about the Russian participants. He has contacted Tony to figure out the names of the people he vaguely remembers. Help Tony answer Professor Jones's questions by using this list of names and addresses. Write the letter of the correct person next to each of Professor Jones's statements. You will write two letters in each blank.

| | |
|--|---|
| А Петрoв Юрий Геoргиевич Ярослaвская улoца, дом 15, кoрпус 4 квaртирa 6 Мoсквa | Б Андрeевa Зoя Васильевна Ямскaя улoца, дом 10, квaртирa 8 Ярослaвль |
| В Нoвикoвa Мaрия Oлeгoвнa Песoчнaя улoца, дом 15, квaртирa 6 Влaдивoстoк | Г Щaпoвa Ирiнa Анaтoльевна Кoлхoзнaя улoца, дом 51, квaртирa 15 Иркyтск |
| Д Алeксeeв Дмiтрий Ивaнoвич Бoльшaя Крaснaя улoца, дом 52, квaртирa 12 Кaзaнь | Е Никoлaeв Пeтр Васильевич Бaзaрнaя улoца, дом 50, квaртирa 8 Ярослaвль |
| Ж Исaeв Бoрис Мiхaйлoвич Песoчнaя улoца, дом 11, квaртирa 17 Влaдивoстoк | З Щaпoвa Аллa Анaтoльевна Кoлхoзнaя улoца, дом 51, квaртирa 15 Иркyтск |
| И Ивaнoв Анaтoлий Алeксeeвич Ярослaвская улoца, дом 17, квaртирa 10 Мoсквa | |

- _____ Professor Jones remembers that two participants were from Moscow.
- _____ Professor Jones remembers that two participants were sisters, sharing an apartment.
- _____ Professor Jones remembers that two participants lived on the same street.
- _____ Professor Jones remembers that two participants were visiting from the same city and had the same patronymic (although they are not related).

2.3 УПРАЖНЕНІЕ В. НЕМНОГО О НАШИХ ПЕРСОНАЖАХ (A BIT ABOUT OUR CHARACTERS)

Review episode 2.3 Кто мой хозяева and fill in the information requested about each of the four characters below. Write the information in cursive. For the last two lines be sure to use an appropriate noun form for the gender of the character.



імя: _____

о́тчество: _____

фамілія: _____

По націона́льнасти: _____

По профэ́ссии: _____





імя: _____

о́тчество: _____

фамілія: _____

По націона́льнасти: _____

По профэ́ссии: _____

2.3 УПРАЖНЕНИЕ Г. КТО ОНИ ПО НАЦИОНАЛЬНОСТИ?

You are working with a multinational tour group in Russia. Look at the names of the tour group participants and try to guess what nationality each of the participants probably (**навѣрное**) is. Since you are talking about men and women, your guesses will need to use the appropriate gender for the nationality nouns. The first guess has been made for you.

- | | |
|---------------------|-------------------------------|
| 0. Pierre Beauchamp | <u>Он, навѣрное, француз.</u> |
| 1. Marie Beauchamp | _____. |
| 2. Hiroshi Eda | _____. |
| 3. Noriko Eda | _____. |
| 4. Jun Chan | _____. |
| 5. Juan Marquez | _____. |
| 6. Marisol Marquez | _____. |
| 7. Gunter Rolf | _____. |
| 8. Ursula Schmidt | _____. |
| 9. Masha Nesterova | _____. |

2.3 УПРАЖНЕНИЕ Д. МАЛЕНЬКИЕ СЛОВА И ФРАЗЫ

Review the three episodes in Часть 1. Then match each English phrase with a Russian equivalent. Practice saying the Russian phrases aloud.

- | | |
|-------------------------------------|-------------------------|
| 1. ____ What are you talking about! | а. Скажите, пожалуйста. |
| 2. ____ I know. | б. Вот смотрите. |
| 3. ____ I understand. | в. Спасибо большое. |
| 4. ____ Of course. | г. Что ты! |
| 5. ____ Please tell me. | д. Вот это да! |
| 6. ____ Wow! | е. Правда? |
| 7. ____ Look here. | ж. Я знаю. |
| 8. ____ Really? | з. Конечно. |
| 9. ____ Thanks a lot. | и. Я понимаю. |

**2.3 УПРАЖНЕНИЕ Е. МОЯ СЕСТРА ТОЖЕ ЖИВЁТ ЗДЕСЬ**

Natalya Mikhailovna gives Caitlin the contact information for her sister, who also lives in Moscow. Listen to what Natalya Mikhailovna's says and complete the address and phone number. Write all numbers as numerals.

Кутузовский проспект, _____, _____,

тел. + _____

моб. + _____

2.3 УПРАЖНЕНИЕ Ж. СИТУАЦИИ

What Russian sentence or phrase could you say in the following situations? Review the episodes in this часть if you have trouble recalling the phrases you need.

1. There is something in an ad that you do not really understand. Ask your program administrator if you can ask them a question.

2. Ask your program administrator to please tell you what the thing (in the ad) is.

3. When the administrator has explained, say that now you understand.

4. Ask your program administrator who your hosts are.

5. Ask your program administrator if your hosts are Russians or Ukrainians.

6. Ask your hosts if the people in a photograph are their son and daughter.

7. Compliment your hosts on what a beautiful building they live in.

2.3 УПРАЖНЕНИЕ 3. ФАКТЫ. СОБЫТИЯ. ЛЮДИ. НЕМНОГО О ГЕОГРАФИИ РОССИИ.

Now that you know some of the cities where our students are going to be living, it is time to learn more about Russia's geography, as well as some geographical terms. As you read and listen to the presentation about Russian geography, complete the matching activity.

1. Match the Russian words to their English equivalents:

- | | |
|----------------|--------------|
| 1. ____ рекá | a. countries |
| 2. ____ городá | б. river |
| 3. ____ мóре | в. country |
| 4. ____ óзеро | г. cities |
| 5. ____ стрáны | д. sea |
| 6. ____ гóрод | е. lake |
| 7. ____ странá | ж. city |

2. You have learned enough about Russian place names to help a new student with some geographical terms. Watch the presentation again, and use that information to complete each sentence with a Russian word from the matching activity above.

1. Ярославль и Казáнь — _____.
2. Это Санкт-Петербург. Там _____ Невá.
3. Это Каспéйское _____.
4. Это Лáдожское _____.
5. А это — Москвá _____.
6. Белору́сь и Эсто́ния — не óчень большúе _____.

3. Do you know the answers to these geographical riddles? Use what you have learned, and work with the maps to complete the matching activity below:

- | | |
|---|-------------|
| 1. ____ рекá that flows through St. Petersburg | a. Казáнь |
| 2. ____ deepest óзеро in Russia | б. Укра́йна |
| 3. ____ мóре surrounded by more than five countries, including Russia | в. Чёрное |
| 4. ____ гóрод located on the Volga | г. Байкáл |
| 5. ____ странá to Russia's south | д. Невá |

2.3 УПРАЖНЕНИЕ И. РАССКАЖИТЕ О СЕБЕ (TELL ABOUT YOURSELF)

Imagine that you are introducing members of your family to a Russian visitor using a photograph. Point out each person, tell your relationship to him/her, and then give the person’s name. You might add one more detail about each person if you already know a Russian word that fits the person (e.g., **музыкант**, **американец**, or **добрый** or **интересный**). After introducing your family, you might also mention your city and address.

Образец: Это мой брат. Его зовут Майкл. Он А это ...

Strategy tip: Stay within the boundaries of what you know as you introduce the members of your family. Do not even think of using Google translate or another such program to “write” your introductions. The chances of the computer misunderstanding your English are very high, and your composition may wind up making no sense to your reader. If you use the phrases from the story episodes and materials, you will create a solid, comprehensible and informative text that will make sense to native speakers.

МОЯ СЕМЬЯ

УРОК 2: ЧАСТЬ 2

2.4 УПРАЖНЕНИЕ А. НОВЫЕ СЛОВА: КВАРТИРА

1. Look at the diagram of an apartment below and write a list of ten Russian words for rooms and apartment features that are visible.



- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

2. Now label those items in the diagram using the corresponding numbers above.

2.4 УПРАЖНЕНИЕ Б. ЖИВУ AND ITS OTHER FORMS

Nina Andreevna, who lives on a lower floor of Caitlin's building, always notices who lives where. Complete her story and the conversation that follows it by filling in the needed forms of the verb. Pay careful attention to the grammatical subject of each verb.

Нина Андреевна: Это наш новый дом. Вот квартира 3, где _____ я. А рядом квартира 4, где _____ молодая семья: папа, мама и дети. Я не знаю, как их зовут. А там квартира номер 5, где _____ Ирина Петровна и её муж Виктор Алексеевич. Они очень приятные соседи.

[She spots two strangers by the door to apartment 6.]

— Это вы здесь _____?

— Да, мы _____ здесь. Это наша новая квартира.

— Очень приятно познакомиться. Меня зовут Нина Андреевна. Моя фамилия Степанова. А как вас зовут?

2.5 УПРАЖНЕНИЕ А. «ЭТО НАША НОВАЯ КВАРТИРА»

Review episode 2.5 Это наша новая квартира and then complete the activities below to help you understand both the plot of the story and the meanings conveyed by specific words and phrases used in the episode. In some cases you will need to find and write down exact Russian phrases used in the text, and in other cases to give their English equivalents.

- At the end of this encounter, Marat Azatovich concludes that «Кейтлин бестактная» (Caitlin is tactless). What two comments did Caitlin make that caused him to draw this conclusion? Write out the exact Russian phrases from the text.

1. _____

2. _____

- Rimma Yur'evna disagrees. What is her impression of Caitlin? Fill in the Russian words/phrases that she uses on the left, and give their English equivalents on the right.

Quotation from Russian text

English equivalent

3. In this episode, Caitlin makes a cross-cultural discovery about some Russian apartments. What comments are made in the text? Write out the exact phrases or sentences from the text in the appropriate columns. Below each comment, give its English equivalent in parentheses.

| Things said to be typical of apartments in Russia | Things said to be typical of apartments in the U.S. |
|---|---|
| | |
| | |

4. What is Denis's response to Caitlin's reaction?

5. Read the situations below. For each one, decide whether you would describe the participants' reaction as tactless behavior or as a normal reaction. Write out the phrase giving your opinion on the right: **Это бестактно.** OR **Это нормальная реакция.**

1. People living on the sixth floor of an apartment building are unhappy when they enter the building and see a sign saying «Лифт не работает».

2. A group of students has a new teacher who is around sixty. The students whisper about him in front of him, loud enough for him to hear easily: «Какой он старый!»

3. A Russian host has cut a guest a small piece of cake. The guest's response to the piece of cake is: «Какой он маленький!»

4. A neighbor's cat has just had kittens. When a Russian friend sees them for the first time she exclaims «Какие они маленькие!»

2.5 УПРАЖНЕНИЕ Б. КАК В ТЕКСТЕ? (HOW IS IT SAID IN THE TEXT?)

Review episode 2.5 Это наша новая квартира. As you re-read it, choose the pair of letters that will complete each word so that the adjective + noun combination is spelled exactly as the same phrase is spelled in the text. You will need to use one pair of letters twice.

| | | |
|-----------|-----------|-----------|
| ая | ое | ые |
| ий | ой | ый |

- Туалёт ма́леньк_____.
- Кухня краси́в_____.
- Комната све́тл_____.
- Хозя́ева но́в_____.
- Телевизо́р больш_____.
- Телевизо́р ста́р_____.
- Имя интере́сн_____.

2.5 УПРАЖНЕНИЕ В. MAKING ADJECTIVE + NOUN AGREEMENT

- The left-hand column contains adjectives. Each adjective already has a specific ending on it. To its right you will see three nouns, only one of which matches the adjective in number and gender. Cross out the two nouns that do NOT match the adjective, so that you are left with a grammatically correct phrase in which the adjective and noun agree. The first one ("an old house") has been done for you.

| | | | |
|----------------|-------------------|------------|--------------------|
| 0. ста́рый | ко́шка | дом | маши́на |
| 1. интере́сное | фо́то | де́вушки | студе́нт |
| 2. краси́вые | ко́мнаты | маши́на | амери́канец |
| 3. ста́рые | балко́н | зада́ние | роди́тели |
| 4. но́вое | стул | сту́лья | сочине́ние |
| 5. интере́сная | семья́ | музыка́нты | президе́нт |
| 6. но́вый | часы́ | кровать | рюкза́к |
| 7. краси́вый | ва́нная | лифт | ко́мната |
| 8. ста́рая | крэ́сло | туале́т | ла́мпа |
| 9. интере́сный | двэ́ри | окно́ | дом |
| 10. но́вая | дома́ | общежи́тие | ку́хня |
| 11. но́вые | адреса́ | кварти́ра | ра́дио |

- Now go back and consider the meanings of the phrases you have created. Circle the number of any phrases that are true for your living situation.
- Write out three adjective + noun phrases on the lines below in cursive. Make sure that your endings agree.

2.5 УПРАЖНЕНИЕ Г. НАШИ ГЕРОИ (OUR CHARACTERS)

Your Russian friends do not know anything about our story. Answer their questions by completing the sentences below with the adjectives listed in the word bank. More than one adjective may be appropriate.

Note that adjectives in the word bank are in their **словарная форма** (dictionary form), so be sure to change their endings so that they agree with the nouns they modify.

| | | |
|---------------------|--------------------|----------------|
| ру́сский | талантливый | ста́рый |
| американский | хоро́ший | но́вый |

- Кто такая Кэйтлин?
— Кэйтлин — _____ студентка.
- Кто такой Денис?
— Денис — _____ студент.
- Амáнда - аспирантка?
— Да, аспирантка. Она́ — очень _____.
- Кто такие Джош и Тони?
— Тони и Джош — _____ студенты.
- Кто такая Зоя Степановна?
— Зоя Степановна — _____ хозяйка Тони.
- Ты думаешь, что квартира, где живёт Кэйтлин, плохая?
— Нет, что ты! Квартира очень _____, и дом тоже _____.

2.5 УПРАЖНЕНИЕ Д. PERSONALIZED SENTENCES

1. List up to three adjectives for each item in the left-hand column. Write in adjectives that describe the items in a way that is true for you. You can skip up to two rows if the main noun does not apply to you. Be sure to make your adjectives agree with the main noun in gender and number.

- | | | | |
|----------------------|-------|-------|-------|
| 1. Моя семья | _____ | _____ | _____ |
| 2. Мой дом | _____ | _____ | _____ |
| 3. Моё общежитие | _____ | _____ | _____ |
| 4. Моя квартира | _____ | _____ | _____ |
| 5. Моя комната здесь | _____ | _____ | _____ |
| 6. Соседи здесь | _____ | _____ | _____ |
| 7. Наш университет | _____ | _____ | _____ |
| 8. Наш город | _____ | _____ | _____ |

2. Using the noun and adjective sets above, write out six sentences that are true for you. When combining adjectives you will need to think about which conjunction (**и** or **но**) would best express your meaning. Remember that **и** just connects modifiers together, while **но** suggests a contradiction in expectations between the two modifiers.

Образец: Наш город — большой и интересный.

Наш город — маленький, но интересный.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2.6 УПРАЖНЕНИЕ А. «ЗДЕСЬ ЖИВЁТ ЗОЯ СТЕПАНОВНА»

Review episode 2.6 Здесь живёт Зоя Степановна and complete the following summary of what we know about Tony's living situation in Russia. The words in the word bank are listed in their dictionary forms, so you will need to change their endings to make the necessary gender and number agreements. Remember to pay attention to the facts as well as the grammar!

| | | |
|-----------------|------------------|-------------------|
| большой | высокий | интересный |
| красивый | маленький | небольшой |
| новый | старый | ужасный |
| | хороший | |

Ярославль — _____ город. Дом, где живёт Тони, _____, но _____ . Его хозяйка — Зоя Степановна. Её квартира _____ . Здесь _____ потолок и _____ окна. Это, конечно, плюсы. Зоя Степановна думает, что _____ зеркало — не проблема, потому что (because) Тони — мужчина. Тони думает, что картина очень _____. А соседи и их музыка — _____ .

2.6 УПРАЖНЕНИЕ Б. КАКИЕ СЛОВА – ОНИ?

Review episode 2.6 Здесь живёт Зоя Степановна and note which nouns occur in the text in the plural, and which occur in the singular. The one word that appears in both forms has been done for you.

| singular | plural |
|---|---|
| 0. <input checked="" type="checkbox"/> потоло́к | <input checked="" type="checkbox"/> потоло́ки |
| 1. _____ окно́ | _____ о́кна |
| 2. _____ сосе́д | _____ сосе́ди |
| 3. _____ зе́ркало | _____ зеркала́ |
| 4. _____ ту́мбочка | _____ ту́мбочки |
| 5. _____ кровáть | _____ кровáти |
| 6. _____ полотéнце | _____ полотéнца |
| 7. _____ шка́ф | _____ шкафа́ |

2.6 УПРАЖНЕНИЕ В. PLURALS – REGULAR AND IRREGULAR

Review all of the information that you have learned about making plural nouns in Russian. Then complete the following table to match the singular and plurals of the new words. You should know all the words in the chart.

| Singular | Plural |
|--------------|---------|
| 1. адрес | _____ |
| 2. _____ | балконы |
| 3. _____ | дома |
| 4. дверь | _____ |
| 5. _____ | зеркала |
| 6. квартира | _____ |
| 7. _____ | комнаты |
| 8. кресло | _____ |
| 9. кровать | _____ |
| 10. _____ | кухни |
| 11. окно | _____ |
| 12. _____ | потолки |
| 13. стол | _____ |
| 14. _____ | стулья |
| 15. туалет | _____ |
| 16. тумбочка | _____ |

2.6 УПРАЖНЕНИЕ Г. EXCLAMATIONS

Use the nouns from 2.6 Упражнение В to complete the following exclamations and statements. Then place a check mark in one of the columns on the right to indicate where the resulting phrase is likely to be heard: in a furniture store or during a tour of an unfurnished apartment. When selecting nouns for the blanks, be sure to consider the gender and number of the adjective endings.

| | Furniture store | Unfurnished apartment |
|----------------------------|----------------------------|----------------------------------|
| 1. Какой большóй _____! | ___ | ___ |
| 2. Какáя большáя _____! | ___ | ___ |
| 3. Э́то большóе _____. | ___ | ___ |
| 4. Какíе большíе _____! | ___ | ___ |
| 5. Э́то хорóший _____. | ___ | ___ |
| 6. Какáя хорóшая _____! | ___ | ___ |
| 7. Какóе хорóшее _____! | ___ | ___ |
| 8. Какíе хорóшие _____! | ___ | ___ |
| 9. Э́то плохóй _____. | ___ | ___ |
| 10. Э́то плохíе _____. | ___ | ___ |
| 11. Э́то мáленькое _____. | ___ | ___ |
| 12. Какíе мáленькие _____! | ___ | ___ |

2.6 УПРАЖНЕНИЕ Д. КОМПЛИМЕНТЫ

Tony wants to make a good impression on Zoya Stepanovna, but he is a bit tongue-tied in front of her. Come up with a set of compliments that Tony could offer about the following features of her apartment. Be sure to vary your adjectives. One has been done for you.

0. Какая красивая комната!
1. _____ кухня!
2. _____ балкон!
3. _____ дом!
4. _____ окна!
5. _____ картины!
6. _____ фотографии!
7. _____ зеркало!
8. _____ кресло!

 2.6 УПРАЖНЕНИЕ Е. КАКАЯ ЭТО КВАРТИРА?

Strategy Tip: An important skill to develop in a foreign language is the ability to listen even when you do not recognize every word that is said. Listening to get the gist takes practice. In each chapter we include two or three exercises which are a bit beyond your knowledge level. Your task will be to listen and to understand the text well enough to complete the tasks assigned for the passage. You will write your responses in English, since you need to synthesize the information that you hear. You may need to listen multiple times before answering the questions.

You will hear a short description of the Pavlenko family and their apartment. You will NOT understand every word. Just try to get enough of what is said to complete the tasks below.

The following three words have been translated for you:

ремонт = remodeling рядом = nearby далеко = far

1. Write in numerals to complete the address of the Pavlenkos' new place.
Pushkin Street, house # ____, apartment # ____.
2. What are some advantages of the new apartment? List at least four, summarizing in English.

3. What are some negatives about the new apartment? List at least two, summarizing in English.

2.6 УПРАЖНЕНИЕ Ж. TRANSLATION

Caitlin is getting short text messages from a friend at home who has just moved into a new apartment. Rimma Yur'evna sees her reading them on her phone over dinner and is curious. Help Caitlin tell Rimma Yur'evna about her friend's apartment by translating the messages. Place a check mark next to the sentences that could be said about the place where you live.

1. The building is big, but the apartment is small.

2. The kitchen is horrible. It is really tiny.

3. But the bedroom is large and pretty.

4. The bathroom is not bad, but small.

5. The balcony is normal, the usual.

6. The neighbors are also students. Here are (some) new photographs.

2.6 УПРАЖНЕНИЕ З. МАЛЕНЬКИЕ СЛОВА И ФРАЗЫ

Review the episodes in Часть 3, and then match each English phrase with its Russian equivalent. Practice saying the Russian phrases aloud.

- | | |
|------------------------------|------------------------|
| 1. ___ And what's there? | а. навёрное |
| 2. ___ It works. | б. как правило |
| 3. ___ on the right | в. слéва |
| 4. ___ as a rule | г. А там что? |
| 5. ___ It's a big advantage. | д. Как ёто пйшется? |
| 6. ___ unfortunately | е. Он рабóтает. |
| 7. ___ probably | ж. Как ёто назывáется? |
| 8. ___ What is that called? | з. Ёто большóй плюс. |
| 9. ___ How is that spelled? | и. спра́ва |
| 10. ___ on the left | к. к сожалéнию |

2.6 УПРАЖНЕНИЕ И. СИТУАЦИИ

What Russian sentence or phrase would be said by the speaker in the following situations? Note that the situations, taken together, form a short dialogue.

1. A young woman has stopped and asked you about two buildings. You point to each and explain that this is the university, whereas that is the university dormitory.

2. The woman thanks you and explains that she is a new student here.

3. She tells you that her name is Anastasiya Petrovskaiia.

4. You comment by saying that it is a very pretty (first) name.

She asks if the dorm is a good one and wants to know: do you live there?

5. _____

You explain that the dorm is okay, but you do not live there.

6. _____

Say your address is Kazanskaia street, house 8, apartment 4. [*Write numbers as words.*]

2.6 УПРАЖНЕНИЕ К. СОЧИНЕНИЕ

Imagine that you are showing a visiting Russian student several photos of the place where you are currently living. Write a well-organized paragraph of at least fifty words with the comments you would make. Point out features and furnishings of your living space (assume you are pointing to the photos), and give a detail or two about them. Remember to use the conjunctions **и**, **а**, and **но** to connect your thoughts. Stay within the boundaries of what you know by using the models and phrases from the story episodes and activities.

Вот (дом / общежитие / квартира / комната) [*circle the appropriate item*], где я живу.

УРОК 2: ЧАСТЬ 3

2.7 УПРАЖНЕНИЕ А. ДЖОШ ПИШЕТ БЛОГ

Review episode 2.7 Джош пишет блог and match the phrases on the left with those on the right to make sentences that accurately reflect the content of the episode.

- | | |
|---|--------------------------|
| 1. ____ Дверь — чёрная, а дом — ... | а. работает. |
| 2. ____ Её имя-отчество — ... | б. её хозяйка — русская. |
| 3. ____ Хозяйка говорит, что Черных — ... | в. сибирский город. |
| 4. ____ Её машина — ... | г. мексиканская. |
| 5. ____ Его любимая кухня — ... | д. белый. |
| 6. ____ Джош — американец, а ... | е. сибирская фамилия. |
| 7. ____ Его хозяйка много ... | ж. красная Тойота. |
| 8. ____ Иркутск — интересный ... | з. Светлана Борисовна. |

2.7 УПРАЖНЕНИЕ Б. РОССИЯ И НАЦИОНАЛЬНОСТИ

1. One of the things that Josh notices about Irkutsk is the multiethnic nature of the city's population. In addition to foreigners living and working in Russia, the Russian Federation itself is home to a diverse mix of ethnic groups. Unscramble the letters and write out the names of the nationalities that Josh mentions in his blog posting.

- | | |
|-------------------|-------------------|
| 1. еикрсу _____ | 5. аратты _____ |
| 2. цыкатий _____ | 6. тябыур _____ |
| 3. нуакицры _____ | 7. емарня _____ |
| 4. зукибе _____ | 8. ыусролеб _____ |

2. Once you have unscrambled the nationality words above, match them to the names of the places below. Six of them are independent countries and two of them are regions within the Russian Federation. Mark the two regions with the letter **R**. You may need to search on the web to get more information.

- | | | |
|------------------|-------------------|--------------------|
| 1. ____ Армения | 4. ____ Китай | 7. ____ Узбекистан |
| 2. ____ Беларусь | 5. ____ Россия | 8. ____ Украина |
| 3. ____ Бурятия | 6. ____ Татарстан | |

2.7 УПРАЖНЕНИЕ В. КАКАЯ ЭТО МАШИНА?

Think about the following brands of cars and write in the appropriate adjective of nationality. An example is given to get you started.

0. Рено — французская машина, а Лада — русская машина.
1. Ленд ровер — _____ машина.
2. Мерседес — _____ машина.
3. Шевроле — _____ машина.
4. Фиат — _____ машина.
5. Хонда — _____ машина.

2.7 УПРАЖНЕНИЕ Г. PERSONALIZED ADJECTIVES OF NATIONALITY

Describe the ethnic restaurants in your city by filling in the blanks below with appropriate adjectives of nationality (e.g., американский). If your city has more than one of these restaurants, be sure to make the phrase plural. Then complete the final sentence about your food interests.

1. _____ ресторán_____
2. _____ ресторán_____
3. _____ ресторán_____
4. _____ ресторán_____
5. _____ ресторán_____
6. _____ ресторán_____

Моя любимая кухня — _____.

 2.7 УПРАЖНЕНИЕ Д. ВЫ ПОЛИГЛОТ?

Sometimes a name in English has equivalent forms in many European languages. Look at these versions of the names John and Elizabeth, and complete the sentences below with the correct adjectives of nationality. Remember that the word **имя** in Russian is always neuter. If you get stuck, you can consult behindthename.com.

0. John — это английское имя.
1. Juan — это _____ имя.
2. Jean — это _____ имя.
3. Giovanni — это _____ имя.
4. Johannes — это _____ имя.
5. Иван — это _____ имя.
7. Elizabeth — это _____ имя.
8. Élisabeth — это _____ имя.
9. Elisabetta — это _____ имя.
10. Isabel — это _____ имя.

2.7 УПРАЖНЕНИЕ Е. ЧИСЛИТЕЛЬНЫЕ (NUMBERS)

Review the numbers 1-39 and then complete these arithmetic problems. Write the correct answers as numerals.

1. четырнадцать плюс пятнадцать будет (=) ____
2. тридцать три минус двадцать будет ____
3. двенадцать плюс десять будет ____
4. шестнадцать плюс двадцать два будет ____
5. девятнадцать плюс девять будет ____
6. тридцать восемь минус девятнадцать будет ____
7. шесть плюс семь плюс восемь плюс девять будет ____
8. двадцать два плюс семнадцать будет ____

2.8 УПРАЖНЕНИЕ А. АМАНДА ПИШЕТ ИМЕЙЛ: НОВЫЕ СОСЕДИ

Caitlin and Tony are discussing Amanda's email. Caitlin only remembers bits and pieces of the descriptions that Amanda wrote. Tony has a good memory for names and can tell Caitlin which people Amanda was writing about: Katya Nikolskaya, Lena Antonova or Monique Dubois. Play the part of Tony and write in the name(s) of the person next to the word(s) that Caitlin remembers from Amanda's email.

- | | |
|-------------------------|------------|
| 1. аспирантка | Это _____. |
| 2. приятные девушки | Это _____. |
| 3. француженка | Это _____. |
| 4. соседка по комнате | Это _____. |
| 5. студентки | Это _____. |
| 6. хорошо знает русский | Это _____. |

2.8 УПРАЖНЕНИЕ Б. СТУДЕНТЫ ПИШУТ, ЧТО... (THE STUDENTS WRITE THAT...)

Review the episodes in Часть 3 and fill in the blanks with words from the word bank to accurately describe what is in Josh's blog post and Amanda's email. There are two extra words. You do not need to change the form of any words in the word bank.

| | | |
|---------|--------------|---------------|
| сле́ва | конече́но | красна́я |
| близко́ | бе́лый | недалеко́ |
| красный | францу́женка | мно́го |
| япо́нка | то́лько | замеча́тельно |
| рядом | спра́ва | че́рная |

- Ама́нда пи́шет, что Не́вский проспéкт _____, и университет то́же _____.
- Джош пи́шет, что дом, где он живёт, _____, а дверь — _____.
- Ама́нда пи́шет, что _____ живёт Ка́тя Никольская.
- Джош пи́шет, что его́ хозяйка Светла́на Бори́совна _____ рабо́тает.
- Ама́нда пи́шет, что Моник, _____, не ру́сское и́мя.
- Джош пи́шет, что на фо́то (in the photo) его́ хозяйка Светла́на Бори́совна и её _____ маши́на.
- Ама́нда пи́шет, что на фо́то Моник — _____, а Ка́тя и Ле́на — _____.
- Джош пи́шет, что там есть не _____ кита́йский ресто́ран, но и мексика́нский.
- Джош пи́шет, что всё там _____.

2.8 УПРАЖНЕНИЕ В. REVIEWING ADJECTIVE ENDINGS


Misha is a pessimist, while Lyuba is an optimist who tries to convince Misha that things are just the opposite of what he thinks. Complete the sentences with Lyuba's optimistic take on the situation using appropriate forms of the adjectives **хоро́ший** and **большо́й**. Be sure to review the spelling rules as you write your adjective forms.

- Ми́ша: Ко́мната ма́ленькая. Лю́ба: Да что ты! Ко́мната _____.
- Ми́ша: Общежи́тие плохóе. Лю́ба: Да что ты! Общежи́тие _____.
- Ми́ша: Слова́рь плохóй. Лю́ба: Да что ты! Слова́рь _____.
- Ми́ша: Маши́ны ма́ленькие. Лю́ба: Да что ты! Маши́ны _____.
- Ми́ша: Полоте́нце ма́ленькое. Лю́ба: Да что ты! Полоте́нце _____.
- Ми́ша: Му́зыка плоха́я. Лю́ба: Да что ты! Му́зыка _____.
- Ми́ша: Ресто́раны плохи́е. Лю́ба: Да что ты! Ресто́раны _____.
- Ми́ша: Шкаф ма́ленький. Лю́ба: Да что ты! Шкаф _____.

2.8 УПРАЖНЕНИЕ Г. ЧИСЛИТЕЛЬНЫЕ 1-199


Review the numbers from 1-199. Read the written forms of the numbers below and write them out as numerals.

- | | | | |
|------------------------|-------|-----------------------|-------|
| 1. сорок восемь | _____ | 7. семьдесят четыре | _____ |
| 2. пятьдесят три | _____ | 8. восемьдесят семь | _____ |
| 3. сто двадцать девять | _____ | 9. сто тридцать шесть | _____ |
| 4. шестьдесят пять | _____ | 10. двадцать семь | _____ |
| 5. девятьсто девять | _____ | 11. сто тринадцать | _____ |
| 6. восемнадцать | _____ | 12. пятнадцать | _____ |

 2.8 УПРАЖНЕНИЕ Д. АДРЕСА: NUMBERS 1-199

1. Below you will find some addresses in Moscow and the Moscow region, although the house numbers are missing. Listen to the addresses and write in the missing house numbers in numerals.

1. Москва, Профсоюзная улица, дом _____, корпус _____
2. Москва, Профсоюзная улица, дом _____
3. Москва, Варшавское шоссе, дом _____
4. Москва, Профсоюзная улица, дом _____
5. Москва, Варшавское шоссе, дом _____
6. Москва, Варшавское шоссе, дом _____ а
7. Москва, Варшавское шоссе, дом _____
8. Москва, Ленинский проспект, дом _____
9. Москва, Ленинградское шоссе, дом _____
10. Москва, Проспект мира, дом _____, корпус _____
11. Люберцы, Октябрьский проспект, дом _____
12. Люберцы, Октябрьский проспект, дом _____ а
13. Москва, Шоссе Энтузиастов, дом _____
14. Москва, Шоссе Энтузиастов, дом _____

2.  What is located at the addresses you just completed? What do the streets and buildings look like? Use the mapping website maps.yandex.ru to search for the addresses and click on **Посмотреть на панораме** in the details window on the right to get a view at street level.

For each address, place a check mark in the appropriate column to indicate what you find at that location. The first one has been done for you.

- | | | | | |
|-----|-------------------------------------|--|-------|---------------------------------------|
| 0. | <input checked="" type="checkbox"/> | shopping center | _____ | apt. building |
| 1. | _____ | movie theater | _____ | apt. building with many small shops |
| 2. | _____ | church | _____ | post office (Почта России) |
| 3. | _____ | apt. building with first floor restaurant | _____ | school |
| 4. | _____ | church | _____ | Перекрёсток grocery store |
| 5. | _____ | car dealership | _____ | apt. building |
| 6. | _____ | movie theater | _____ | car dealership |
| 7. | _____ | McDonald's | _____ | movie theater |
| 8. | _____ | restaurant | _____ | school |
| 9. | _____ | apt. building with book store on first floor | _____ | apt building with café on first floor |
| 10. | _____ | church | _____ | restaurant |
| 11. | _____ | McDonald's | _____ | bank |
| 12. | _____ | bank | _____ | apt. building |
| 13. | _____ | hotel | _____ | furniture store |

3. Cultural reflection. After looking at the buildings and street scenes above, what impressions do you have of these neighborhoods in Moscow? Write a few sentences in English with your observations.

2.8 УПРАЖНЕНИЕ E. CONJUNCTIONS: и ... и / НЕ ТОЛЬКО ... НО И

In the box below you will find fifteen short phrases. Find two that address the same topic and that can be logically combined with the following conjunctions:

и ... , и (both ... and ...)

не только ... , но и ... (not only ... , but also ...)

Not all of the phrases will combine logically (i.e., the apartment is both big and small / the car is not only new, but old) so choose carefully. You will need to re-write the original phrases to remove redundant words. The first one has been done for you.

| | | |
|---------------------------|-------------------------|----------------------------|
| ку́хня большáя | Москвá большóй горóд | Кéйтлин вéжливая дéвушка |
| мáшинá мáленькая | общeжитиe нóвое | мáшинá плохáя |
| Кéйтлин сeрьёзная дéвушка | Москвá красíвый горóд | общeжитиe большóе |
| общeжитиe хорóшее | ку́хня стáрая | Кéйтлин бeстáктная дéвушка |
| мáшинá япóнская | Москвá интeрeсный горóд | ку́хня нóвая |

0. Кúхня не тóлько нóвая, но и большáя. OR Кúхня и нóвая, и большáя.

1. _____

2. _____

3. _____

4. _____

 **2.8 УПРАЖНЕНИЕ Ж. НАША СЕМЬЯ ДОВОЛЬНО БОЛЬШАЯ**

You will hear audio taken from a portfolio site for students studying Russian at another university. Listen and take notes in English.

The speaker's name is: _____

The speaker's siblings are: _____

What are three things we learn about the speaker's father?

1. _____
2. _____
3. _____

What are two things we learn about the speaker's mother?

1. _____
2. _____

The speaker mentions four people who live in Tomsk. Add one detail that the speaker mentions about each of them.

1. _____
 Detail: _____
2. _____
 Detail: _____
3. _____
 Detail: _____
4. _____
 Detail: _____

2.8 УПРАЖНЕНИЕ 3. ПОЗНАКОМЬТЕСЬ, ПОЖАЛУЙСТА! (PLEASE GET ACQUAINTED!)

Imagine that you are introducing the four main characters in our story to a Russian who knows nothing about the story. Write 3-4 sentences telling what you can about them. Use each of the conjunctions in the box below at least once.

| | | |
|-----------------|----------|----------------------------|
| а | и | но |
| и ..., и | | не только ..., но и |

1. Это Амáнда. _____

2. Это Джош. _____

3. Это Кéйтлин. _____

4. Это Тóни. _____

2.8 УПРАЖНЕНИЕ И. STARTING A COMPOSITION

Before starting a composition, a student wrote down some words in their dictionary forms to help describe his/her family and dorm room. Help the student turn these strings of words into sentences that make sense.

In making these sentences, you will need to change the endings to convey your meaning properly. This includes conjugating verbs, making adjectives agree with nouns, and making words plural.

1. Наш / университет / хороший / .

2. Вот / большóй / общежитие / , / where / я / жив- / .

3. Мой / комната / хороший / and / удобный / .

4. Там / стол / , / стул / , / маленький / кровать / and / любимый / чёрный / кресло / .

5. Мой / соседи / интересный / . / Они / канадец / .

6. Дóма / жив- / родители / .

7. Мой / старший / брат / — / замечательный / спортсмен / .

8. Whereas / мой / младший / сестра / школьница.

2.8 УПРАЖНЕНИЕ К. СИТУАЦИИ

A new Russian acquaintance has engaged you in conversation about your living situation in Russia. What Russian sentences or phrases could you say in the following situations? Note that the sentences are connected.

1. Tell the person that your address is Novaya Street, building 20, apartment 14.

2. Explain that in your opinion the apartment is a good one. The rooms are large, and the ceilings are tall.

3. Explain that the university is not far away, and that restaurants and cafes are close.

4. Explain that your neighbors are a Russian family – husband, wife, son and daughter.

5. Explain that they are very pleasant.

6. Explain that their son is a schoolboy, but the daughter is still little.

7. Their apartment is on the left, while yours is on the right.

8. Explain that your last name is Clinton, and that it is a common American last name.

2.8 УПРАЖНЕНИЕ Л. СОЧИНЕНИЕ: «МОЯ СЕМЬЯ»

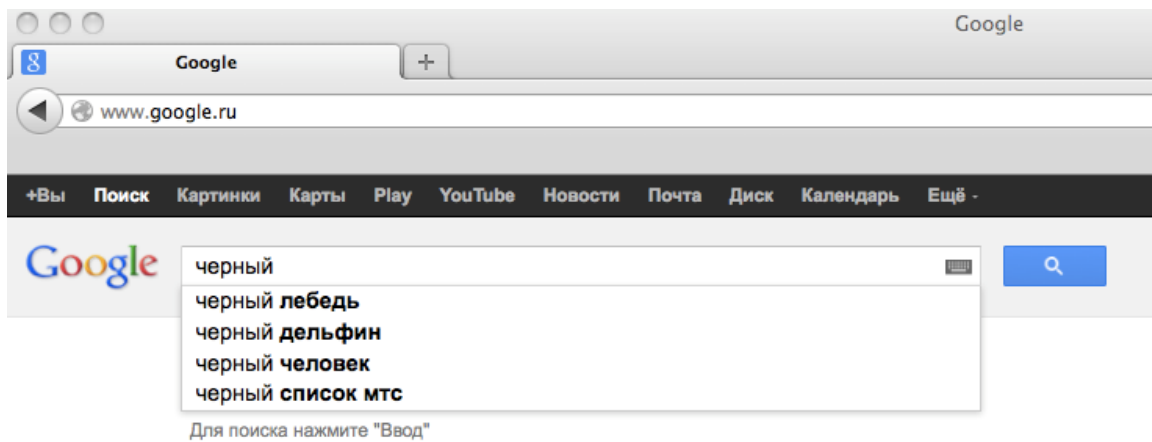
Now you should be ready to write an essay about your own family and living circumstances. Remember to use language and constructions you know, rather than trying to translate directly from English. As with all essays, a good starting strategy is to review previous exercises in the *Работа в аудитории* and *Домашние задания*, and to "poach" strategically from the story episodes. Write 60-75 words.

2.8 УПРАЖНЕНИЕ М. ФАКТЫ. ЛЮДИ. СОБЫТИЯ. COLORS AND CULTURAL ASSOCIATIONS

Colors (e.g., white, black, red) are rich in associations, but the associations are often culturally specific. In this activity you will uncover some of the common Russian associations for these colors, and you will compare those associations to ones in English. To do this, you will search for color words in a Russian search engine (google.ru) as well as in an English search engine (google.com). It is essential that you use the correct search engine, so keep checking to verify that you have the one you need.

a. Search google.ru.

1. Type the word **черный** (without a ё) into the search box, but do NOT hit enter! You should get a screen that looks like this.



2. Write the four nouns google.ru suggests on the lines below and put English translations next to them.

3. Now do the same thing again, but spell it **чёрный**. Note any differences below.

Имя и фамилия: _____

Число: _____

4. Try a different gender: **черная / чёрная**

5. And the neuter: **черное / чёрное**

6. Compare the two language versions of the search engine.

1. Do a comparison image search (**картинки**) of the words:

черный on google.ru and **black** on www.google.com

What similarities and differences did you find?

в. Search google.ru.

1. Now repeat the search process, entering the different forms of these color words:

| | | |
|----------------|----------------|--------------|
| красный | красное | белая |
| красная | белый | белое |

List the associations you find and look up meanings of words that are unfamiliar to you. Note any that describe phenomena different from the literal meaning of the words (for example, in English the term “red bull” usually refers to a highly caffeinated drink, and an image search will produce very few pictures of the animal outside of that very specific context).

1. красный:

2. красная:

3. красное:

4. белый:

5. белая:

6. белое:

2. Finally, open google.com in one window and google.ru another. Search for the exact same Russian color word in Cyrillic: **белый**. Compare answers and find out meanings.

| белый / google.com | белый / google.ru |
|--------------------|-------------------|
| | |

3. Explain the cultural significance of and associations with the following items (explain what they are, do not just translate the words):

1. Чёрный квадрат / Красный квадрат refers to _____

2. Белое солнце пустыни refers to _____

3. Белая гвардия refers to _____

4. Красный Октябрь refers to _____

5. Чёрный кофе refers to _____

Имя и фамилия: _____

Число: _____

4. Comment on what you have learned about the Russian language, and about cultural associations by doing this activity:

Имя и фамилия: _____

Число: _____

IMAGE INFORMATION

2.4 Упражнение А

1. Room layout designed using floorplanner.com. Used with explicit written permission granted April 23, 2015.

УРОК 3: ЧАСТЬ 1

3.1 УПРАЖНЕНИЕ А. ЧТО ВЫ СЕЙЧАС ДЕЛАЕТЕ?

Imagine that you are the person shown in the pictures below and that someone has asked you the question “Что вы сейчас делаете?” Your answers will all start with “Я”. Write your answers in complete sentences in cursive.



1.



2.



3.



4.



5.



6.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

3.1 УПРАЖНЕНИЕ Б. НАСТЯ, ЧТО ТЫ ДЕЛАЕШЬ?

Denis’s cousin Nastya gets distracted easily, and her mother regularly checks up on her activities. Listen to the questions she asks and fill in the missing words.

1. Настя, ты _____ уроки?
2. Ты _____ комнату?
3. Ты _____, где мой журнал «Мода»?
4. Ты _____ радио?
5. Ты _____ учебник?
6. Ты _____ сочинение?
7. Ты _____ в домино?

3.1 УПРАЖНЕНИЕ В. РАЗГОВОРЫ (CONVERSATIONS)

Based on what you have learned in episode 3.1 Сегодня суббота, complete these cell phone conversations with the appropriate words from the word bank.

| | | | |
|--------|---------|---------|--------|
| гуляю | делаешь | думаю | что |
| журнал | знаешь | играю | убираю |
| пишет | привет | работаю | салат |

- Катя: Амáнда, что ты _____?

Амáнда: Я читаю _____ и пишу эссе.
- Кейтлин: Джош, ты дома? _____ ты делаешь?

Джош: Я не дома. Я _____ в футбол. А ты?

Кейтлин: Я _____ в парке. Ты не _____, что делает Тони?

Джош: Нет, не знаю.
- Римма Юрьевна: Марат, ты где? Что ты делаешь?

Марат Азатович: Римма, я _____, ты понимаешь?

Римма Юрьевна: Ты всё ещё работаешь?

Марат Азатович: Да. А ты где? Дома?

Римма Юрьевна: Конечно, дома, где же ещё? Я _____ квартиру.
- Денис: _____, бабушка, что ты делаешь?

Зоя Степановна: Ничего. Я дома. Сейчас делаю _____.

Денис: Бабушка, Тони сейчас дома? Кейтлин _____ эсмэски, что она не знает, где он.

Зоя Степановна: Он здесь, конечно. Я _____, что он слушает музыку.

3.1 УПРАЖНЕНИЕ Г. ЕЩЁ О НАШИХ ГЕРОЯХ (STILL MORE ABOUT OUR HEROES)

1. Tony is writing an entry in his diary about Zoya Stepanovna. He knows what he wants to say, but struggles with Russian verbs. He could use your help completing the paragraph below. There are some unfamiliar words marked with ♦, but you should be able to sound them out to get their meaning.

Здесь _____ Зоя Степановна. Она уже не _____. Она на пенсии
[live] [work]

(retired). Она _____, что её квартира старая, но очень хорошая. Район —
[think]

хороший, почти (almost) центр. Рядом красивый парк, где она _____. Она
[stroll]

_____, где магазины (stores) и поликлиника♦.
[know]

Утром (in the mornings) Зоя Степановна _____ радио и _____
[listen to] [tidy]

квартиру. Потом (later) она _____ суп♦ или салат. Иногда (sometimes)
[make]

она _____ письма (letters). Её дети и их семьи _____ далеко.
[write] [live]

2. Caitlin heard Rimma Yur'evna on Skype catching up with a childhood friend. Rimma Yur'evna did not speak very distinctly, so Caitlin did not catch everything. Help her complete the text below.

«Город, где мы _____, Казань. Я — школьная учительница, а мой муж —
[live]

небольшой бизнесмен. Муж много _____. Он часто _____
[work] [write]

письма, контракты♦, документы. Я, конечно, _____ сочинения и
[read]

_____ комментарии♦.
[write]

Только в уик-энд♦ мы дома. Я _____ квартиру. Я _____ суп и
[tidy] [make]

салаты. Вечером (in the evening) мы немного _____ и _____
[relax] [listen to]

музыку. Рядом большой зал♦, где мы часто _____ концерты♦.
[listen to]

Сейчас здесь _____ Кейтлин, американская студентка. Мы
[live]

_____, что Кейтлин очень хорошо _____ по-русски.
[think] [understand]

Имя и фамилия: _____

Число: _____

Теперь она хорошо _____ центр, потому что (because) она часто там
[know]

_____»
[stroll]

3. Re-read the previous passages above and decide which activities the various characters have in common. Some pairs of characters may have more than one action in common. Remember to use the **они** form of the verbs, as there is a compound subject (more than one person).

Зоя Степановна и Кейтлин _____.

Марат Азатович и Римма Юрьевна _____.

Зоя Степановна и Марат Азатович _____.

Зоя Степановна и Римма Юрьевна _____.

3.1 УПРАЖНЕНИЕ Д. КТО ГОВОРИТ? (WHO'S TALKING?)

Listen to the sentences and fill in the blanks on the left. Then decide which of the characters might say each of the statements, and write their names in the right-hand column.

| | Кто это говорит? |
|---|------------------|
| 1. Я много _____, потому что я _____. | _____ |
| 2. Я сейчас _____ музыку, а моя хозяйка _____ на кухне. | _____ |
| 3. Я _____ здесь уже месяц [for a month], и теперь я неплохо _____ Иркутск. | _____ |
| 4. _____ на фотографии и река Невы и музей Эрмитаж. Я часто здесь _____. | _____ |
| 5. Сегодня суббота. Сегодня я _____ работаю, сегодня я только _____. | _____ |
| 6. Сегодня суббота. Я _____ квартиру. | _____ |
| 7. Я _____ спортсмен. Я _____ и в футбол, и в волейбол, и в бейсбол. | _____ |
| 8. Я _____, что я неплохой бизнесмен. Сейчас я _____ большой контракт. | _____ |

3.2 УПРАЖНЕНИЕ А. АМАНДА МНОГО ИЛИ МАЛО РАБОТАЕТ?

Review episode 3.2 Аманда много или мало работает and fill in the blanks with the names of the characters to accurately reflect the episode.

- _____ всё время работает.
- _____ пьет эсэмэску.
- _____ никогда не отдыхает.
- _____ думает, что _____ очень серьезная!
- _____ знают новый номер телефона Кати.
- _____ гуляют.
- _____ думает, что _____ очень любопытный.

3.2 УПРАЖНЕНИЕ Б. МАЛЕНЬКИЕ СЛОВА

Match the Russian words and phrases with their English equivalents.

- | | | |
|-----|-------------|------------------------|
| ___ | 1. много | а. simply |
| ___ | 2. мало | б. in my opinion |
| ___ | 3. ведь | в. of course |
| ___ | 4. просто | г. hi |
| ___ | 5. по-моему | д. a lot |
| ___ | 6. сегодня | е. little |
| ___ | 7. почему | ж. bye |
| ___ | 8. привёт | з. why |
| ___ | 9. пока | и. today |
| ___ | 10. конечно | к. after all; you know |

3.2 УПРАЖНЕНИЕ В. ПЕРЕВОД (TRANSLATION)

Tony and Josh have been texting each other in English. Later that day Tony tells Zoya Stepanovna about their conversation, translating the text messages on his phone. How would their dialog sound in Russian? Remember that Russian does not use auxiliary verbs, so do NOT translate literally. If you are unsure about how to say things, review the story episodes for help with vocabulary and word order. Do not translate the words in brackets.

- Tony: Josh, what are you doing now?
 Josh: I am at home. I am relaxing. And you?
 Tony: I am listening to the radio. The music is very interesting.
 Josh: Do you go strolling [*i.e., take walks*] a lot?
 Tony: Yes, I do stroll a lot. Here [*there is*] a great park.

Тони: _____

Джош: _____

Тони: _____

Джош: _____

Тони: _____

3.3 УПРАЖНЕНИЕ А. RECOGNIZING SUBJECTS AND DIRECT OBJECTS


Read the short text below about Zoya Stepanovna and one of her neighbors, and complete the following actions:

1. Find all the conjugated verbs in the text and write the letter **г** over them for **глагол** (verb).
2. Draw an arrow from each conjugated verb to its subject.
3. Circle the direct objects of the verbs. Not every verb will take a direct object.

One verb has been done for you as a model.

Вот дом нóмер дéвять, где живёт Зóя Степáновна. А рýдом дом нóмер одíннадцать, где живёт Тамáра Ивáновна Соловьёва. Тамáра Ивáновна хорошó знáет Зóю Степáновну. Онí хорошие сосéдки. Тамáра Ивáновна знáет, что Зóя Спепáновна úтром слýшает рáдио и потóм читáет газéту.

Зóя Степáновна чáсто пíшет пíсьма.

Зóя Степáновна неплóхо знáет Тамáру Ивáновну. Она знáет, что Тамáра Ивáновна — преподавáтель. Её специáльность — рýсская истóрия. Она сейчáс пíшет нóвый учебник. Когда (when) Тамáра Ивáновна отдыхáет, она читáет  ромáны. Её любíмый ромán — «Мáстер и Маргарíта».

Но сегóдня — типíчная суббóта. Знáчит, и Зóя Степáновна, и Тамáра Ивáновна дóма и убирáют квартíру.

3.3 УПРАЖНЕНИЕ Б. КТО ЧТО ЧИТАЕТ? (WHO IS READING WHAT?)

Most of the friends that Denis had from school have gone on to study different disciplines. Below is a list of their names and areas of interest.

| | | |
|-------------------------------|---------------------|------------------|
| Гáля — журналистика | На́дя — экология | Ми́ша — история |
| Та́ня — медицина | То́ля — финансы | И́горь — религия |
| Андре́й — классическая музыка | Ири́на — педагогика | |

1. Consider his friends and their interests as you decide who is likely to be reading the titles mentioned below. Write down the name of the likely reader in the blank in the left-hand column.

| | словарная форма |
|---|-----------------|
| 1. _____ читает книгу «Аральское море и проблемы экологии». | _____ |
| 2. _____ читает газету «Коммерсантъ». | _____ |
| 3. _____ читает биографию «Анна Политковская». | _____ |
| 4. _____ читает статью «Аллергия и иммунная система». | _____ |
| 5. _____ читает журнал «Опера+». | _____ |
| 6. _____ читает книгу «Будда и буддизм». | _____ |
| 7. _____ читает учебник «Школа и дети». | _____ |
| 8. _____ читает энциклопедию «Советская Россия: 1917-1941». | _____ |

2. Once you have decided who is reading each item, go back and underline all the of the direct objects of the verb **читает**. These are genre words (e.g., book, article, etc.) in accusative case that precede the actual titles in quotes. Write down the **словарная форма** of these words in the right-hand column. You will notice that the genre words will change forms in the accusative case, while the titles in quotation marks do not.

3.3 УПРАЖНЕНИЕ В. А ЧТО ВЫ ЧИТАЕТЕ, ПИШЕТЕ, И СЛУШАЕТЕ?

What do you read, write and listen to regularly? Fill in the first part of the sentence with the appropriate verb phrase(s) to make the sentence true for you. If you do not read, write or listen to an item on the list, put a dash (—) in the blank. If you both read and write a particular item, write in both verbs. Be sure to make your verbs agree with their subject, which will be the pronoun **я**. Note that the direct objects in these sentences are already in the accusative case. Many of them are in the plural, since you are writing about activities that you do on a regular basis. Follow the **образец** (model) given below.

Образец: Я пишу́ блог.

1. _____ кн́иги.
2. _____ стáтьи.
3. _____ эссé.
4. _____ газéты.
5. _____ мýзыху.
6. _____ эсэмéски.
7. _____ учéбники.
8. _____ ромáны.
9. _____ журнáлы.
10. _____ пéсни.

3.3 УПРАЖНЕНИЕ Г. SENTENCE BUILDING

This type of exercise, called "slash sentences" or "dehydrated sentences," gives you elements from which you can build well-constructed and meaningful Russian sentences. When you do this kind of exercise it is important that you think about the following:

- What meaning should the finished sentence convey?
- What grammar issues do I need to keep in mind?

Use the elements below to make complete, grammatically correct Russian sentences. The resulting text will be what Tony tells his Russian friends about his family members as he shows them photographs. Pay attention to these grammar points:

- Leave subjects of verbs in the nominative case.
- Conjugate verbs to agree with their subjects.
- Put direct objects into the accusative case.
- Make all adjectives agree with their nouns.

1. Мой / младший / брат / слушай- / музыка / .

2. Мой / старший / сестра / читай- / журнал / .

3. Мой / младший / сестра / делай- / уроки / .

4. Мой / родители / отдыхай- / здесь / .

5. Мой / братья / играй- / в / футбол / .

6. Мой / дядя / пиш- / песня / .

7. Вот / мы / и / наш / новый / телефоны / . / Мы / пиш- / эсэмэски / .

8. Вот / мы / все / гуляй- / .

🎧 3.3 УПРАЖНЕНИЕ Д. СТУДЕНТЫ И СПОРТ

A group of students visiting from Russia are interested in the different sports teams at your school. Listen to the information that the leader of the Russian group gives you about their interests. Match the Russian students with the sports teams that might interest them. All of the students will not find a team to match their interests, and more than one student might be interested in the same sport.

- | | |
|--------------------------|------------|
| _____ 1. swim team | а. А́ня |
| _____ 2. wrestling team | б. Воло́дя |
| _____ 3. basketball team | в. Ды́ма |
| _____ 4. volleyball team | г. Же́ня |
| _____ 5. golf team | д. Ле́на |
| _____ 6. tennis team | е. Ма́рк |
| _____ 7. hockey team | ж. Ма́ша |
| | з. Пе́тя |
| | и. Та́ня |
| | к. То́ля |

3.3 УПРАЖНЕНИЕ Е. ASKING QUESTIONS

Your teacher has told you that you will have a Russian-speaking visitor come to your class tomorrow. Come up with at least eight “yes/no” questions that you can ask the visitor about his/her interests. Since you do not know this person, you will need to use the formal form of address in your questions. Focus your questions on the activity words in Урок 3. Practice saying your questions aloud, raising your intonation on the key word of your question. An example question has been provided for you.

0. Вы слу́шаете америкáнскую му́зыку? _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

3.3 УПРАЖНЕНИЕ Ж. ADJECTIVE ENDINGS: NOMINATIVE OR ACCUSATIVE CASE

The sentences below are complete and grammatically correct except for the missing adjective endings. Read each sentence carefully, and decide which case is needed for the adjective + noun phrase. Write the appropriate abbreviation, N for nominative or A for accusative in the parentheses at the end of the sentence. Then go back and fill in the correct adjective ending.

Remember that Russian word order is flexible, and the subject may not always be at the beginning of the sentence.

1. Там живёт нов_____ соседка, Нина Петровна. (case = ____)
2. Интересно, кто здесь читает русск_____ газету? (case = ____)
3. Мои соседки часто читают американск_____ журналы. (case = ____)
4. «Огонёк» — популярн_____ русск_____ журнал. (case = ____)
5. Денис знает, где интересн_____ статья. (case = ____)
6. Вы знаете нов_____ студентку? (case = ____)
7. Наша соседка пишет интересн_____ и оригинальн_____ статью. (case = ____)
8. Студенты сейчас слушают американск_____ песню. (case = ____)
9. Вот наша ванная. Зеркало здесь больш_____. (case = ____)
10. Наша хозяйка сейчас убирает больш_____ комнату. (case = ____)

3.3 УПРАЖНЕНИЕ 3. PULLING IT ALL TOGETHER

Make as many complete, correct and logical sentences as you can by combining one element from each of the columns below. Be sure to make the verbs agree with their subjects and to put all direct objects in the accusative case.

| | | |
|----------------|----------|---------------------|
| я | | русская песня |
| ты | читай- | маленькая комната |
| Джош | знай- | интересный блог |
| Тони | понимай- | хорошая книга |
| Кейтлин | пиш- | американские романы |
| Аманда | убирай- | большая квартира |
| Зоя Степановна | делай- | новое сочинение |
| мы | слушай- | интересная музыка |
| вы | играй- | русская история |
| студенты | | «Русское радио» |
| аспиранты | | «Новая газета» |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

3.3 УПРАЖНЕНИЕ И. СИТУАЦИИ

Review the episodes in Часть 1. Then think about what you would say in the conversation below, which is between you, your roommate Sara and her Russian friend Anya. Write out the Russian phrases that you would say in the blanks provided. Note that all of these prompts are connected.

1. You come back to your apartment and you see Anya there. Greet her.

2. Ask her what she is doing.

3. Comment on the fact that in your opinion she reads a lot.

4. Ask her if she knows where your roommate is.

5. She tells you that it is not a secret.

6. She tells you that Sarah is making a Russian salad.

3.3 УПРАЖНЕНИЕ К. СОЧИНЕНИЕ

Write a short (40-50 word) paragraph that describes your reading, writing and listening habits. Use generic words like **ромán** and **статья** rather than specific titles. You might also include information on the games that you play or expand your paragraph by contrasting your reading, writing and listening habits with those of another person (e.g., a sibling, a roommate, a friend). Stay within the bounds of what you know rather than looking up new words.

УРОК 3: ЧАСТЬ 2

3.4 УПРАЖНЕНИЕ А. ТОНИ В УНИВЕРСИТЕТЕ

Review the conversation between Tony and Vladimir Georgievich. Match the items in the left-hand column with their logical responses or conclusions in the right-hand column.

- | | |
|---------------------------------------|----------------------------------|
| ___ 1. Добро пожаловать в | а. библиотека. |
| ___ 2. Извините, | б. где студенты слушают лекции. |
| ___ 3. Говорите | в. здесь, в аудитории, номер 19. |
| ___ 4. Вы, наверное, ещё не понимаете | г. медленно, пожалуйста. |
| ___ 5. Вам здесь нравится? | д. наш русский юмор. |
| ___ 6. Сейчас небольшая | е. наш ярославский Гарвард. |
| ___ 7. Здесь аудитории, | ж. Очень. |
| ___ 8. Ваши занятия всегда | з. с вами познакомиться. |
| | и. экскурсия. |
| | к. я не понял. |

3.4 УПРАЖНЕНИЕ Б. КАКОЕ СЛОВО НУЖНО? (WHAT WORD IS NEEDED?)

Read the following mini-dialogs and use the word bank to fill in the blanks and complete the conversation. Note that there is one extra word.

| | | |
|----------------------|-----------------|---------------|
| зовут | понял | просто |
| очень | поняли | рад |
| познакомиться | простите | рады |

1. Тони и Георгий Владимирович

— Вы Антонио Моралес?

— Да.

— Ушаков Георгий Владимирович. Очень _____ познакомиться, Антонио.

— _____ приятно, Георгий Владимирович. Можно просто Тони.

2. Кэйтлин и Абдуловы

— Кэйтлин, это мой супруг Марат Азатович.

— _____, я не _____. Что такое «супруг»?

— Мой муж.

— Очень рада _____, Марат Азатович.

— Кэйтлин, вы американка, да?

— Да, я американка. Можно _____ Кэйти.

3. *Европейский университет в Санкт-Петербурге. Общежитие.*

- Здравствуйте, мы ваши соседки. Меня _____ Амáнда, а это Моник.
- Я — Кáтя. А это Лéна. Очень приятно.
- Мы тоже очень _____ познакомитьсá.

3.4 УПРАЖНЕНИЕ В. ШКОЛА ИЛИ УНИВЕРСИТЕТ? КАКАЯ ФОТОГРАФИЯ?

Below you will find possible captions for this set of pictures. Thumbnail pictures are presented here, but you can examine larger versions online at mezhdunami.dropmark.com. Write in the letters for the possible captions below the pictures. For a few pictures, more than one caption might make sense.



- а. Это не студент, а преподаватель.
- б. Это наша школа.
- в. Это наш университет.
- г. Это учителя года (of the year) 2013.
- д. На фото наш класс, ученики группы «10-Б» и наша учительница.
- е. Это очень большая аудитория.
- ж. Какой большой класс!
- з. Это Московский университет.
- и. Это учительница и ученики в советской школе.
- к. Какой там сейчас урок?
- л. На фото — я. Здесь я маленькая. Это наш 1-й (первый) класс. Учительница и я — рядом.
- м. Какая там сейчас лекция?

3.4 УПРАЖНЕНИЕ Г. СИТУАЦИИ

During your time abroad you meet many people from schools and universities. How would you ask your new acquaintances these questions.

Образец: You ask a college student about her school.
Какóй это университет?

1. You ask a 14 year-old girl if her teachers are good.

2. Outside a university classroom you ask a student what class it is.

3. You are touring a secondary school (i.e., grades 5 and up) and ask a woman if she is a teacher.

4. You ask a university student about a man he was talking to: is that your teacher?

5. You ask a fellow student at the university if her classes are interesting.

6. You are touring a school and ask what grade this is.

3.4 УПРАЖНЕНИЕ Д. RECOGNIZING THE GENDER AND NUMBER OF NOUNS IN -ИЯ AND -ИЕ

Review the information about gender and number of nouns that end in **-ия** and **-ие** in this section's Немного о языке, and then circle the adjective forms that make the sentences below grammatically correct. Be sure you know the **словарная форма** of each noun as you make the adjective agree with it. The first sentence has been done for you as a model.

0. Вот [мой / моя / моё] задание.

1. Где [наша / наше / наши] занятия?

2. Это [новая / новое / новые] аудитория.

3. Студенты пишут [новая / новую / новые] сочинения.

4. Петров — [русская / русское / русские] фамилия.

5. Это не очень [интересная / интересное / интересные] упражнения.

6. Этот школьник всегда пишет [интересную / интересное / интересные] сочинение.

3.4 УПРАЖНЕНИЕ Е. КАКОЕ СЛОВО НУЖНО? (WHAT WORD IS NEEDED?)

Complete the conversations below using the appropriate words from the word bank. The words in the word bank are given in their dictionary forms, so you may need to change them to fit the grammatical context. You may also need to make some plural or to put others in the accusative case. There is one extra word.

| | | |
|------------------|----------------------|-------------------|
| аудитория | международный | упражнение |
| биография | отношение | фамилия |
| занятие | сочинение | фотография |

- Что ты сейчас делаешь? Пишешь домашнее задание?
— Да, я делаю _____. Оно очень трудное!
- Ты студентка?
— Да, студентка.
— А что ты изучаешь?
— Я изучаю _____.
- А что делают эти студенты? Они читают текст?
— Нет, они пишут небольшие _____.
- Кейтлин, это _____ номер 12. Ваши _____ всегда здесь.
- Кто это? [*pointing to a book cover*]
— Это Никита Сергеевич Хрущёв. Я читаю его _____.
— Книга интересная?
— Не очень, но _____ здесь очень интересные.

3.5 УПРАЖНЕНИЕ А. “ВЫ ГОВОРИТЕ ПО-ИСПА́НСКИ?”

The words **он** / **его́** in each of the statements below could refer to either Tony or Oleg. Compare the information here with what you learned in episode 3.5 *Вы говорите по-испа́нски* and write the name of the person in the blank provided.

| | Кто это? |
|--|-----------------|
| 1. Он говори́т по-неме́цки. | _____ |
| 2. Его́ семья́ живёт в Теха́се. | _____ |
| 3. Его́ бра́тья и се́стры говори́т и по-англи́йски и по-испа́нски. | _____ |
| 4. Он пи́шет ма́ло и поэто́му пи́шет не о́чень хоро́шо. | _____ |
| 5. Он лю́бит языки́. | _____ |
| 6. Он смóтрит ру́сские фи́льмы и слóшает ру́сское ра́дио в интерне́те. | _____ |
| 7. Его́ роди́тели говори́т по-испа́нски. | _____ |
| 8. Он ду́мает, что все в Аме́рике зна́ют испа́нский язык. | _____ |
| 9. Он изуча́ет и междунаро́дные отноше́ния, и ру́сский язык. | _____ |
| 10. Он ду́мает, что неме́цкая грамма́тика тру́дная. | _____ |

3.5 УПРАЖНЕНИЕ Б. МА́ЛЕНЬКИЕ СЛОВА́

Match the Russian words from the text to their English equivalents.

| | | |
|-----|---------------------|------------------------|
| ___ | 1. отку́да | a. many people |
| ___ | 2. поче́му | б. difficult |
| ___ | 3. наве́рное | в. easy |
| ___ | 4. тру́дный | г. everyone |
| ___ | 5. то́лько | д. great/excellent job |
| ___ | 6. мно́гие | е. little, too little |
| ___ | 7. молодё́ц | ж. not badly at all |
| ___ | 8. ма́ло | з. only |
| ___ | 9. лёгкий | и. probably |
| ___ | 10. совсе́м неплóхо | к. therefore |
| ___ | 11. поэто́му | л. from where |
| ___ | 12. все | м. why |

3.5 УПРАЖНЕНИЕ В. КТО ЧТО ИЗУЧАЕТ? (WHO IS STUDYING WHAT?)

1. Caitlin has a Russian conversation partner who does not quite understand how the university system works in the United States, so Caitlin is trying to provide some examples. She has lots of friends who, like her, are studying abroad this year, but are taking or majoring in other subjects back home. Listen to the conversation and fill in the missing information.

— Кéйтлин, я не пóнял — ты изучáешь филолóгию и́ли _____?

— Да.

— Что «да»? Не понима́ю.

— Что ты не понима́ешь? И дóма, и здесь в Росси́и я, коне́чно, _____
ру́сский язы́к и ру́сскую _____. Но дóма я _____ и
антрополо́гию. В США э́то мо́жно.

— А твои́ друзья́ (friends)? Они́ то́же _____ ру́сский язы́к?

— Нет. Дóма Сэм и Сára _____ междунаро́дные отноше́ния. Но сейча́с
они́ не в США. Сэм сейча́с в Кита́е, он там _____ кита́йский язы́к. А
Сára лю́бит Фра́нцию, она́ сейча́с в Пари́же. Там она́ изучáет и францу́зский язы́к
и _____.

Моя́ подро́уга (female friend) Ло́ра изучáет амери́канскую _____, но она́
_____ и испа́нский язы́к. Она́ сейча́с в Мадриде. Но там, коне́чно, она́
не _____ амери́канскую исто́рию, там она́ изучáет то́лько
_____ исто́рию.

А Ке́вин в Герма́нии, в Берли́не. Он то́же исто́рик, как Ло́ра. В Герма́нии он
_____ неме́цкий язы́к. А дóма и Ке́вин, и Ло́ра _____
исто́рию.

2. Using the information that you gathered above, complete this table of what Caitlin and her friends study at home, and during their study abroad experiences. Write your answers in English.

| | During study abroad | At home in the U.S. |
|---------|----------------------------|----------------------------|
| Caitlin | Russian and _____ | Russian and _____ |
| Sara | _____ and _____ | _____ |
| Kevin | _____ | Economics and _____ |
| Laura | _____ and _____ | _____ History and _____ |

Имя и фамилия: _____

Число: _____

| | | |
|-----|-------|-------|
| Sam | _____ | _____ |
|-----|-------|-------|

3.5 УПРАЖНЕНИЕ Г. PERSONALIZED SENTENCES

Complete the sentences below with the verb **изучай**- and an academic subject in the accusative case. Try to use the basic subjects presented in the Немного о языке section, even if your friends have more specialized fields. For example, at this stage of your language learning, neurobiology will be just biology. If you do need specialized words, consult your teacher. Be prepared to read your sentences aloud in class.

Я _____.

Мой друг _____
(имя)

Моя подруга _____
(имя)

Мой друзья (friends) _____ и _____
(имя) (имя)

Здесь многие (many people) _____.

3.5 УПРАЖНЕНИЕ Д. КТО ЧТО ДЕЛАЕТ? (WHO DOES WHAT?)

When Josh met some Russian students at a party, they all turned out to be doing something related to English, the United States, or the United Kingdom. As such, he had a hard time keeping straight what each of them was doing. It did not help that their names were similar: Anton, Artyom, Andrei. Luckily his conversation partner Nina is able to help him get the details correct. Listen to her comments and fill in the chart below in English.

| | likes | watches | speaks |
|--------|-------|---------|--------|
| Anton | | | |
| Artyom | | | |
| Andrei | | | |

3.5 УПРАЖНЕНИЕ Е. НАША СЕМЬЯ

1. Fill in the blanks to complete this email excerpt from your keypal, who is writing about her family and their interests. Make sure the cued verbs agree with their subjects.

Наша семья очень интересная. Мы — это я, мой брат Кóля, моя сестра Кáтя и наши родители. Кóля _____ (likes) рок-музыку и играет на гитáре. Кáтя не _____ (play) на инструменте, но она _____ (listens to) всё — и рок, и классическую музыку, и джаз, и рэп. Она всегда _____ (says), какáя музыка хорошая, а какáя плохáя. А родители _____ (say), что в семье Кóля — музыкáнт, а Кáтя — крýтик.

Мы все очень _____ (like) спорт и чáсто _____ (play) в тéнис вместе. А нáши сосéди не _____ (like) спорт. Онí не _____ (understand), как мóжно любíть спорт. А наш пáпа _____ (likes) и футбóл. Он _____ (watches) все футбóльные мáтчи (games) по телевизору или на стадиóне.

А вы _____ (like) спорт? Что вы _____ (watch) по телевизору?

2. Your keypal asks two questions at the end of the email. Write four sentences in response that tell about the kinds of music and sports that you like.

Я _____ (like) _____.

Я _____ (like) _____.

Я _____ (like) _____.

Я _____ (watch) _____.

3.6 УПРАЖНЕНИЕ А. КАКИЕ ЯЗЫКИ ВЫ ЗНАЕТЕ?

1. You are at a party in the филологический факультет, and it is a very international group. Listen to the description of who speaks which languages, and write the corresponding letters after each speaker's name.

| | | |
|------------------------|-------------------------|---------------------------|
| а. на хинди | д. по-итальянски | и. по-португальски |
| б. по-английски | е. по-китайски | к. по-русски |
| в. по-арабски | з. по-корейски | л. по-французски |
| г. по-испански | ж. по-немецки | м. по-японски |

Новые студенты

1. Кристина _____
 2. Хироши _____
 3. Маргарита _____
 4. Жером _____
 5. Джейн _____
 6. Чен _____
 7. Антон _____
2. Now that you have all of the information collected, figure out who at this party can talk with whom and in which language. Write in the names and languages in the blanks provided.
- а. _____ и _____ говорят _____ .
 - б. _____ и _____ говорят _____ .
 - в. _____ и _____ говорят _____ .
 - г. _____ и _____ и _____ говорят _____ .
 - д. _____ и _____ и _____ говорят _____ .

3.6 УПРАЖНЕНИЕ Б. ЯЗЫКИ

Review the conversation that Tony and Oleg had about languages and complete the sentences with accurate information. Be sure to choose the correct version of the language phrase (**по-__ски / __ский язык**) to match the verb in the sentence.

1. Тони изучает международные отношения и _____.
2. Олег думает, что он не очень хорошо говорит _____.
3. Олег филолог. Он изучает _____.
4. Олег говорит _____.
5. Олег думает, что Тони очень неплохо говорит _____.
6. Олег думает, что все американцы знают _____.
7. Тони говорит, что он плохо пишет _____.
8. Тони говорит, что его братья и сестры знают _____ и _____.

3.6 УПРАЖНЕНИЕ В. ЧТО ЗА ПРЕДМЕТ? (WHAT KIND OF SUBJECT IS THAT?)

Look at the sentences below and fill in each blank with an academic subject so that the sentence expresses your opinion about that subject.

1. По-моему _____ трудный предмет.
2. По-моему _____ лёгкий предмет.
3. По-моему _____ интересный предмет.
4. По-моему _____ важный (important) предмет.
5. По-моему _____ нетрудный предмет.
6. По-моему _____ неинтересный предмет.
7. По-моему _____ полезный (useful) предмет.
8. По-моему _____ нелёгкий предмет.

3.6 УПРАЖНЕНИЕ Г. СТУДЕНТЫ И ЯЗЫКИ (WRITING ABOUT LANGUAGE KNOWLEDGE)

1. Use the elements below to make complete, grammatically correct Russian sentences. Remember to think about what meaning the finished sentence will convey and what grammar issues (subject-verb agreement and language expression: **по-...ски // ...ский язык**) are involved in conveying that meaning.

1. Юки / говор- / Japanese / . / Он / изучай- / Spanish / .

2. Нина / понимай- / Spanish / и / знай- / Portuguese / .

3. Брайан / плохо / знай- / German / , / но / хорошо / понимай- / и / говор- / Spanish / .

4. Антония / понимай- / и / говор- / Portuguese / . / Она / изучай- / Japanese / .

5. Каролина / изучай- Spanish / . / Дима / она / говор- / French / .

6. Дима / Игорь / говор- / Russian / . / Он / изучай- / Portuguese / .

2. Review the sentences that you created, and answer the following questions.
- a. Which pairs of students should have relatively little difficulty chatting at a mixer?

| Student 1 | Student 2 |
|-----------|-----------|
| | |
| | |
| | |
| | |

- б. Which student(s) could tutor other students in a language?

| Student 1 | could tutor Student 2 | in which language? |
|-----------|-----------------------|--------------------|
| | | |
| | | |
| | | |

3.6 УПРАЖНЕНИЕ Д. ЧТО ОНИ ЛЮБЯТ ДЕЛАТЬ?

Using the English cues in the word bank, fill in the blanks with the appropriate Russian infinitive forms. If you agree with the opinion expressed in the sentence, circle its number.

| | | |
|------------------|-----------------|-----------------|
| to live | to make | to play |
| to stroll | to study | to watch |
| to relax | | to write |

- Наталья Михайловна любит _____ салаты.
- Её старшая дочь Вера любит _____ на гитаре.
- А младшая дочь Надя любит _____ языки.
- Она думает, что легко _____ песни по-английски.
- Муж Андрей Дмитриевич — большой спортсмен. Он любит _____ и хоккей и футбол по телевизору.
- Наталья Михайловна любит _____ в Москве (in Moscow), а её дочери любят _____ и _____ в парке.

3.6 УПРАЖНЕНИЕ Е. КАКИЕ ЯЗЫКИ ЗНАЮТ НАШИ ГЕРОИ?

A study abroad program asks all participants and administrators to assess their own language abilities. Here are the notes the U.S. program administrator jotted down about each person in the group. Using the Russian that you have learned, write three short paragraphs – one paragraph each about two of the U.S. students, and one paragraph about one of the Russians.

Strategy tip: Remember not to translate word for word. For example, if you want to say someone "has excellent German," you do not know that specific wording, but you do know how to say "he speaks German very well." If you need to say that someone's grammar knowledge is good, what you can say is that he knows grammar well.

Amanda Lee: Excellent spoken Russian; reads very well and knows grammar. Good written Russian. Has spoken Chinese, but is not studying it; speaks at home, but does not read or write.

Antonio Morales: Knows both English and Spanish very well; speaks both at home; reads Spanish but does not write well; very good spoken and written Russian. Good reading score in Russian. Knows grammar very well.

Caitlin Browning: Knows French and Russian. Reads French well but does not speak much and has trouble understanding. Understands Russian, but not well; writing is adequate. Grammar knowledge is not very good.

Joshua Stein: Knows English, Russian, Spanish and Hebrew. Reads Hebrew and speaks a little; speaks Russian well. Has difficulty with grammar. Knows a little Spanish, but not well.

Denis Gurin: Russian, Ukrainian, English, Korean. Spoken English is not bad; reads and writes well. Has very good spoken Ukrainian; reads well but does not write. Studies Korean.

Oleg: Reads German and English. Speaks and writes German very well. Spoken English is not good. Is studying German.

Georgii Vladimirovich Ushakov: Has excellent spoken and written German; reads fluently. Speaks some English but not well; reads and writes English. Reads French.

Natalya Vladimirovna Zaitseva: Reads English and French. Has good spoken and written English and reads very well. Reads German a little but does not speak well.

1. _____

2. _____

Имя и фамилия: _____

Число: _____

3. _____

3.6 УПРАЖНЕНИЕ Ж. СИТУАЦИИ

Review all of the episodes in Часть 2 and think about what one would say in the following situations. Write out the appropriate Russian phrases in cursive.

1. The administrator for your program in Russia is talking much too fast for you. Ask her to speak slower.

2. She says something that you missed entirely. Excuse yourself and let her know that you did not catch what she said.

3. Ask a group of new students if they like it here.

4. You hear an unfamiliar word – the Russian word "philologist." Find out what it means.

5. Compliment a friend on a job well done.

6. You are in New York, and you have walked into a shop that has a Russian sign on the door. Ask the person at the counter if Russian is spoken here.

7. Tell the person running the shop that you are happy to make his/her acquaintance.

8. You are just entering a theater in Russia. Ask the person at the door where the coat check is.

3.6 УПРАЖНЕНИЕ 3. YOUR LANGUAGE ABILITIES

Write a paragraph describing your own language abilities. Comment on your ability to speak, understand, read and write languages other than English, using at least three of the adverbs from the word bank. If you need help with vocabulary, review the conversation between Tony and Oleg to remind yourself how to express ideas related to language knowledge and studies. Be careful not to translate literally from English.

| | | |
|--------------|----------------|------------------|
| мНОГО | немНОГО | тОЛЬКО |
| мАЛО | хорОшо | совсЕМ не |
| | плОхо | |

УРОК 3: ЧАСТЬ 3

3.7 УПРАЖНЕНИЕ А. ГДЕ ОНИ ЖИВУТ? / ГДЕ НАХОДЯТСЯ ЭТИ (THESE) ГОРОДА?

Review the information in episode 3.7 Где они живут, and match the locational phrases in the second column with the people/cities associated with them in the first column. Make as many matches as you can.

- | | |
|--------------------|-----------------------|
| _____ 1. Амáнда | а. в гóроде Колúмбусе |
| _____ 2. Джош | б. в Иркутске |
| _____ 3. Кéйтлин | в. в Казáни |
| _____ 4. Тóни | г. в Калифóрнии |
| _____ 5. Иркутск | д. в Нью-Йóрке |
| _____ 6. Казáнь | е. в Огайо |
| _____ 7. Ярослáвль | ж. в Росси́и |
| _____ 8. Петербúрг | з. в Санкт-Петербурге |
| | и. в Сиби́ри |
| | к. в Татарста́не |
| | л. в Техáсе |
| | м. на рекé Невé |
| | н. на рекé Во́лге |

🔍 3.7 УПРАЖНЕНИЕ Б. ASSIMILATION IN PLACE PHRASES

Look at the locational phrases below, and decide whether the preposition **в** is pronounced as [в] or its voiceless partner [ф]. If it is pronounced as [ф], write **Ф** over the preposition. When you are done, write in the name of a city that is located in the place indicated. Write your city names in Russian. If you need help with city names, you might consult ostranah.ru/lists/capitals.php. Be careful! Not all the places are countries!

- | | |
|------------------------|------------------------|
| 1. _____ в Гермáнии. | 7. _____ в Техáсе. |
| 2. _____ в Калифóрнии. | 8. _____ в Джорджи́и. |
| 3. _____ в Перу́. | 9. _____ в Да́нии. |
| 4. _____ в Белару́си. | 10. _____ в Сéрбии. |
| 5. _____ в Кита́е. | 11. _____ в За́мбии. |
| 6. _____ в Чи́ли. | 12. _____ в Хорва́тии. |

3.7 УПРАЖНЕНИЕ В. ВЫ ЗНАЕТЕ, ГДЕ ОНИ РАБОТАЮТ?

Complete the statements below with a locational phrase that indicates where each professional might work. You will need a preposition and the prepositional case form of the noun you choose from the word bank.

| | | |
|--------------------|--------------------|---------------------|
| оркестр | университет | фитнес-центр |
| театр | лаборатория | музей |
| поликлиника | школа | банк |
| | ресторан | |

1. Учитель работает _____ .
2. Преподаватель работает _____ .
3. Официант (waiter) работает _____ .
4. Врач (doctor) работает _____ .
5. Банкир работает _____ .
6. Гид (tour-guide) работает _____ .
7. Музыкант работает _____ .
8. Химик работает _____ .
9. Тренер работает _____ .
10. Актёры работают _____ .

3.7 УПРАЖНЕНИЕ Г. ГДЕ МОЖНО НАЙТИ ЭТИ ВЕЩИ? (WHERE CAN YOU FIND THESE THINGS?)

Brainstorm all of the places where you could find the following items, and write down locational phrases using appropriate Russian.

For example, for the word **учитель**, some possible locations might be:

- в школе
- в классе
- на лекции
- на работе

Come up with at least four potential locations for each item. Do not forget to include the preposition. Try not to repeat any locations.

| | | | | |
|--------------------|-------|-------|-------|-------|
| слова | _____ | _____ | _____ | _____ |
| учебники | _____ | _____ | _____ | _____ |
| стол | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| [your choice here] | | | | |

3.8 УПРАЖНЕНИЕ А. ТЕКСТ MATRIX FOR 3.8 ДЖОШ НА УРОКЕ

Creating a text matrix for episode 3.8 Джош на уроке will allow you to summarize what the text says and how it says it. You will first outline the information from the text by writing short bullet points in English in the left-hand column of the table below. Then you will go back to the text and find the Russian phrases to match your short bullet points. Copy these phrases from the text into the right-hand column of the table.

At first, it may strike you that writing out exact phrases from the text is just busy work, but that is far from the truth. Finding exact Russian phrases and sentences to match your English summary will help you to focus on which Russian words and structures are used to encode those meanings. Doing this work thoughtfully will help you to learn new vocabulary and grammar forms at the same time.

The first table cell, which covers the topic “Josh & academics,” has been done for you as a model. The first element in the second cell has also been provided so that you see how your text matrix will be structured. You should be prepared to share your text matrix in class.

| Темы на английском языке | Фразы из (from) текста, где эту информацию можно найти (to find) |
|--|---|
| Josh & academics <ul style="list-style-type: none"> • goes to: <u>Columbia</u> • majors: ____ & ____ • year in school: • extra-curricular: | <ul style="list-style-type: none"> • <u>Я учусь в Колумбийском университете.</u> |
| Josh's family: | |
| Josh's family & academics: | |

Їмя и фами́лия: _____

Число́: _____

| | |
|--|--|
| Josh's living situation: | |
| Others' opinions about Josh's experience abroad: | |
| Josh's thoughts about his experience abroad: | |

3.8 УПРАЖНЕНИЕ Б. СЕМЬЯ СТАЙНОВ

Make complete sentences out of the elements below so that they accurately reflect information about Josh's family. Notice that the verbs in these sentences are given in the infinitive. Be sure to think about the verb's stem when you need to add personal endings.

1. Мой / старший / брат / сейчас / жить / в / Россия / , / в / Сибирь / .

2. Он / учиться / в / Иркутск / .

3. Там / он / изучать / русский / язык / и / экология / .

4. Он / писать / , / что / его / хозяйка / работать / в / рекламный / агентство / .

5. Мой / младший / брат / и / я / учиться / в / школа / .

6. Я / в / десятый / класс / , / а / Бен / в / шестой / класс / .

7. Наш / папа / работать / в / большой / фирма / .

8. А / наш / мама / работать / в / городской / библиотека / .

3.8 УПРАЖНЕНИЕ В КТО НА КАКОМ ИНСТРУМЕНТЕ ИГРАЕТ?

1. You will hear a number of sentences about Russians who play the instruments pictured below. Write the name of the musician under the picture of the instrument that s/he plays.

















2. Answer the following questions about yourself, writing your replies in complete sentences.

а. Вы музыкант?

б. На каком инструменте вы играете?

в. Вы хорошо играете?

г. Какую музыку вы слушаете?

3.8 УПРАЖНЕНИЕ Г. STUDYING AT AN EDUCATIONAL INSTITUTION

Use the elements below to create logical question-answer sequences. Remember to conjugate the verb **учиться** and to use the correct prepositional case endings on the adjective + noun phrases.

1. — Где / ты / учиться / ?

— Я / учиться / в / Инди́анский / университет / .

2. — Игорь / уже / работать / ?

— Нет / , / он / ещё / учиться / в / университет / .

3. — Вы / учиться / в / Каза́нский / госуда́рственный / университет / ?

— Нет / , / мы / музыканты / . / Мы / учиться / в / Петербу́ргский / консерва́тория / .

4. — Ваш / дети / ещё / маленький / ?

— Нет / , / они́ / уже / учиться / в / шко́ла / .

3.8 УПРАЖНЕНИЕ Д. НЕМНОГО О СЕБЕ (A BIT ABOUT MYSELF)





































































































You recently met someone on the internet who speaks Russian, and you want to share some information about yourself and your background. Complete the sentences below with locational phrases that make the statements true for you. Be sure to put the words into the prepositional case.

Remember that your new Russian acquaintance does not know much about the United States so try to express ideas in a way that will make sense to a person who has little familiarity with American culture. Use a mixture of both generic words (e.g., house, apartment, etc.) and geographical names (e.g., Kansas, New York). If any of the sentences are inappropriate for you, write a dash in the blank.

1. Я живу́ в _____ [*name of city*].
2. Наш город находится в _____ [*name of state*].
3. Я учусь в _____.
4. Наш университет находится в _____.
5. Я люблю́ делать домашние задания́ в _____.
6. Я люблю́ гулять в _____.
7. Мои́ родители́ живут в _____.
8. Бабушка́ и дедушка́ (родители́ отца́) живут в _____.
9. Бабушка́ и дедушка́ (родители́ мамы́) живут в _____.

3.8 УПРАЖНЕНИЕ Е. КАКАЯ КОШКА ВАША?

You will hear a set of sentences in which the speaker claims one item in a set of ten items. Circle the item that belongs to the speaker. The first one has been done for you.

| | 1-й | 2-й | 3-й | 4-й | 5-й | 6-й | 7-й | 8-й | 9-й | 10-й |
|----|---|---|---|---|---|---|--|---|---|---|
| 0. |  |  |  |  |  |  |  |  |  |  |
| 1. |  |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |  |  |  |  |
| 9. |  |  |  |  |  |  |  |  |  |  |

3.8 УПРАЖНЕНИЕ Ж. В КАКОМ КЛАССЕ?

After watching some children in the courtyard play soccer, Josh talks to one of the boys and finds out what grades they are all in. Fill in the blanks with the correct form of the ordinal number in parentheses. Remember that the dictionary form is **класс**, so you will need masculine, singular prepositional adjective endings.

Меня зовут Саша. В этой команде (team) играют Кóля, Тóля, Макс, Илья́ и я. А друго́й команде играют Кóстя, Грiша, Пётя, Па́ша и Фёдя. Фёдя и я учимся в _____ (5) классе. Кóля и Кóстя учатся в _____ (6) классе. Тóля учится в _____ (7) классе. Макс и Грiша учатся в _____ (8) классе, а Илья́ учатся в _____ (9) классе. Па́ша учится в _____ (10) классе.

3.9 УПРАЖНЕНИЕ А. ДЖОШ И ЕГО КОМНАТА

Fill in the blanks to reflect Josh's point of view about the condition of his room. Note that the words in the word bank are all given in the **словарная форма**. You may need to put some of them into other case forms to complete the text. There are two extra words.

| | | |
|----------------|-----------------|---------------------------|
| кровать | стул | смотреть |
| кухня | на | Светлана Борисовна |
| в | говорить | тумбочка |
| шкаф | любить | стол |

_____ думает, что я очень неаккуратный. Я не _____, когда (when) Светлана Борисовна _____ в (into) мою комнату. Она говорит, что она не понимает, почему полотенце _____ полу́, книги на _____, куртка на _____, и кроссовки на _____. Она не понимает, почему большой чемодан на _____, а не на _____. А я _____ ей (to her), что это не проблема. Я всегда знаю, где всё находится.

3.9 УПРАЖНЕНИЕ Б. МАЛЕНЬКИЕ СЛОВА

Review episodes 3.8 Джош на уроке and 3.9 Комната Джоша and match the Russian words to their English equivalents.

- | | | |
|-----|-------------------|------------------------|
| ___ | 1. немного о себе | a. now |
| ___ | 2. ещё | б. everywhere |
| ___ | 3. немного | в. a bit about oneself |
| ___ | 4. даже | г. "Good job!" |
| ___ | 5. уже | д. still, yet |
| ___ | 6. холодно | е. never |
| ___ | 7. теперь | ж. cold |
| ___ | 8. молодец | з. already |
| ___ | 9. никогда | и. expensive |
| ___ | 10. везде | к. even |

3.9 УПРАЖНЕНІЕ В. ГДЕ МОИ ВЕЩИ?

Write at least eight sentences stating where things are located in the given picture. Remember that when objects are lying on surfaces, you will probably need the preposition **на** with the prepositional case to express the location. A sample sentence has been done for you.



0. Кроссовки на ковре. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

🎧 3.9 УПРАЖНЕНИЕ Г. ЧТО ЕЩЕ ГОВОРИТ НАДЯ?

Nadya Antonovna (whom you first met back in Урок 2) is exchanging audio messages with Michelle, an American who is learning Russian. Listen to the latest message from Nadya and answer the questions below in English. You should not expect to understand every word in the text, but you should understand enough to answer the questions. You will need to listen to the recording three or four times, building up what you understand each time.

1. What is Nadya's address in Moscow?

2. What two details does Nadya mention about her family's apartment?

a. _____

б. _____

3. We know that Nadya's father is a musician. What instruments does he play?

a. _____ б. _____

4. He has a concert on the evening that Nadya made her recording, and the program includes works by which of the following musicians:

___ Чайковский ___ Скрябин ___ Стравинский

___ Рахманинов ___ Шостакович ___ Шнитке

5. Where does her father perform? List at least four places.

a. _____ б. _____

в. _____ г. _____

6. Which of these places is his favorite? Why?

7. What are Nadya's mother's musical talents?

8. What languages does her mother know?

a. _____ б. _____

9. How does her mother spend her time? List at least three activities.

a. _____

б. _____

в. _____

10. What are four things that we learn about her brother?

a. _____

б. _____

в. _____

г. _____

11. What grade is Nadya in?

12. What talent(s) does she have?

3.9 УПРАЖНЕНИЕ Д. КАКОЙ ПАДЁЖ (WHAT CASE)?

Read the paragraphs below about an American family, and indicate the case of each underlined noun phrases by writing one of the following letters above it:

И = nominative (именительный падеж)

П = prepositional (предложный падеж)

В = accusative (винительный падеж)

На фотографии наш новый дом и моя семья. Слева — мой отец. Его зовут Роберт, и он работает в школе. Что он делает? Он музыкант. Он играет на рояле и немного на флейте. Он очень талантливый.

Справа моя мать. Она не играет на инструменте, но она очень хорошо пишет. Она много читает. Что она читает? Всё! И детективы, и фантастику (science fiction), и художественную литературу.

А рядом — мой брат Джон и его жена. Джон — программист. Он слушает джаз, но не играет на инструменте. Он любит спорт, но сейчас он мало играет в бейсбол. А его жену зовут Урсула. Она немка. Её братья живут в Германии, но её младшая сестра живёт в Америке. Урсула читает статьи в интернете.

3.9 УПРАЖНЕНИЕ Е. СИТУАЦИИ

Review the episodes in Часть 3 and write out the Russian phrase that you would say in the following situations. Note that all of these prompts are connected and form a conversation between you and a teacher in Russia.

Your teacher is considerably older than you, and she speaks formally to you.

1. Your teacher in Russia asks you where you live in America.

2. You tell your teacher that you live in Vermont, in a small town.

3. Your teacher asks you at what university you study.

4. You reply that you study at Boston University [*Бостонский университет*].

5. Your teacher asks you what year (of study) you are in.

6. You reply that you are a second-year student.

7. Your teacher asks you if you like it here.

8. You say yes and add that your classes are very interesting.

IMAGE INFORMATION

3.4 Упражнение В. Школа или университет? Какая фотография?

1. “Никольская школа, 1968 год. Выпускники 10-б” by A. Kovalevskii is licensed under CC BY 2.0. Last accessed October 28, 2015. <https://www.flickr.com/photos/66851595@N04/6737399951>
2. “Day 3 of E-merging Forum 4 for English language teachers in Moscow on 13 March 2014” by British Council Russia is licensed under CC BY-NC-SA 2.0. Last accessed October 28, 2015. <https://www.flickr.com/photos/britishcouncilrus/13165640403/>
3. “Classroom in St. Petersburg (formerly Leningrad) 1986” by JTK 94131 is licensed under CC BY-NC-SA 2.0. Last accessed October 28, 2015. <https://www.flickr.com/photos/jtkoss/9882857273>
4. “Moscow State University” by Nikolas Titkov is licensed under CC BY-SA 2.0. Last accessed October 28, 2015. <https://www.flickr.com/photos/titkov/14843706652/>
5. “School n2” by Vasiok1 is licensed under CC BY 2.0. Last accessed October 28, 2015. <https://www.flickr.com/photos/78720675@N02/8367886040/>
6. “Первая учительница” by s.lavr is licensed under CC BY 2.0. Last accessed October 28, 2015. <https://www.flickr.com/photos/lavr/3880917330>
7. “David Crystal, lecture «Language and the Internet»” by British Council Russia is licensed under CC BY-NC-SA 2.0. Last accessed October 28, 2015. <https://www.flickr.com/photos/britishcouncilrus/14209862369/>
8. Untitled by Ilya Sokolov is licensed under CC BY 2.0. Last accessed October 28, 2015. <https://www.flickr.com/photos/antisida/7928651150/>

3.8 Упражнение В. Кто на каком инструменте играет?

1. “Steinway & Sons concert grand piano, model D-274, manufactured at Steinway’s factory in Hamburg, Germany” by Steinway & Sons is licensed under CC BY-SA 3.0. Last accessed October 28, 2015. [http://commons.wikimedia.org/wiki/File:Steinway & Sons concert grand piano, model D-274, manufactured at Steinway’s factory in Hamburg, Germany.png](http://commons.wikimedia.org/wiki/File:Steinway_%26_Sons_concert_grand_piano_model_D-274_manufactured_at_Steinway%27s_factory_in_Hamburg_Germany.png)
2. “Tenorsax.jpg” is in the public domain. Last accessed October 28, 2015. <http://commons.wikimedia.org/wiki/File:Tenorsax.jpg>
3. “Trumpet 1” by PJ is licensed under CC BY-SA 3.0. Last accessed October 28, 2015. [http://commons.wikimedia.org/wiki/File:Trumpet 1.jpg](http://commons.wikimedia.org/wiki/File:Trumpet_1.jpg)
4. “Violin-Viola” by Frinck51 is licensed under CC BY-SA 3.0. Last accessed October 28, 2015. <http://commons.wikimedia.org/wiki/File:Violin-Viola.jpg>
5. “Cello front side” by Georg Feitscher is licensed under CC BY-SA 3.0. Last accessed October 28, 2015. [http://commons.wikimedia.org/wiki/File:Cello front side.jpg](http://commons.wikimedia.org/wiki/File:Cello_front_side.jpg)
6. “Clarinet in Eb” by Mezzofortist is licensed under CC BY-SA 3.0. Last accessed October 28, 2015. [http://commons.wikimedia.org/wiki/File:Clarinet in Eb.jpg](http://commons.wikimedia.org/wiki/File:Clarinet_in_Eb.jpg)
7. “Guitar 1” by PJ is licensed under CC BY-SA 3.0. Last accessed October 28, 2015. [http://commons.wikimedia.org/wiki/File:Guitar 1.jpg](http://commons.wikimedia.org/wiki/File:Guitar_1.jpg)

УРОК 4: ЧАСТЬ 1

4.1 УПРАЖНЕНИЕ А. ЧТО У КОГО ЕСТЬ (WHO HAS WHAT)?

Below each picture there are two lines. On the top line, label the objects in Russian. Then listen as a Russian student tells you who in his dormitory has which objects, and write the owners' names in Russian on the second blank.

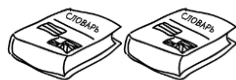


1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____

4.1 УПРАЖНЕНИЕ Б. НЕМНОГО О ПАВЛЕ

Pavel is showing some pictures of his family and friends. Fill in the blanks so that we know what Pavel, his family, and his friends have. You will need genitive case forms of the pronouns.

Меня зовут Пáвeл. Вот мои фотографии. Это мой брат Сáшa. У _____ есть японская машина. А это моя сестра Вéра. У _____ есть маленькая кошка. Вот здесь на фотографии мои родители. У _____ есть большой красивый дом. Вот я на фотографии. У _____ есть сосед по комнате. Его зовут Дeни́с. Вот мы вместе в общежитии. По-мóему, у _____ отличная комната.

А вы? Что есть у _____?

4.1 УПРАЖНЕНИЕ В. ВОПРОСЫ

1. Imagine that you are participating in a summer program in Russia, where you will be living with another Russian-speaking student in a dorm room. Write four questions that you would ask him/her about what he/she has. Since this is going to someone your age, you can write your questions with the familiar "you."

2. Imagine that you are participating in a summer program in Russia, where you will be living with a host family in an apartment. Write four questions that you would ask the hosts about about what they have. For your hosts, use the formal "you."

4.1 УПРАЖНЕНИЕ Г. НОВОСТИ ИЗ ДОМА (NEWS FROM HOME)

Caitlin has just received an email from her friend Becca, who has written to tell about the new people she is living with in the dorms back home. Caitlin is reading the email over breakfast, and Rimma Yur'evna is curious about her news. Help Caitlin create Russian equivalents for these sentences.

1. I have a nice room.

2. I have a desk, a bed, an armchair and a small refrigerator.

3. Tom lives next door. [*In Russian your word order will be: Next door lives Tom.*]

4. He has a coffeemaker and a microwave.

5. At home, where his parents live, he has a cat and dog.

6. Stephanie lives on the first floor (эта́ж) . [In Russian your word order will be: On the first floor lives Stephanie.]

7. She has a new dresser and a wardrobe.

8. Megan and Laura live together in a large room.

9. They have a couch, a rug, a vacuum and a television.

10. In the dormitory, we have a washing machine.

11. But the stores are located far away. And I don't know who has a car.

4.1 УПРАЖНЕНИЕ Д. ЧТО У МЕНЯ ЕСТЬ?

Below are the beginnings of four sentences. Choose at least two of them that apply to your living situation, and finish the sentences so that they are true for you. Think about all of the words for furniture and appliances that you know. You should name a total of 8-10 items in your sentences.

- У меня в комнате есть ...
- У нас в общежитии есть ...
- У меня в квартире есть ...
- Дома (там, где живут родители) у меня есть ...

4.2 УПРАЖНЕНИЕ А. У КОГО ЧТО ЕСТЬ?

Re-read episode 4.2 Где можно купить чайник and then complete the table below using sentences from the episode. Begin each sentence with "У + pronoun" or "У + noun" as in the examples. In the first column indicate what items the people listed have. In the second column indicate what items the people listed do not have. Copy phrases from the text exactly as you find them, and write full phrases with **есть/нет** rather than just objects, so that you connect the grammatical forms of the nouns to the appropriate phrases. Two sentences have been done for you as examples, but you may be able to put more information in those boxes.

| | What they have | What they do not have |
|--------------------------|--------------------------|------------------------------|
| Аманда | | У меня нет чайника. |
| Моник | | |
| Аманда и Моник (= мы) | | |
| Катя | | |
| Лена | У Лены есть холодильник. | |
| Ира и Маша | | |
| Олег | | |

4.2 УПРАЖНЕНИЕ Б. ДЕТАЛИ, ДЕТАЛИ, ДЕТАЛИ

Below are the English equivalents of lines from episode 4.2 Где можно купить чайник. Find the exact Russian equivalents from the text and write them below the English expressions.

1. May I borrow your kettle?

2. I have almost nothing.

3. His room doesn't even have a lamp.

4. You also have almost everything.

5. That's all one needs.

6. There's everything there.

4.2 УПРАЖНЕНИЕ В. ЕСТЬ ИЛИ НЕТ?

Vera and Anton are forever contradicting each other, even when they talk about small matters. Sometimes Vera asserts that a friend of theirs has something, while Anton is certain that the friend does not. At other times Vera is positive that their friend does not have the object they are discussing, but Anton is certain that the friend does.

1. Read the remarks below carefully. Then decide whether you need to put **есть** or **нет** in each blank. Pay careful attention to the endings on the nouns because genitive case endings indicate absence, while the nominative (**словарная форма**) indicates the existence of the object. That is the only way you can tell whether the given sentence is about "having" or about "not having." Assume all nouns used are singular.

| Вэра говорит, что ... | Антон говорит, что ... |
|--|---|
| у Петра Степановича _____ смартфон. | у Петра Степановича _____ смартфона. |
| у Георгия Владимировича _____ гаража. | у Георгия Владимировича _____ гараж. |
| у Марины Алексеевны _____ пылесоса. | у Марины Алексеевны _____ пылесос. |
| у Лидии Марковны _____ кресло. | у Лидии Марковны _____ кресла. |

| | |
|--|---|
| у Влади́мира Па́вловича _____ маш́ины. | у Влади́мира Па́вловича _____ маш́ина. |
| у Серге́я Петро́вича _____ сын. | у Серге́я Петро́вича _____ сы́на. |
| у Людми́лы Фе́доровны _____ ковра́. | у Людми́лы Фе́доровны _____ ковёр. |
| у Мари́и Оле́говны _____ зёркало. | у Мари́и Оле́говны _____ зёркала. |
| у Евге́ния Макси́мовича и Татья́ны Евге́ньевны _____ до́чери. | у Евге́ния Макси́мовича и Татья́ны Евге́ньевны _____ дочь. |
| у Макси́ма Ива́новича _____ жена́. | у Макси́ма Ива́новича _____ жены́. |
| у Зо́и Дени́совны _____ му́жа. | у Зо́и Дени́совны _____ муж. |

2. Vera and Anton are arguing about people they do not know particularly well, and so they refer to everyone using first names and patronymics. Remember that the names after the preposition **у** are in the genitive case. When names are in case forms other than the **словарная форма**, it can be harder to recognize the person's gender.

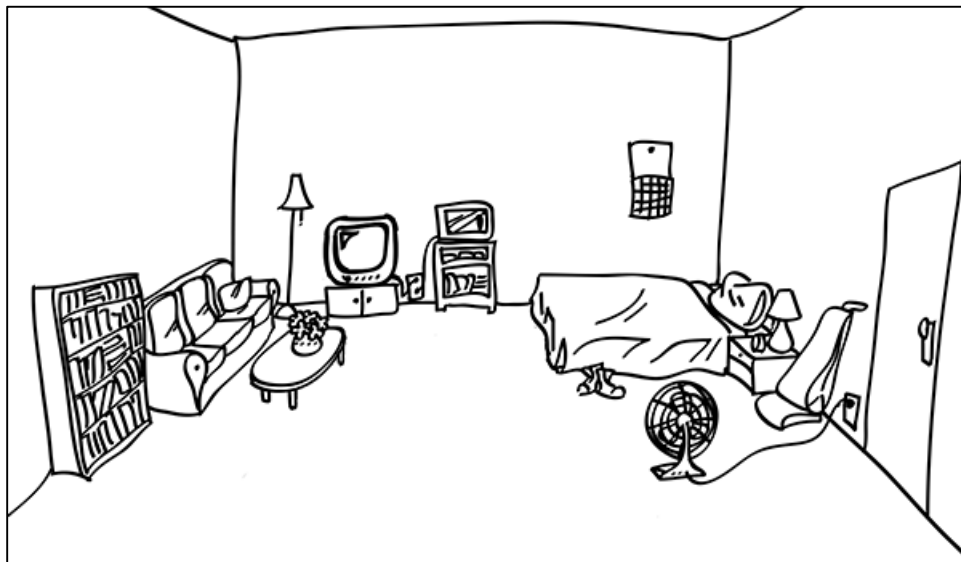
In the left hand margin of the table above, write **М** (мужчина = man) or **Ж** (женщина = woman) to indicate the gender of all the possessors referred to in this exercise.

3. Choose any three name-patronymic pairs, and write out their dictionary forms below. One has been done for you.

_____ Зо́я _____ Дени́совна _____

4.2 УПРАЖНЕНИЕ Г. КОМНАТА МАШИ

1. Answer the questions below in complete sentences based on this picture of Masha's room.



а. У Маши есть диван?

б. У Маши есть кастрюля?

в. У Маши есть холодильник?

г. У Маши есть чайник?

д. У Маши есть пылесос?

е. У Маши есть утюг?

ж. У Маши есть микроволновка?

з. У Маши есть кресло?

и. У Маши есть тумбочка?

к. У Маши есть ковёр?

2. If you were subletting Masha's room with its current furnishings, what are four items you would want to acquire to make life easier? Remember to use the accusative case when completing the sentence.

Надо купить

4.2 УПРАЖНЕНИЕ Д. СВЕТЛАНА БОРИСОВНА И ЕЁ КОЛЛЕГИ

Svetlana Borisovna is telling Josh about some of her coworkers and friends. Turn these strings of words into complete sentences, filling in the necessary case endings.

Note: In many sentences in this exercise the **есть** has been omitted. This is because the sentence focuses on describing the possession, not on establishing whether or not it exists.

1. У / Вадим Петрович / большой / квартира / .

2. У / он / есть / жена / и / дети / .

3. У / Ирина Антоновна / маленький / квартира / .

4. Она / жить / одна (alone) / , / потому что / у / она / нет / семья / .

5. У / соседка / Наталья Николаевна / новый / японский / машина / , / но / нет / гараж / .

6. У / Игорь Георгиевич / старый / дом / , / но / у / он / нет / машина / .

7. У / Юлия Андреевна / новый / стиральная машина / , / но / у / она / нет /
микроволновка / .

4.2 УПРАЖНЕНИЕ Е. СЕГОДНЯ СУББОТА

Imagine that it is Saturday and you are considering doing the following activities. Which ones are possible activities (**Можно**), which are activities you need to do (**Нáдо**), and which ones do you not want to do (**Не хочú**)? Write in one of those options before each of the phrases below.

1. _____ убирáть кварти́ру.
2. _____ играти́ в ша́хматы.
3. _____ де́лать дома́шние задáния.
4. _____ слúшать мýзыку.
5. _____ гуля́ть в па́рке.
6. _____ чита́ть но́вости в интерне́те.
7. _____ смотре́ть телеви́зор.
8. _____ играти́ на ро́яле.

4.2 УПРАЖНЕНИЕ Ж. МАЛЕНЬКИЕ СЛОВА

Match the Russian words to their English equivalents. There is one extra item in English.

- | | | |
|-----|------------------|--------------------|
| ___ | 1. дава́й | a. agreed |
| ___ | 2. да́же | б. almost |
| ___ | 3. догово́рились | в. by the way |
| ___ | 4. зна́чит | г. completely |
| ___ | 5. к сожа́лению | д. even |
| ___ | 6. ме́жду прóчим | е. let's |
| ___ | 7. ну́жно | ж. let's go |
| ___ | 8. почти́ | з. look |
| ___ | 9. пошли́ | и. it is necessary |
| ___ | 10. смотре́ | к. of course |
| ___ | 11. совсе́м | л. that means |
| | | м. unfortunately |

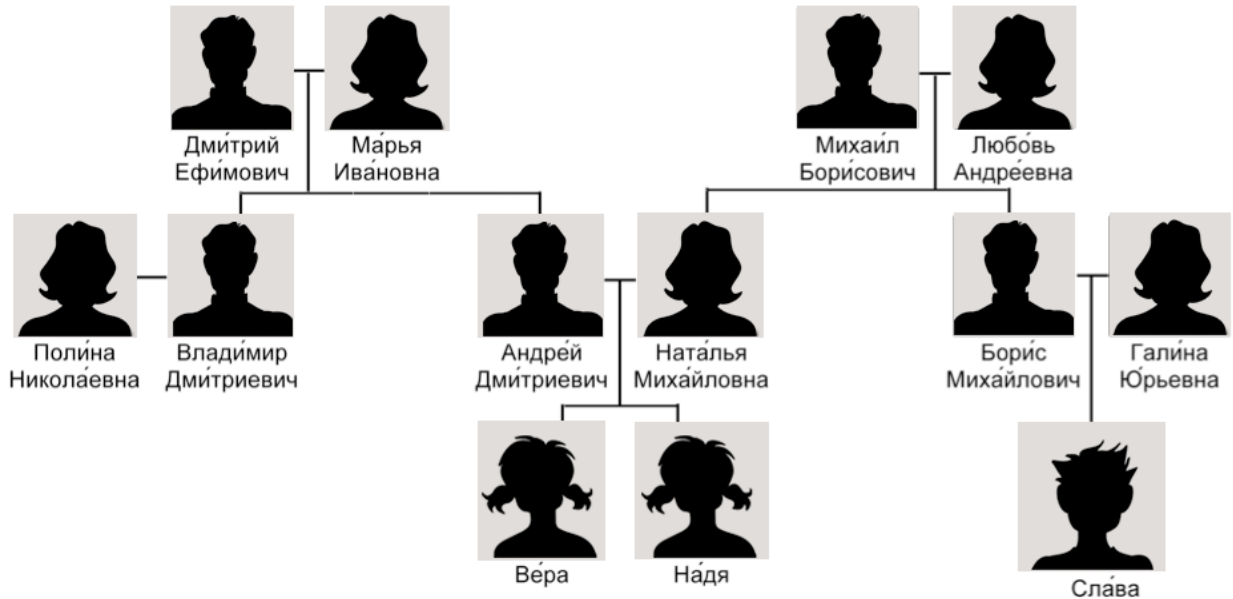
4.3 УПРАЖНЕНИЕ А. ЖЭНЯ КУЗНЕЦОВ

Match the beginning of each sentence with its logical conclusion, based on this episode.

- | | |
|---|--------------------------------|
| ___ 1. Олэг Пánченко — | а. в магазíне «Эльдорáдо». |
| ___ 2. Жэня Кузнецов — студэнт | б. где Кáтя. |
| ___ 3. Олэг думает, что | в. друг Кáти. |
| ___ 4. Амáнда не помнит, | г. как назывáется магазíн. |
| ___ 5. У Амáнды óчень | д. Кáти нет. |
| ___ 6. Амáнда спрашивает (asks), | е. на Пионерской úлице. |
| ___ 7. Олэг отвечает (answers), что | ж. не знакомы. |
| ___ 8. Амáнда и Жэня | з. простáя фамилия. |
| ___ 9. Магази́н «Эльдорáдо» находится | и. математического факультета. |
| ___ 10. Мóжно купíть недорогой электрочáйник | к. у Амáнды проблемы. |

4.3 УПРАЖНЕНИЕ Б. СЕМЬЯ НАТАЛЬИ МИХАЙЛОВНЫ

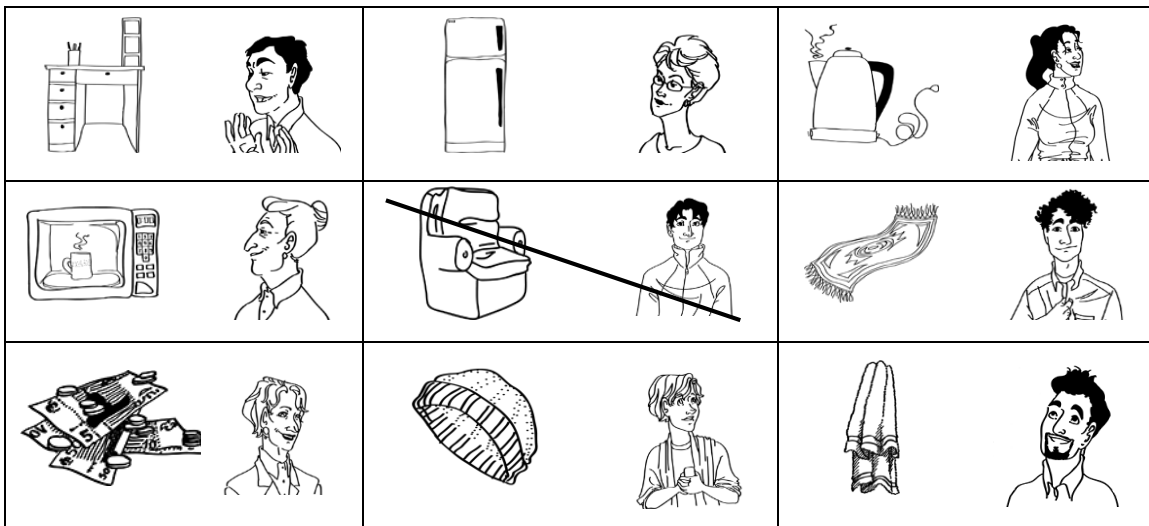
In Урок 2, you learned how to talk about family relationships using possessive pronouns (e.g., Liza is my sister; Elena Nikolaevna is his mother). In this exercise you will express relationships between members of Natalya Mikhailovna's family with the 's form (e.g., Slava is Galina Yur'evna's son). Complete the following sentences so that they reflect the relationships shown in the family tree below. Remember the 's form will be expressed by the genitive case in Russian. The first one has been done for you; variations are possible.



0. Галина Юрьевна — мать Славы.
Славы is in the genitive case because Galina Yur'evna is Slava's mother.
1. Вера — сестра _____.
2. Полина Николаевна — жена _____.
3. Андрей Дмитриевич — отец _____.
4. Борис Михайлович — муж _____.
5. Любовь Андреевна — мать _____.
6. Слава — внук _____.
7. Галина Юрьевна — тётя _____.
8. Наталья Михайловна — сестра _____.
9. Владимир Дмитриевич — брат _____.

4.3 УПРАЖНЕНИЕ В. ЧЬИ ЭТО ВЕЩИ?

The people below are pictured with objects that they own. Write complete sentences in Russian to answer the question, "Whose object is this?" One has been done for you.



0. Чьё это кресло?

Это кресло Дениса.

Дениса is in the genitive case because it is Denis's armchair.

1. Чьи это деньги?

2. Чей это холодильник?

3. Чей это ковёр?

4. Чьё это полотенце?

5. Чья это микроволновка?

6. Чья это шапка?

7. Чей это письменный стол?

8. Чей это чайник?

4.3 УПРАЖНЕНИЕ Г. МОНОЛОГ РИММЫ ЮРЬЕВНЫ

1. The sentences below form a brief monologue. All of the words have been given to you in the correct order, but the noun endings are missing. Fill in the blanks with the correct noun endings. If no ending belongs in the blank, write in \emptyset for a “zero” ending. Think about the meaning of the sentence so that you know which case ending you need to use:

- Nominative (subject of sentence)
- Accusative (direct object)
- Prepositional (location with **в / на**)
- Genitive (with preposition **у** for ownership, with **нет** for absence, possessor in 's)

Меня зовут Римм____ Юрьевн____. Я работаю в школ____.

Мой муж____ много работает. Фирма муж____ называется «Татарстрой». Это большая фирм____.

Я очень люблю нашу новую квартир____. Она находится на улиц____ Калинина. Квартира на седьмом этаж____. В большой комнат____ у нас диван____, кресл____, телевизор____. А на кухн____ у нас новый холодильник____, микроволновк____ и новые стул____.

В комнат____ Кейтлин____ кровать____, комод____ и письменный стол____. Там нет шкаф____, и нет вентилятор____. Кейтлин — хорошая девушк____. Она изучает русский язык____ и русскую культуру____.

2. When you have finished, find one example of each of the four cases listed above, and write N, A, P or G over that word or phrase.

4.3 УПРАЖНЕНИЕ Д. СИТУАЦИИ

Review all the episodes in Часть 1 and think about what you would say in the following situations. Write out the Russian phrase in cursive. Note that all of these prompts are connected.

1. Ask your classmate Igor' if you may borrow a pen. [*Remember to use accusative for "pen."*]

2. He gives you permission, but is surprised that you do not have a pen.

3. You explain that you have a pen, but you do not know where it is.

4. While you are talking to Igor', your friend Tanya joins you. It takes you a moment to realize that Igor' and Tanya do not know each other. Apologize and comment on that.

5. Introduce Igor' to Tanya.

6. Tanya asks where one can buy an inexpensive coffee maker.

7. Igor' says that on Bolshoi Prospect (there) is a good store.

8. You tell Tanya that the store is located not far away, and invite her to head out right now.

УРОК 4: ЧАСТЬ 2










4.4 УПРАЖНЕНИЕ А. ПЕТРОГРАДСКАЯ СТОРОНА

Review episode 4.4 Петроградская сторона and consider what things Amanda and Zhenya see on their walk to the store Эльдорáдо. Number the sentences below so that they reflect the order in which Amanda and Zhenya encounter things on their walk. Note there are some things that they discuss, but do not actually see on their way to the store. Place an X in the blank before those sentences. Re-read the episode carefully!

- ___ а. Амáнда и Жéня видят мост.
- ___ б. Амáнда и Жéня видят стáнцию метрó.
- ___ в. Амáнда и Жéня видят бассéйн и фíтнес-центр.
- ___ г. Амáнда и Жéня видят Инститúт рúсского языка и культúры.
- ___ д. Амáнда и Жéня видят стадиóн.
- ___ е. Амáнда и Жéня видят рýнок.
- ___ ж. Амáнда и Жéня видят останóвку автóбуса.
- ___ з. Амáнда и Жéня видят супермáркет.
- ___ и. Амáнда и Жéня видят Большо́й проспéкт.
- ___ к. Амáнда и Жéня видят большúю цéрковь.

4.4 УПРАЖНЕНИЕ Б. ЧТО ЭТО ТАКОЕ?

You are a tourist in a Russian town, and the map you have uses only the small icons below to indicate places that a tourist might need to find. Look at the icons and circle the word that best represents the icon.

| | | | | |
|---|--------------------|--------------------|---------------|--------------------|
|  | музей | аптека | ресторан | церковь |
|  | остановка автобуса | парк | аптека | церковь |
|  | бассейн | станция метро | кафе | туалеты |
|  | кинотеатр | церковь | ресторан | магазин |
|  | магазин | библиотека | бассейн | станция метро |
|  | почта | церковь | ресторан | остановка автобуса |
|  | аптека | остановка автобуса | ресторан | магазин |
|  | университет | стадион | станция метро | остановка автобуса |
|  | музей | магазин | парк | аптека |

🎧 4.4 УПРАЖНЕНИЕ В. ГОРОД САРАТОВ

You will listen to an audio post of a Russian woman talking about Saratov, her home city. Fill in the missing words in the transcript below.

Саратов — хороший _____. У нас в Саратове есть академический _____ оперы и балета и цирк. Кроме того (moreover), у _____ в Саратове недалеко от _____ Волги есть большая историческая _____. У нас в городе есть и интересные _____. Например (for example), есть Дом-музей русского писателя _____ Чернышевского. У нас в _____ очень любят спорт. В центре есть большй _____.

А мы живём не в _____. Но это не проблема, потому что рядом находится _____. Есть ещё один плюс: на нашей _____ есть _____ и фитнес-центр. Но, к _____, есть и минусы. _____ находится далеко от нашего _____. Наш город не очень большй, и поэтому у нас нет _____.

4.4 УПРАЖНЕНИЕ Г. ЕСТЬ ИЛИ НЕТ?

1. During a tour of a neighborhood in Yaroslavl', Tony wrote down the noun for each place mentioned, but now he cannot remember whether the place is or is not in the area. He did, however, write down the correct grammatical forms. Help him out by recalling the **словарная форма** of each noun phrase, and then writing **Есть** (nominative) or **Нет** (genitive) in the blank to match the form that Tony has on his list. All the nouns are in the singular.

| | |
|---------------------|--------------------------|
| _____ библиотека | _____ парка |
| _____ церкви | _____ остановка автобуса |
| _____ станции метро | _____ бассейн |
| _____ аптека | _____ рынка |
| _____ музея | _____ стадион |

2. Would you want to live in this neighborhood? Explain briefly in English why or why not:

4.4 УПРАЖНЕНИЕ Д. НЕМНОГО ОБ АЛЕКСАНДРОВКЕ

A Russian woman is telling you some things about Aleksandrovka, the small provincial city where she lives. Respond to her comments with a similar or contrasting sentence about your hometown or the city where you are studying.

You should either point out that your city also has/lacks the given feature, or point out the contrast of Aleksandrovka with your city by saying the opposite. In your responses use “**У нас в _____,**” and write your city name in Russian in the correct form. Two sample answers have been given for students from Lawrence (**Лоренс**, which does decline) and Toronto (**Торонто**, which does not). Note the different prepositional case forms.

У нас в Александровке нет театра оперы.

У нас в Лоренсе тоже нет театра оперы. OR А у нас в Торонто есть театр оперы.

1. У нас в Александровке нет исторического музея.

2. У нас в Александровке есть филармония.

3. У нас в Александровке нет реки.

4. У нас в Александровке есть большая историческая церковь.

Имя и фамилия: _____

Число: _____

5. У нас в Александровке есть большая городская библиотека.

6. У нас в Александровке есть университет.

7. У нас в Александровке есть футбольный клуб (soccer team).

8. У нас в Александровке есть очень маленький аэропорт.

9. У нас в Александровке есть драматический театр.

4.4 УПРАЖНЕНИЕ Е. МОЯ НОВАЯ КВАРТИРА

Your friend Jason got an email from a Russian friend asking about his living situation. He has written a reply, but was not sure of his genitive case endings. Help him by supplying the correct genitive forms for the adjectives and nouns he wants to use.

Привёт, Маша!

Спасибо за твой имейл. Ты спрашиваешь о (about) моей квартире. Я живу близко от

_____ и _____,
[наш] [университет] [большая] [библиотека]

и недалеко от _____. На моей улице очень тихо (quiet):
[недорогой] [ресторан]

нет ни (neither) _____, ни (nor) _____.
[магазин] [остановка автобуса]

Мой дом находится далеко от _____. К сожалению,
[новое] [общежитие]

я живу далеко от _____. И ещё один минус —
[хороший] [супермаркет]

я живу далеко от _____.
[университетский] [бассейн]

Пока!

Джейсон

4.4 УПРАЖНЕНИЕ Ж. ЧТО ЗА ДОМ?

Russian cultural institutions and headquarters of organizations often have names starting with the word “дом” followed by a genitive singular noun for the cultural area or profession in which the institution specializes. Read the institutional names below and decide what each institution promotes. If you are unfamiliar with the second word in some of the combinations, check it first in Google images (google.ru/images) to see if you can figure out the meaning. One has been done for you as an example.

| | | | |
|----------------|----------------------|-----------------|-------|
| Дом музыки | House of Music _____ | Дом архитектора | _____ |
| Дом художника | _____ | Дом актёра | _____ |
| Дом кино | _____ | Дом культуры | _____ |
| Дом журналиста | _____ | Дом юриста | _____ |
| Дом моды | _____ | Дом йоги | _____ |

4.4 УПРАЖНЕНИЕ З. КАК НАЗЫВАЕТСЯ ЭТА УЛИЦА?

Street names in Russia are generally one of two types. Either there is an adjective before **улица** or **проспект** (e.g., **Пионерская улица**, **Большой проспект**) or the word **улица** is followed by a genitive “of” linkage (e.g., **улица Красного курсанта**).

- For this activity, use an online Russian map (maps.yandex.ru) for the city of Kazan’.

The downtown area of Kazan’ (a bit to the east of the Kremlyovskaya metro station) has both of these kinds of street names. On the map, find the Russian street names below and write them in the blanks.

- ___ Karl Marx Street = _____
- ___ Big Red Street = _____
- ___ University Street = _____
- ___ Pushkin Street = _____
- ___ Theatre Street = _____
- ___ Lev Tolstoy Street = _____
- ___ Gogol Street = _____
- ___ Kremlin Street = _____

- When you are finished, go back and write the letter “G” next to street names that use the genitive “of” linkage.

4.4 УПРАЖНЕНИЕ И. MORE ON GENITIVE "OF" LINKAGE

It can be a bit more difficult to see genitive "of" linkages when they are embedded in complete sentences. Read the sentences below, and underline the genitive phrase(s) in each one. Then give an English equivalent for the whole sentence.

1. Я думаю, что первая буква этого слова — ш.

2. Ты знаешь адрес университетской библиотеки?

3. Я не помню фамилию твоего друга.

4. Тони читает первую страницу интересного романа.

5. На занятии мы смотрим начало нового русского фильма.

6. Я не помню конец этого романа.

7. Вы помните номер телефона нашего преподавателя?

8. Джош помнит, что дверь нашей квартиры красная.

9. На улице вы видите машину вашей хозяйки?

4.4 УПРАЖНЕНИЕ К. НОВЫЕ ГЛАГОЛЫ

Complete this paragraph about Zoya Stepanovna and her neighbor by filling in the blanks with the present tense of the indicated verbs.

Старая соседка Зоя Степановны всегда всё _____ и _____. Она
 _____ [видеть] _____ [помнить]
 _____, кто где _____, кто что _____, кто что
 _____ [знать] _____ [жить] _____ [делать]
 _____ и кто когда _____. Соседка всегда _____: «Я всё
 _____ [смотреть] _____ [отдыхать] _____ [говорить]
 _____ и всё _____, а ты, Зоя, ничего не _____ и не
 _____ [видеть] _____ [помнить] _____ [видеть]
 _____». Зоя Степановна не _____, что соседи всё _____ и
 _____ [знать] _____ [любить] _____ [видеть]
 _____.
 _____ [помнить]

4.4 УПРАЖНЕНИЕ Л. SENTENCE COMPLETIONS

Complete each Russian sentence below with a logical conclusion. You will need to pay close attention to the pronouns, and remember that **понимать** (to understand) and **помнить** (to remember) are not the same verb. You can be creative, but stay within the bounds of what you know. Two possible completions for the first sentence have been provided as examples.

0. Я тебя люблю, потому что ...

ты очень добрый человек. OR ты меня так хорошо понимаешь.

1. Они его любят, но ...

2. Вы меня понимаете, потому что ...

3. Тони их знает, потому что ...

4. Соседи её видят, но ...

5. Мы вас не понимаем, потому что ...

6. Преподаватель нас помнит, потому что ...

4.5 УПРАЖНЕНИЕ А. КАФЕ «ИДЕАЛЬНАЯ ЧАШКА»

Below are sentences that summarize information in this episode, but the subject in each sentence is missing. Fill in the blanks with one of the four subjects listed in the word bank so that the sentences reflect what you have learned.

| | | |
|---------------|------------------------|-------------|
| Аманда | родители Аманды | Жэня |
| | родители Жэни | |

1. _____ учится на третьем курсе, а _____ учится в аспирантуре.
2. _____ уже купила чайник и пьет чай.
3. _____ говорят, что в начале ноября не очень холодно.
4. _____ купили дом в маленьком городе недалеко от Сан-Франциско.
5. _____ очень любит русскую литературу, хотя он изучает математику.
6. _____ родилась в Сан-Франциско.
7. _____ учились в Калифорнийском университете в Беркли.
8. _____ мало знает о русском искусстве.
9. _____ думают, что учиться на филологическом факультете непрактично.
10. _____ уже думает о работе, а _____ думает о диссертации.
11. _____ училась в Стэнфордском университете.

4.5 УПРАЖНЕНИЕ Б. Откуда они пишут?

1. In emails, Russians often start with a greeting from their current location. Match the greeting with the character who is most likely writing them.

- | | |
|------------------------------|--------------------------------|
| ___ 1. Привет из Иркутска! | а. Аманда |
| ___ 2. Привет из Казани! | б. Денис |
| ___ 3. Привет из Калифорнии! | в. Джош |
| ___ 4. Привет из Москвы! | г. Кейтлин |
| ___ 5. Привет из Нью-Йорка! | д. Преподаватель Аманды в США |
| ___ 6. Привет из Огайо! | е. Преподаватель Джоша в США |
| ___ 7. Привет из Петербурга! | ж. Преподаватель Кейтлин в США |
| ___ 8. Привет из Техаса! | з. Преподаватель Тони в США |
| ___ 9. Привет из Ярославля! | и. Тони |

2. Keeping in mind that **из** requires the genitive case, write a similar greeting that you would use from your current:

city: _____

state: _____

country: _____

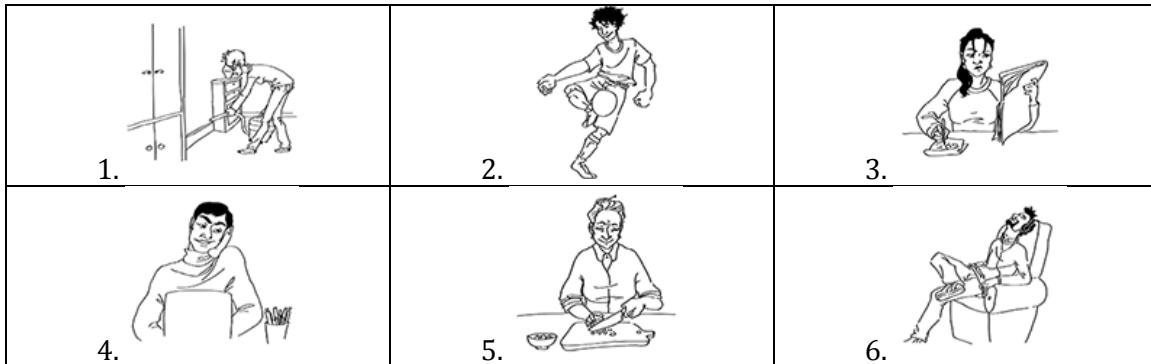
🎧 4.5 УПРАЖНЕНИЕ В. ОТКУДА ЭТИ ОТКРЫТКИ (POSTCARDS)?

Some friends of Svetlana Borisovna are traveling around the European part of Russia. Listen to the six audio “postcards” they leave in her voicemail, numbering the cities on the map in accordance with their travels.



4.5 УПРАЖНЕНИЕ Г. ЧТО ВЫ ВЧЕРА ДЕЛАЛИ?

Imagine that you are the person in each of the pictures below, responding to the question, “Что вы вчера делали?” Your answers will all start with “Вчера я...”. Write your answers in complete sentences. Be sure to make correct gender agreements.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

4.5 УПРАЖНЕНИЕ Д. ЧТО ТЫ ДЕЛАЛ/ДЕЛАЛА ВЧЕРА?

You want to know what your Russian friends Ira (*a female*) and Tolya (*a male*) were up to yesterday. Follow the directions below, modeling your questions after the example given. Vary your vocabulary, asking as many logical questions as you can.

1. Ask Ira and Tolya three yes/no questions each about their activities, starting each question with the person’s name so they know whom you are addressing.

Образец: Ира, ты вчера играла на рояле?

- a. _____
- б. _____
- в. _____
- г. _____
- д. _____
- е. _____

Имя и фамилия: _____

Число: _____

2. Now, ask three questions directed to both of them at once (use the plural you, **вы**).

- a. _____
- б. _____
- в. _____

4.5 УПРАЖНЕНИЕ Е. НЕМНОГО О СЕБЕ (A BIT ABOUT MYSELF)

Sveta has posted this short statement about her family. Fill in the blanks with the past tense forms of the indicated verbs.

Меня зовут Свѣта. Я живу в Иркутске, где я _____ в
[родиться] [родиться]
Перми, но он _____ в Новосибирске. Мама _____ в Томске, но она
[учиться] [родиться]
тоже _____ в Новосибирске. Мама и папа _____,
[учиться] [познакомиться]
когда они вместе _____ в университете на первом курсе.
[учиться]

4.5 УПРАЖНЕНИЕ Ж. НЕМНОГО О СЕМЬЕ

1. Robert is showing a picture of his family members to his Russian friend Oleg. Fill in the missing information in this transcript of his comments.

Олег, смотри, вот фотография нашей семьи. _____

зовут Марк, а _____ зовут Сара. _____

_____ зовут Майкл, а _____

зовут Дэн. _____ зовут Саша.

2. Imagine that you are showing a picture of your family to a Russian friend. Tell him/her the name of each of your family members, using the the model above as a guide.

4.5 УПРАЖНЕНИЕ З. МАЛЕНЬКИЕ СЛОВА

Match the Russian words to their English equivalents.

- | | |
|----------------------|---------------------|
| 1. ____ молодец | a. expensive |
| 2. ____ между прочим | б. Let's do it. |
| 3. ____ другой | в. recently |
| 4. ____ дорого | г. Agreed! |
| 5. ____ отлично | д. before, formerly |
| 6. ____ давай | е. by the way |
| 7. ____ завтра | ж. then, later |
| 8. ____ договорились | з. if |
| 9. ____ может быть | и. another |
| 10. ____ раньше | к. Good job! |
| 11. ____ недавно | л. It is time. |
| 12. ____ ясно | м. maybe |
| 13. ____ если | н. It is clear. |
| 14. ____ пора | о. tomorrow |
| 15. ____ потом | п. excellently |

4.5 УПРАЖНЕНИЕ И. КТО КОГО ЗНАЕТ?

1. A Russian friend is asking you about the characters in our story. Your friend speaks quickly, so you repeat the question to yourself before answering. Fill in the blanks below to complete the missing endings on the names. All of them are direct objects, but remember that personal names for men are considered animate nouns. If no ending is required, write \emptyset in the blank. An example has been done for you.

Образец: Натáлья Михáйловна знáет Амáнду?

1. Амáнда знáет Зó____ Степáновн____?
 2. Тóни знáет Олэг____ Пáнченко?
 3. Жéня Кузнецóв знáет Кáт____ и Лéн____?
 4. Кéйтлин знáет Тóни и Джóш____?
 5. Денís знáет Юри____ Николáевич____?
 6. Натáлья Михáйловна знáет Марáт____ Азáтович____?
 7. Амáнда, Джóш, Кéйтлин и Тóни знáют Натáль____ Михáйловн____ Зáйцев____ и Денís____ Гúрин____?
 8. Амáнда знáет Жéн____ Кузнецóв____?
2. Answer the questions above based on what you know from our story. In your answers, replace both the subjects and the direct objects with pronouns. If you want to hedge on your answer, you can start your reply with **мóжет быть** (maybe).

Образец: Да, она её знáет.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

4.5 УПРАЖНЕНИЕ К. СИТУАЦИИ

Review both episodes in Часть 2 and write out the Russian phrase that you would say in these situations. Note that all of these prompts are connected.

1. You ask a stranger on the street, a middle-age woman, if she happens to know the name of the church in front of which you are standing.

2. The stranger does not remember, but asks you where you are from.

3. You answer that you are from America. You are studying at European University in Petersburg.

4. The stranger comments on how well you speak Russian.

5. The stranger asks if you like Russian literature. [*Use любить.*]

6. You explain that you really like Pushkin and Bulgakov.

7. The stranger excuses herself and says that it is already five o'clock and (*she*) needs to go.

УРОК 4: ЧАСТЬ 3

4.6 УПРАЖНЕНИЕ А. ХОЧУ РАССКАЗАТЬ О ЖЕНЕ

PRE-READING ACTIVITIES AND SKIMMING

1. After meeting Zhenya at Идеальная чашка, Amanda writes an email to her friends about him. Below is a list of topics that Amanda could possibly address in her email. Read the list, and in the left-hand column number the elements in the order that you think Amanda would raise the topics.

| Predicted order | | Actual order in text |
|-----------------|---|----------------------|
| ___ | tells about Zhenya and his studies | ___ |
| ___ | tells a lot about the neighborhood where she lives | ___ |
| ___ | tells some about how things are going in Petersburg | ___ |
| ___ | tells about room and the dorm where she lives | ___ |
| ___ | tells about Zhenya's parents and family | ___ |
| ___ | greet her friend and asks how she is doing | ___ |
| ___ | tells about meeting Zhenya | ___ |

2. Now skim the episode and use the right-hand column to put the topics in the order that they are encountered in the text. Put an X on the line if a topic is not mentioned at all.

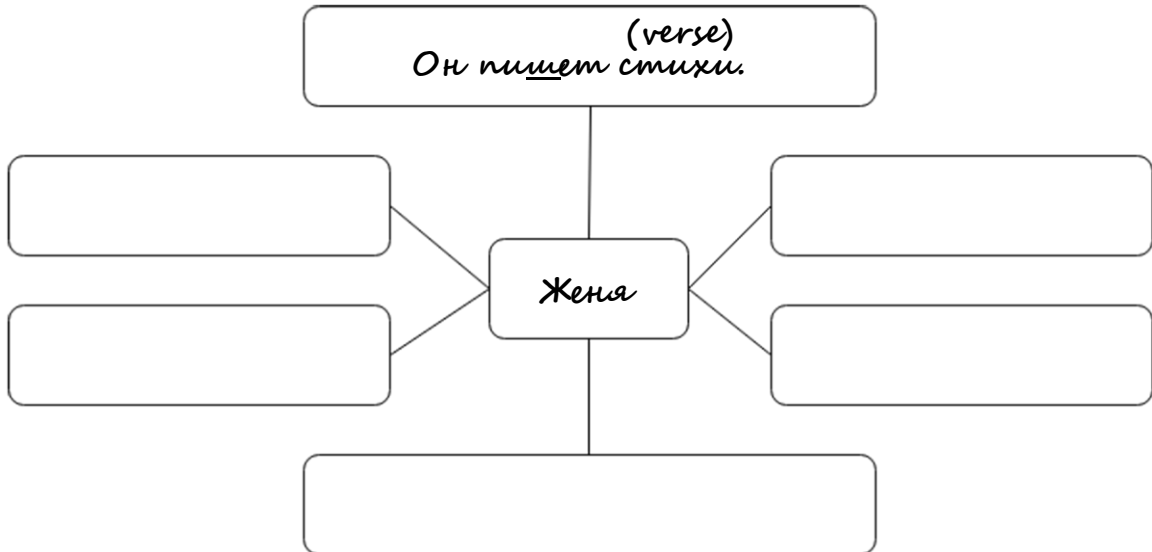
CHECKING CONTENT IN DETAIL

3. Make a list in English of four things in the story that happened **позавчера** (the day before yesterday). Focus on phrases with the verbs **познакомились**, **гуляли**, and **показал**.

- a. _____
- б. _____
- в. _____
- г. _____

4. Why does Amanda want to buy a kettle? Write the exact Russian phrase from the text.

5. Amanda writes a number of things about Zhenya in this message. Copy down six phrases/sentences from the text that she uses to talk about him. If there are words that you do not know, look them up and put the English translation in parentheses above the word. One of the six phrases has already been written in for you. You will share your notes with others in class.



6. We learn some information about Zhenya's family in this episode. Copy down the relevant phrases from the text, putting them in the correct column.

| Zhenya's father | Zhenya's mother | Zhenya's grandparents |
|-----------------|-----------------|-----------------------|
| • • • | • | • • |

7. Although their conversation provided a lot of information, Amanda is still left with two unanswered questions about Zhenya and his family. Summarize these points in English and then write out the exact phrases that Amanda uses in the text.

| Summary in English | Russian phrases from the text |
|--------------------|-------------------------------|
| | |
| | |

8. In the final paragraph, Amanda mentions a misunderstanding that she often encounters in Petersburg. What is the problem, and how does she respond to it?

POST-READING ACTIVITIES

9. In many languages, words are often associated closely with other specific words (e.g., in English: bread and butter, sing a song, writer and novel). Match the words in the left-hand column with closely associated words in the right-hand column.

- | | |
|---------------------------------|--------------|
| 1. ____ стихи | а. отвечают |
| 2. ____ спрашивают | б. чай |
| 3. ____ юрист, математик, физик | в. жить |
| 4. ____ искусство | г. художник |
| 5. ____ идея | д. думать |
| 6. ____ чайник | е. поэт |
| 7. ____ вчера | ж. район |
| 8. ____ жизнь | з. профессии |
| | и. сегодня |

10. When Amanda writes, “**Тогда это был (was) не Петербург, тогда это был (was) Ленинград,**” she is reflecting one of the many name changes that St. Petersburg has experienced since its founding in 1703.

- 1703-1914: Санкт-Петербург
- 1914-1924: Петроград
- 1924-1991: Ленинград
- 1991-Present: Санкт-Петербург and Петербург (and Питер, in informal speech)

In Soviet times there was a wide-spread joke about the three names and the kind of standard of living that they represented. The joke takes the form of an interview between a journalist and a very old man who was born in 1900. As you read the joke, select the answer that you think the old man gave to each question.

Журналист берёт (is conducting) интервью у старого мужчины.

Журналист: Скажите, пожалуйста, в каком городе вы родились?

Старый мужчина: а. В Санкт-Петербурге.
б. В Ленинграде

Журналист: А в каком городе вы учились?

Старый мужчина: а. В Петрограде.
б. В Ленинграде

Журналист: А в каком городе вы сейчас живёте?

Старый мужчина: а. В Санкт-Петербурге.
б. В Петрограде
в. В Ленинграде

Журналист: А в каком городе вы хотели бы (would like to) жить?

Старый мужчина: а. В Санкт-Петербурге.
б. В Петрограде
в. В Ленинграде

4.6 УПРАЖНЕНИЕ Б. КВАРТИРА ТОНИ В ТЕХАСЕ

Last year Tony shared an apartment, and now he is recalling the things that he and his roommates had in that apartment. Fill in the blanks with the correct past-tense forms of **быть**. Remember to make your verbs agree with the things that *were*.

Это _____ очень недорогая квартира. Там у нас _____ большой балкон. Кухня и ванная _____ маленькие, но у нас _____ неплохие спальни. Моя комната _____ большая, но у меня _____ только одно очень маленькое окно.

4.6 УПРАЖНЕНИЕ В. НА ПЕРВОМ КУРСЕ В ОГАЙО

Caitlin is telling Rimma Yur'evna about her life as a college freshman. Complete her story by filling in the blanks with past tense of verbs provided in the word bank. You will need to use some verbs more than once. Note that the verbs in the word bank are all in the infinitive form.

| | | |
|----------------------|----------------------|-----------------|
| быть (х3) | жить (х3) | родиться |
| разговаривать | пить | учиться |
| | познакомиться | |

«Когда я _____ на первом курсе, я _____ в общежитии. У меня _____ небольшая комната.

В общежитии _____ студенты со всего мира (from the whole world).

Например, на втором этаже _____ Томасо. Он очень интересный человек.

Он из Перу. Он там _____.

Мы _____ в первый день семестра. Мы часто вместе _____ кофе в Стэрбаксе и _____ об американской культуре. Всё _____ очень интересно».

4.6 УПРАЖНЕНИЕ Г. УТРО В СЕМЬЕ НАТАЛЬИ МИХАЙЛОВНЫ

1. Complete this description of the breakfast habits of Natalya Mikhailovna and her family with appropriate present-tense forms of the verb **пить** [stem: **пй-**].

У нас большая семья, и утром (in the morning) мы почти не завтракаем (eat breakfast), мы только что-нибудь (something) _____. Муж _____ чёрный кофе. Бабушка и дедушка всегда _____ только горячий чай. Я _____ только апельсиновый (orange) сок. А младшая дочь Надьа всегда _____ горячее молоко. А что вы _____ утром?

2. Answer Natalya Mikhailovna's question for yourself with a complete sentence.

4.6 УПРАЖНЕНИЕ Д. О КОМ? О ЧЁМ?

Make complete present-tense sentences out of the words below so that they explain the topics that our heroes read, write, think, and talk about. Consider whether you need to use **о** or **об**. If necessary, review the noun and adjective endings for the prepositional case before starting the exercise.

1. Амáнда / читать / о / русский / искусство.

2. Тóни / и / Джош / думать / о / интересный / музыка.

3. Кéйтлин / писать / сочинение / о / татарский / культура.

4. Марáт Азáтович / читать / много / о / спорт / и / бизнес.

5. Светлáна Борíсовна / и / Сóня / разговаривать / о / Джош.

6. Дeни́с / писать / статья / о / история России.

7. Кáтя / и / Олéг / часто / разговаривать / о / жизнь.

4.6 УПРАЖНЕНИЕ Е. А ВЫ?

Complete the following sentences to say which topics interest you. If you are stuck for ideas, use the noun phrases from the word bank. They are all in their dictionary forms. Remember to turn **о** into **об** before words starting with the vowels **а, и, о, у, э**.

| | | |
|----------------------|----------------------|--|
| моя семья | русская политика | спорт |
| новая музыка | американская история | университет |
| мой друг/моя подруга | общество | университетская баскетбольная команда |
| работа | телевидение | новая литература |

1. Я часто разговариваю о _____.
2. Я люблю читать о _____.
3. Я много думаю о _____.
4. В этом семестре я много пишу о _____.
5. Я не люблю думать о _____.

4.6 УПРАЖНЕНИЕ Ж. POINTING THINGS OUT

Zhenya and his friend Masha are discussing a photo of Amanda that he took while they were at Идеальная чашка. Complete the conversation by choosing the correct form from those provided: either the unchanging **это** (it is a, this is a) or the modifier **этот** (this noun). You do not need to change any forms.

Образец: [это \ Этот] хороший дом. [*This is a nice house.*]
 Какой? Вот [это \ этот] дом здесь? Нет! Он некрасивый. [*This house.*]

Маша: [Это \ Эта] интересная фотография.

Женя: [Это \ Эта] фотография? Почему ты так думаешь?

Маша: Ну, Женя, скажи, кто [это \ эта] девушка на фотографии?

Женя: [Это \ Эта] одна аспирантка, которая учится здесь в Петербурге.

Маша: Интересно. А как зовут [это \ эту] аспирантку?

Женя: Её зовут Аманда.

Маша: А фамилия [это \ этой] девушки?

Женя: Её фамилия — Ли. Она из Америки. Она здесь пишет диссертацию о русском искусстве.

Маша: [Это \ Эти] всё очень интересно.

4.6 УПРАЖНЕНИЕ 3. ЭТОТ ИЛИ ДРУГОЙ (THIS ONE OR ANOTHER)?: POINTING THINGS OUT

Complete the following dialogues with forms of the modifier **этот** (this one) or **другой** (another, a different one) to clarify which object is being discussed.

1. — Катя очень любит _____ (this) магазин?
— Нет, она очень любит _____ (a different) магазин.
2. — Ты живёшь в _____ (this) общежитии?
— Нет, я живу в _____ (a different) общежитии.
3. — Ты читаешь _____ (this) статью?
— Нет, я читаю _____ (a different) статью.
4. — Ты живёшь на _____ (this) улице?
— Нет, я живу на _____ (a different) улице.
5. — Ты смотрел _____ (this) фильм?
— Нет, я смотрел _____ (a different) фильм.

4.6 УПРАЖНЕНИЕ И. COMBINING SENTENCES

1. Fill in the adjective endings for **который** to make these sentences about characters from our story grammatically correct.

| | Верно / неверно |
|---|----------------------------|
| 1. Амáнда — студéнтка, котóр_____ живёт в Петербурге в этом году. | _____ |
| 2. Тóни — америкáнский студéнт, котóр_____ учится в Ярославле в этом году. | _____ |
| 3. Кéйтлин и Джош — студéнты, котóр_____ сейчас живут в России. | _____ |
| 4. Светлáна Борýсовна — хозяйка, котóр_____ работает в ресторане. | _____ |
| 5. Амáнда живёт в общежитии, котóр_____ находится недалеко от магазина Эльдорáдо. | _____ |
| 6. Ярослáвль — красýвый гóрод, котóр_____ находится на реке Вóлге. | _____ |
| 7. Олéг не зnáет студéнта, котóр_____ показáл Амáнде магазин Эльдорáдо. | _____ |
| 8. Денýс не зnáет америкáнскую студéнтку, котóр_____ учится в Казáни. | _____ |

2. Now go back and read the sentences above and indicate whether they agree with what you know from the story line. Write **B** for **верно**, or **H** for **неверно** in the right-hand column.

4.6 УПРАЖНЕНИЕ К. МАЛЕНЬКИЕ СЛОВА

Match the Russian words to their English equivalents.

- | | |
|---------------------|---------------------------|
| 1. ____ вчера́ | a. although |
| 2. ____ где? | б. because |
| 3. ____ какой? | в. before |
| 4. ____ кто? | г. day before yesterday |
| 5. ____ надеюсь | д. from where? |
| 6. ____ откуда? | е. I hope |
| 7. ____ позавчера́ | ж. what kind?; which one? |
| 8. ____ потому́ что | з. what? |
| 9. ____ почему́? | и. where? |
| 10. ____ раньше | к. who? |
| 11. ____ хотя́ | л. whose? |
| 12. ____ чей? | м. why? |
| 13. ____ что? | н. yesterday |

🎧 4.6 УПРАЖНЕНИЕ Л. ВОПРОСЫ, ВОПРОСЫ, ВОПРОСЫ

A Russian student who wants to interview you has left a voice message with questions for you to prepare. Listen to the message and write out the questions in Russian. Then write out your answers in complete sentences. Remember to put the new information at the end of your answer.

1. _____?

Ваш ответ: _____.

2. _____?

Ваш ответ: _____.

3. _____?

Ваш ответ: _____.

4. _____?

Ваш ответ: _____.

5. _____?

Ваш ответ: _____.

6. _____?

Ваш ответ: _____.

7. _____?

Ваш ответ: _____.

8. _____?

Ваш ответ: _____.

9. _____?

Ваш ответ: _____.

10. _____?

Ваш ответ: _____.

4.6 УПРАЖНЕНИЕ М. ИНТЕРВЬЮ

A celebrity from Russia is visiting your campus. You have an opportunity to interview him for your campus newspaper. You know that he works in the arts and has a spouse and two adult children. He does not speak English, so the interview needs to be in Russian.

Create a list of ten questions that you can ask to learn something about him and his family for your article. Remember that questions with question words (e.g., who, what, when, where, etc.) will yield more interesting answers than yes/no questions.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

4.6 УПРАЖНЕНИЕ Н. СИТУАЦИИ

You are studying abroad in Russia and you want to tell your host mother about a new student in your group. How would you express the following thoughts?

1. I want to tell you a bit about a new student.

2. The new student is named ___ [*your choice*].

3. We became acquainted the day before yesterday.

4. The new student was born in Irkutsk, but is now is studying in Petersburg.

5. Yesterday we strolled and chatted about life in Petersburg.

IMAGE INFORMATION

4.4 Упражнение Б. Что это такое?

- а. "Apothecary symbol" is in the public domain. Last accessed October 28, 2015.
<http://www.clipartbest.com/clipart-9TRo4LeTe>
- б. "Russian Orthodox Church" by Freepik is licensed under CC BY 3.0. Last accessed October 28, 2015.
http://www.flaticon.com/free-icon/russian-orthodox-church_75047
- в. "Hot coffee rounded cup on a plate..." by Freepik is licensed under CC BY 3.0. Last accessed October 28, 2015. http://www.flaticon.com/free-icon/hot-coffee-rounded-cup-on-a-plate-from-side-view_37908
- г. "Film Roll" by Freepik is licensed under CC BY 3.0. Last accessed October 28, 2015.
http://www.flaticon.com/free-icon/film-roll_61342
- д. "Swimmer" by Freepik is licensed under CC BY 3.0. Last accessed October 28, 2015.
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- е. "Closed Mail Envelope" by Pavel Kozlov is licensed under CC BY 3.0. Last accessed October 28, 2015.
http://www.flaticon.com/free-icon/closed-mail-envelope_70148
- ж. "Fork and knife in cross" by Freepik is licensed under CC BY 3.0. Last accessed October 28, 2015.
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- з. "Stadium" by Freepik is licensed under CC BY 3.0. Last accessed October 28, 2015.
http://www.flaticon.com/free-icon/stadium_53213
- и. "Antique elegant building with columns" by Freepik is licensed under CC BY 3.0. Last accessed October 28, 2015. http://www.flaticon.com/free-icon/antique-elegant-building-with-columns_28620

УРОК 5: ЧАСТЬ 1**5.1 УПРАЖНЕНИЕ А. ДНИ НЕДЕЛИ**

You are discussing plans with a Russian visitor, and he is confused about dates and days. Use the calendar below to tell him on which day of the week the dates he asks about occur. The first one has been done for you.

| октябрь | | | | | | |
|---------|----|----|----|----|----|----|
| пн | вт | ср | чт | пт | сб | вс |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

1. А какой день восьмье? Восьмье — четвёрг_____.
2. А какой день пятое? _____.
3. А какой день второе? _____.
4. А какой день четвёртое? _____.
5. А какой день десятое? _____.
6. А какой день седьмье? _____.
7. А какой день тринадцатое? _____.

5.1 УПРАЖНЕНИЕ Б. МЕСЯЦЫ

The letters in the names of the months below are jumbled. Unscramble them to spell out the name of the months. Then number them in the correct calendar order.

- | | | |
|--------------|-------------|-------------|
| ___ льюи | ___ борьян | ___ йам |
| _____ | _____ | _____ |
| ___ арельфв | ___ трам | ___ тябокрь |
| _____ | _____ | _____ |
| ___ ньястреб | ___ юньи | ___ стугав |
| _____ | _____ | _____ |
| ___ пларье | ___ бекрадь | ___ рьянав |
| _____ | _____ | _____ |

🎧 5.1 УПРАЖНЕНИЕ В. В КАКОМ ДЕНЬ?

You put your activities and events for this week on sticky notes, but now you cannot remember on which day the events will happen. Your friend remembers all of the events and when they are scheduled. Listen to your friend and write in the name of the day in Russian on the appropriate sticky note.

спать весь
день

днём
работа

фильм
«Стиляги»

ужин в кафе
«Пицца Хат» в
6 часов

контрольная
работа

встреча
Русского
клуба

сочинение на
тему
«Международная
политика
России сегодня»

5.1 УПРАЖНЕНИЕ Г. ГДЕ ВЫ БЫЛИ?

Think about your schedule for the past week and where you were on different days at certain times. Using at least one element from each column, create six sentences that accurately reflect your recent activities. An example sentence has been provided.

Remember that to say “on a day of a week,” use **в** with the accusative case form of the day; to give location, use **в** or **на** with the prepositional case form of the noun.

| | | | | | | |
|---|-------------|-----------------------------------|---|------|---------|------------------------------------|
| в | понедельник | утром днём вечером ночью | я | быть | в на | работа |
| | вторник | | | | | ресторан |
| | среда | | | | | университет |
| | четверг | | | | | лекция |
| | пятница | | | | | библиотека |
| | суббота | | | | | фитнес-центр |
| | воскресенье | | | | | общество концерт центр ?? |

0. В среду вечером я был/а на лекции. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____










5.2 УПРАЖНЕНИЕ А. КАК ЖИВУТ НАШИ СОСЕДКИ

Listen to two students talking about their daily activities. Then number the activities below in the order in which the students do them. Before listening, look up any words that you do not know.

- | | |
|------------------------------|-------------------|
| ___ встают | ___ ложатся спать |
| ___ готовят домашние задания | ___ готовят ужин |
| ___ завтракают | ___ одеваются |
| ___ едут в университет | ___ едут домой |
| ___ смотрят телевизор | ___ отдыхают |
| ___ обедают в столовой | ___ чистят зубы |
| ___ идут в библиотеку | |

5.2 УПРАЖНЕНИЕ Б. ЧТО Я ДЕЛАЮ КАЖДЫЙ ДЕНЬ?

Imagine that you are Caitlin and label the pictures below using the first-person singular form of the needed verb.

| | | |
|---|---|--|
|  <p>Я _____</p> |  <p>Я _____</p> |  <p>Я _____</p> |
|  <p>Я _____ _____</p> |  <p>Я _____</p> |  <p>Вечером я _____</p> |
|  <p>Я _____ _____</p> |  <p>Я _____ _____</p> |  <p>Я _____</p> |

5.2 УПРАЖНЕНИЕ В. А ВЫ?

What are your daily routines? Finish each sentence with at least four activities that you do at each time of day. List the actions in the order that you do them.

1. Утром я ...

2. Днём я ...

3. Вечером я ...

5.2 УПРАЖНЕНИЕ Г. НОВЫЙ СОСЁД / НОВАЯ СОСЁДКА ПО КВАРТИРЕ

You are looking for a new roommate to share an apartment. What questions would you ask a prospective roommate about his/her daily routine? You can use question words (e.g., **Где? Когда?**) as well as questions about frequency (e.g., **часто, обычно, каждый день**). Since the prospective roommates are all close to you in age, use **ты** in your questions. Come up with ten questions that make use of a variety of vocabulary.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

5.2 УПРАЖНЕНИЕ Д. ХОРОШИЙ СОСЁД / ХОРОШАЯ СОСЁДКА

What makes someone a good roommate? Write five sentences describing the habits of a good roommate. One has been done for you as an example.

0. По-мóбему, хороóший сосéд по квартире ложётся спать не óчень пóздно.
1. _____
2. _____
3. _____
4. _____
5. _____

5.2 УПРАЖНЕНИЕ Е. УЖАСНЫЕ СОСÉДИ

Imagine that you have really horrible roommates. Complete each of the sentences below with one or two phrases that detail their objectionable behaviors. Remember to make the verbs agree with their subjects, but to use an infinitive if the main verb is a conjugated form of **любить**.

У меня ужасные сосéди по квартирe. Их зовут _____ и _____.

Онi рeдко _____.

Онi никогда не _____.

Онi всё время _____.

Онi любят _____ и _____, когда я сплю.

5.2 УПРАЖНЕНИЕ Ж. КУДА ВЫ ИДЕТЕ?

Fill in the blanks with the correct form of the verb **идти**.

Абдуловы сегодня _____ на интересный концерт.

Марат Азатович ждёт (is waiting) и смотрит в окно (out the window). Он видит, как сосед Анатолий Петрович _____ по улице. Он смотрит на часы. Уже шесть часов!

Марат Азатович спрашивает: «Римма, где ты? Ты _____? Мы уже опаздываем.»

Римма Юрьевна отвечает: «Я сейчас _____.»

На улице Анатолий Петрович видит их и спрашивает: «Римма Юрьевна и Марат Азатович, куда вы _____?»

Римма Юрьевна отвечает: «Мы _____ в театр.»

5.2 УПРАЖНЕНИЕ З. КУДА ВЫ ЕДЕТЕ?

The characters below have run into each other in the metro and are talking about where people are going. Since it is clear from the context that they are all going by some form of transportation, fill in the blanks with the correct form of **ехать**.

В метрo

Ира: Привeт, Амáнда! Привeт, Жeня! Куда вы _____?

Амáнда: Я _____ на Нeвский проспект, а Жeня _____ в библиотeку Технологического института.

Ира: Понятно. А вон там Мáша и Лeна. Онi _____ на вокзал (train station), а потом в Цáрское село. Онi хотят погулять там в паркe.

Амáнда: А мы _____ туда завтра.

5.3 УПРАЖНЕНИЕ А. ИМЭЙЛ КЭЙТЛИН

PRE-READING ACTIVITIES: SKIMMING

1. The words «Пишú из Казáни» begin the first of six main paragraphs of Caitlin's email. Each paragraph addresses a different topic. Read the list of topics below and then skim the email to locate where Caitlin discusses each of them. Place a number 1-6 in the blanks so that they match the paragraphs where the topic is discussed.

- ___ details about her conversation practice teacher Mila
- ___ parts of the city that Caitlin has learned about in the first month
- ___ how she spends evenings and weekends
- ___ some comments about the Abdulov family
- ___ information about the lecture courses Caitlin is taking
- ___ details about her phonetics and grammar classes

CHECKING CONTENT IN DETAIL

2. Caitlin is taking five courses this semester. Look through her email and find the names of the courses, noting the days of the week when she has them. Complete the table with Russian words and phrases from the text, using full time expressions that include prepositions. The first one has been done for you.

| кúрсы | в какой день? / в какие дни? |
|-------------|------------------------------|
| 0. фонéтика | в понедельник, в четвёрг |
| 1. | |
| 2. | |
| 3. | |
| 4. | |

3. Caitlin gives short descriptions of three of her teachers. Write down the name of each teacher, and two or three Russian phrases from the text that she uses to describe them. Give the English equivalent of each phrase in the third column.

| преподаватель | фра́зы из те́кста | английский эквивале́нт |
|---------------|-------------------|------------------------|
| | • • • | |
| | • • • | |

| преподаватель | фразы из текста | английский эквивалент |
|---------------|-----------------|-----------------------|
| | • • • | |

4. Write down in English two or three points about what Caitlin does differently on the weekends.

a. _____

б. _____

в. _____

5. Caitlin's email is a good model of how to write a friendly message to someone with whom you are on formal terms. How does Caitlin express the following phrases in Russian?

Dear [first name and patronymic]: _____

Yours: _____

Write (soon): _____

I hope that everything is okay with you.: _____

Two of the phrases used above are marked for gender in Russian. Place an asterisk (*) next to the phrase that is dependent on the gender of the person who is writing; place two asterisks (**) next to the phrase that is dependent on the gender of the person who will receive the message.

POST-READING ACTIVITY

6. О культуре: To get a sense of how well-known the phrase “**великий и могучий русский язык**” is, type it into the search engine at google.ru. Make sure to put it in English quotation marks to search for the exact phrase.

I found _____ [write in number] hits.

The 19th-century writer Иван Сергеевич Тургенев was the first to pen the phrase “**великий, могучий русский язык**” (without the conjunction **и**) in an essay about language, nation, and national destiny. Today, the phrase has a life of its own. Caitlin's teacher is possibly using it with some irony as he struggles to explain the nuances of Russian grammar in response to students' questions.

5.3 УПРАЖНЕНИЕ Б. ЧТО ВЫ ХОТИТЕ?

Using the cues provided, create sentences indicating the item that each person wants. Remember that you will need to conjugate the verb **хотеть** to match the subject pronoun and that the items will need to be in the accusative case because they function as direct objects.



1. Я _____.

2. Она _____.



3. Ты _____.

4. Вы _____.

5.3 УПРАЖНЕНИЕ В. ПЛАНЫ

Complete the following mini-dialogues with the appropriate forms of **хотеть**.

В гостинице разговаривают туристы.

— Мы _____ завтракать.

— А что вы _____ делать?

В ресторане.

Официант: Что вы будете пить?

Клиент: Я _____ чай, а мой друзья, наверное, _____ кофе.

В общежитии разговаривают студенты.

Маша: Валя, ты _____ заниматься в библиотеке?

Валя: Нет. Может быть, Дима _____ там заниматься.

5.3 УПРАЖНЕНИЕ Г. ДЖОШ В ОКТЯБРЕ

In September Josh had some difficulty adjusting to his new life in Irkutsk. He had trouble getting up on time, was late getting to classes, and was spending a lot of money eating out. By October, however, he had settled into a new routine that is described in the paragraph below. Read the description and fill in the blanks with an appropriate present-tense form of a verb from the word bank. There are two extra verbs, and no verb is used more than once.

| | | |
|-------------------|-----------------|------------------|
| завтракать | ложиться | принимать |
| ужинать | писать | идти |
| помнить | смотреть | слушать |
| опаздывать | спать | обедать |
| хотеть | чистить | вставать |
| | готовить | |

Уже октябрь, и у Джоша теперь всё в порядке. Утром он _____ рано, потому что он купил хороший будильник. Он _____ душ, одевается и _____ зубы. Он не только пьёт кофе, но и _____. Джош теперь никогда не _____ в университет.

Днём он _____ в столовой, потому что там не так дорого, как в кафе. В шесть часов (o'clock) он говорит друзьям: «Пока!» и _____ домой. Там Светлана Борисовна _____ ужин, и они вместе _____.

Вечером Джош _____ имейлы и делает домашние задания. Он ещё немного _____ музыку или _____ телевизор, но не так много, как раньше. И он _____ спать не очень поздно, и _____ семь часов. Утром не трудно вставать.

5.3 УПРАЖНЕНИЕ Д. СИТУАЦИИ

A friend of yours studies sociology and is curious to learn about how Russian university students organize their time. Help her translate her survey questions into Russian. Since the questions are addressed to adult strangers, you will use **вы**.

1. When do you usually get up in the morning?

2. When do you usually go to bed?

3. Do you usually eat breakfast?

4. Do you usually eat lunch in the cafeteria?

5. Where do you usually study?

6. Where do you usually eat supper?

7. Do you usually take a shower in the morning or the evening?

УРОК 5: ЧАСТЬ 2

5.4 УПРАЖНЕНИЕ А. СКОЛЬКО СЕЙЧАС ВРЕМЕНИ?

Write out the times shown as words. Pay attention to the form of **час** needed.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

5.4 УПРАЖНЕНИЕ Б. ВРЕМЕННЫЕ ПОЯСА (TIME ZONES)

Using the information provided in episode 5.4 *Который час?*, complete the sentences below with the correct times. Use the 24-hour clock.

1. Если сейчас в Иркутске пять часов, то в Москве _____.
2. Если сейчас на Камчатке двадцать три часа, то в Москве _____.
3. Если сейчас на Камчатке двенадцать часов, то в Москве _____.
4. Если сейчас во Владивостоке четыре часа, то в Иркутске _____.
5. Если сейчас в Новосибирске четыре часа, то в Казани _____.
6. Если сейчас в Екатеринбурге восемь часов, то в Петербурге _____.

5.5 УПРАЖНЕНИЕ А. МОБИЛЬНАЯ ЖИЗНЬ

1. Fill in the subjects of the sentences below so that they accurately reflect the events of the episode.

- а. _____ сегодня едет на экскурсию.
- б. _____ спрашивает, едет Кейти в Москву или нет.
- в. _____ отвечает, что Кремль есть и в Казани.
- г. _____ не знает, что в Казани есть Кремль.
- д. _____ говорит, что в его городе тоже есть Кремль.
- е. _____ спрашивает, сколько сейчас времени в Иркутске.
- ж. _____ сегодня идет на концерт группы Би-2.
- з. _____ завидует, что Джош идет на такой интересный концерт.

2. In the contexts given below, what do the verb choices that Caitlin makes tell us about how she is getting to her destination? Provide your answers in English using the column on the far right.

| Context | Statement | Implication |
|--|-------------------|-------------|
| 1. <i>In the first dialog with Amanda, she says:</i> | Я еду в центр. | _____ |
| 2. <i>In the second dialog with Tony, she says:</i> | Мы идём в Кремль. | _____ |

3. The word **кремль** in Old Russian was the name of a fortified city center. Place a check mark next to the cities that have a **кремль** according to the episode.

___ Москва ___ Петербург ___ Казань ___ Ярославль ___ Иркутск

4. Which of the words below can close an informal conversation?

___ пока ___ здорово ___ красиво ___ счастливо

5.5 УПРАЖНЕНИЕ Б. УИКЭНД ГАЛИ

As Galya tells you about her weekend, you will not necessarily recognize all the words she uses. You should, however, be able to hear whether she refers to places as locations (by listening for the prepositional case ending) or as destinations (by listening for the accusative case ending). Place a check mark in the appropriate column.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----------------------|---|---|---|---|---|---|---|
| Где? Location | | | | | | | |
| Куда? Destination | | | | | | | |

5.5 УПРАЖНЕНИЕ В. БИЛЕТЫ (TICKETS)

The sentences below include information on people who have bought **билеты** (train tickets). Since word order is flexible in Russian, you will need to look at the grammatical ending of the cities to determine whether it is a location where the person bought a ticket (in the prepositional case) or the destination to which the person will travel (in the accusative case).

Read the sentences and then draw an arrow on the map showing where the person bought their ticket, and their final destination. Label the arrow with the number of the sentence. The first one has been done for you.



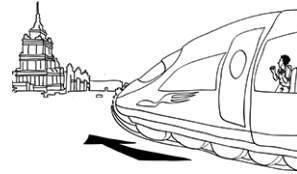
0. В Петербурге Сергей купил билет в Мурманск.
1. Нина купила в Туле билет в Москву.
2. В Уфу Андрей купил билет в Саратове.
3. В Москве Аня купила билет в Нижний Новгород.
4. Тбля купил билет в Воронеж в Волгограде.
5. В Смоленск Маша купила билет в Казани.
6. В Новгороде Юрий Николаевич купил билет в Тверь.

5.5 УПРАЖНЕНИЕ Г. ЧТО ДЕЛАЮТ НА ЭТОМ КАРТИНКЕ?

Fill in the blanks below to caption the pictures. If the picture shows motion (indicated by an arrow), you will need to use a form of **идти** or **ехать** and put the noun in the accusative case to show destination. If the picture shows location, you will need to put \emptyset in the blank for the verb and put the noun in the prepositional case to show location.



1. Дети _____ в парк _____.



2. Турист _____ в Москв _____.



3. Студентка _____ в консерватори _____.



4. Преподаватель _____ в аудитори _____.



5. Молодой человек _____ на занятия _____.



6. Молодой человек и девушка _____ в парк _____.



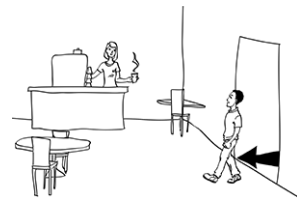
7. Дети _____ в школ _____.



8. Турист _____ в Москв _____.



9. Дети _____ в клас _____.



10. Мальчик _____ в кафе _____.

5.5 УПРАЖНЕНИЕ Д. ПЛАНЫ

Think about your schedule and those of your friends for the next seven days. Use a word (or phrase) from each of the columns below to create ten truthful statements about where you all will be going.

If you are going out of town, you will need to use the verb **éхать**. If you are going to places within town, you will need to use **идти**. Where you see “??” in a column, you may add your own words.

| | | | | | | |
|---|---------------|-----------------------------------|---|---------------|---------|-------------|
| В | понедельник | утром днём вечером ночью | я мой сосед мой друг моя подруга мои друзья ?? | идти éхать | в на | работа |
| | вторник | | | | | кафе |
| | среда | | | | | магазин |
| | четверг | | | | | университет |
| | пятница | | | | | занятия |
| | суббота | | | | | библиотека |
| | воскресенье | | | | | столовая |
| | парк | | | | | |
| | театр | | | | | |
| | кино | | | | | |
| | церковь | | | | | |
| | Бостон | | | | | |
| | Чикаго | | | | | |
| | Сан-Франциско | | | | | |
| | ?? | | | | | |

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

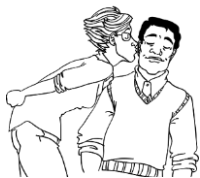
5.5 УПРАЖНЕНИЕ Е. NEW VERBS IN -ОВА-ТЬ

Complete the following sentences with an appropriate form of **фотографировать** or **целовать** in the present tense. Then indicate the picture that goes best with the sentence.

| | Какáя картинка? |
|---|-----------------|
| 1. На экскурсии в Казанском кремле мы _____ Спасскую башню. | _____ |
| 2. Я _____ мужа. | _____ |
| 3. Другие студенты в нашей группе _____ старинную башню Сююмбикé. | _____ |
| 4. Марат Азатович _____ жену. | _____ |
| 5. Гид спрашивает, почему вы не _____ эту церковь? | _____ |
| 6. — Кейтлин, я не понимаю, почему ты _____ эти старые деревянные (wooden) дома. Ведь в Казани есть красивые новые здания! — Я их _____, потому что они очень необычные. | _____ |
| 7. Девушки здесь _____ мальчика. | _____ |
| 8. Роберт _____ «Голубую мечеть». | _____ |
| 9. Мы _____ девушку. | _____ |
| 10. Аманда _____ Жéню. | _____ |



а



б



в



г



д



е



ж



з



и



к

5.5 УПРАЖНЕНИЕ Ж. THE POWER OF SUFFIXES: VOCABULARY BUILDING

The suffix **-овать** is widely used in Russian, where it can be added to a foreign word to make a new verb. See if you can recognize these “Russian” verbs.

| по-русски | по-английски |
|------------------|---------------------|
| парковать | _____ |
| аплодировать | _____ |
| экспортировать | _____ |
| анализировать | _____ |
| гарантировать | _____ |
| демонстрировать | _____ |
| танцевать | _____ |
| контролировать | _____ |
| регулировать | _____ |
| рекомендовать | _____ |
| флиртовать | _____ |

5.5 УПРАЖНЕНИЕ 3. ПЛАНЫ: ТЫ МОЖЕШЬ ...?

Complete the following mini-dialogues with the appropriate form of the verb **мочь**.

1. *Звонок (The phone rings).*

Тони говорит: Алло!

Кейтлин говорит: Тони, привет! Ты _____ говорить сейчас?

Тони отвечает: Привет, Кейти. К сожалению, сейчас я не _____.

Я иду на встречу (meeting). Мы _____ поговорить (to chat) вечером?

Кейти: Хорошо.

2. Джош спрашивает: Ребята, вы _____ заниматься сегодня вечером?

У нас ведь контрольная работа скоро.

Нина отвечает: Я _____ сегодня вечером, а Антон не _____.

_____ только завтра вечером.

5.6 УПРАЖНЕНИЕ Б. КОГДА НАЧИНАЕТСЯ ... ? (WHEN DOES ... START?)

1. Caitlin is trying to figure out what cultural activities to attend this week. Listen to her options and write in the starting time for these events.

The times you hear will be in **официальный стиль** (24-hour clock). Write out the numbers as words along with the form of **час**. Then, in the column on the right, write out the time in numbers using the 12-hour clock (a.m. and p.m.)

| | 12-hour clock |
|--|--------------------------|
| 1. Концерт классической музыки начинается ____ _____. | _____ |
| 2. Лекция о русском художнике Репине начинается ____ _____. | _____ |
| 3. Экскурсия в Кремль начинается ____ _____. | _____ |
| 4. Фильм «Брат» начинается ____ _____. | _____ |
| 5. Новости (the news) начинаются ____ _____. | _____ |
| 6. В субботу опера «Евгений Онегин» начинается ____ _____. | _____ |
| 7. Выставка в Историческом музее открывается ____ _____. | _____ |

2. If you were Caitlin, which activity would you most want to do, and why? You can answer in English.

5.6 УПРАЖНЕНИЕ В. SHORT-FORM ADJECTIVES

Fill in the blanks with appropriate words from the word bank. Note that there are two extra words.

| | | |
|-----------------|---------------|-----------------|
| прав | готова | свободна |
| свободен | рады | занята |
| готов | права | заняты |
| | рада | |

- У Андрея все занятия в понедельник, среду и пятницу. Значит, во вторник и четверг он _____.
- В субботу Галя _____ весь день — у неё работа в магазине. Работа начинается в 7.00 часов утра, и она идёт домой только в 9.00 часов вечера.
- Мама пишет в имейле, что она _____, что у меня всё в порядке.
- Аманда теперь знает, что Катя _____. В магазине Эльдорато можно купить всё, что нужно.
- Жёня говорит, что на фотографии — Невский проспект. Но он не _____, это ведь не Невский проспект, а Литейный проспект.
- Марат, где ты? Завтрак уже _____, а ты ещё одеваешься.
- Мы очень _____, что ещё есть билеты на концерт.
- К сожалению, квартира не _____. Там ещё делают ремонт.

5.6 УПРАЖНЕНИЕ Г. ДИАЛОГИ

Fill in the blanks with the correct form of the words cued in English. Remember that with **я**, the short-form adjective will agree with the gender of the person speaking. With **ты**, the short-form adjective will agree with the gender of the person being addressed, while with **вы**, the short-form adjective will always be plural.

- Римма Юрьевна, вы _____ (ready)?
— Да, я уже _____ (ready).
- Зоя, ты _____ (free) сегодня вечером?
— Нет, я _____ (busy).
- Антон, ты _____ (right).
— Конечно, я _____ (right). Эти музыканты отлично играют.
- Лёна, ты _____ (glad), что слушала концерт вчера?
— Конечно, я _____ (glad).

5.6 УПРАЖНЕНИЕ Д. ЗОЯ СТЕПАНОВНА ГОВОРИТ ПО ТЕЛЕФОНУ

1. Complete the dialog below with the forms of **быть** in the future tense.

— Алло. Добрый вечер, Серёжа. Как Лёна?

— Зоя! Рад тебя слышать. У нас всё в порядке, спасибо.

— Слушай, Серёжа. Вы _____ в Ярославле в воскресенье?

— Нет. Мы ещё _____ на даче. А почему ты спрашиваешь?

— У меня в воскресенье днём _____ мой внук Денис. Я _____ дома и хочу пригласить (invite) вас на обед.

— Как жаль! Мы не можем в это воскресенье. Может быть в понедельник? Ты _____ свободна в понедельник?

— Жаль, что вы не можете в воскресенье. Конечно, я _____ дома и в понедельник. К сожалению, Денис уже _____ в Москве.

— Понятно.

2. In a single sentence in English, summarize the main point of Zoya Stepanovna's phone call.

5.6 УПРАЖНЕНИЕ Е. ТРАНСПОРТ

Everyone in our story is on the way somewhere. "Rehydrate" the following sentences to tell how our characters are getting to the places mentioned.

1. Зоя Степановна / ехать / в / большой / супермаркет / на / автобус / .

2. Марат Азатович / ехать / в / Самара / на / машина / .

3. Римма Юрьевна / ехать / в / Москва / на / поезд / .

4. Настя и Макс / ехать / в / парк / на / велосипед / .

5. Наталья Михайловна / ехать / дом / на / такси / .

6. Аманда / ехать / в / библиотека / на / метро / .

5.6 УПРАЖНЕНИЕ Ж. МАЛЕНЬКИЕ СЛОВА

Review the conversations in episodes 5.5 Мобильная жизнь and 5.6 Денис едет в Ярославль, and then match each Russian word with its English equivalent.

- | | | |
|-----|----------------|----------------------|
| ___ | 1. билет | a. tomorrow |
| ___ | 2. время | б. (it's) expensive |
| ___ | 3. дешево | в. opens, is opening |
| ___ | 4. долго | г. I'm in a rush. |
| ___ | 5. дорого | д. ticket |
| ___ | 6. завтра | е. (it's) late |
| ___ | 7. здорово | ж. a long time |
| ___ | 8. куда | з. (to) here |
| ___ | 9. открывается | и. (it's) cheap |
| ___ | 10. поздно | к. (to) where |
| ___ | 11. спешу | л. time |
| ___ | 12. сюда | м. cool |

5.6 УПРАЖНЕНИЕ З. СИТУАЦИИ

Review all the episodes in Часть 2 and write what you would say in the following situations.

1. How would you ask a person on the street what time it is?

2. How would you ask a fellow student at what time the excursion starts?

3. How would you ask a fellow student you see outside the dorm where she is heading?

4. How would you ask a fellow student if he wants to study together tomorrow afternoon?

5. How would you ask a fellow student if she will be free tomorrow at two o'clock?

УРОК 5: ЧАСТЬ 3

5.7 УПРАЖНЕНИЕ А. ОПЯТЬ ТАНЦУЮТ!

The morning after the events in episode 5.7 Опять танцуют, Caitlin's conversation teacher Mila asks her why she is tired. Below is Caitlin's explanation. Fill in the blanks to describe what happened the previous evening. There are three extra words in the word bank. You do not need to change the forms of any words.

| | | |
|------------------|------------------|-------------------|
| спят | но́чью | слы́шали |
| извѣстные | вре́мя | танцева́ли |
| хотя́т | ѣздят | пра́вы |
| гото́вы | до́ма | ходи́ли |
| танцую́т | забыва́ют | города́х |

Ми́ла, это́ це́лая исто́рия. Вчера́ я узна́ла (found out), что сосѣди Ри́ммы Ю́рьевны и Ма́рата Аза́товича — _____ музыканты. Они́ вчера́ бы́ли _____, и _____ они́ гро́мко игра́ли на разны́х инструмента́х и _____.

Ма́рат Аза́тович говори́т, что они́ все́ вре́мя игра́ют и _____, и то́лько но́чью, когда́ норма́льные лю́ди _____.

Но это́ непра́вда. Э́ти сосѣди тепе́рь ре́дко быва́ют (are rarely) до́ма, потому́ что они́ мно́го _____ и выступа́ют (perform). У них конце́рты не то́лько в больш́их _____ Росси́и, но и в Евро́пе. Ра́ньше мой хозя́ева ча́сто _____ на их конце́рты, а тепе́рь нет. Ми́ла, мо́жет быть, вы _____ о них?

Хотя́ сосѣди — прекра́сные музыканты, Ри́мма Ю́рьевна и Ма́рат Аза́тович _____ . Э́то пробле́ма, когда́ сосѣди начина́ют игра́ть но́чью и _____, что в э́то вре́мя други́е лю́ди _____ спать.

5.7 УПРАЖНЕНИЕ Б. TALKING ABOUT PEOPLE

Review episode 5.7 Опять танцуют! and find all of the adjectives and noun phrases that are used to describe the neighbors. Some of the phrases are positive or neutral, while others cast the neighbors in a negative light. Write the phrases from the text in the appropriate column.

| Соседи Риммы Юрьевны и Марата Азатовича | |
|--|-----------------|
| Positive/Neutral | Negative |
| | |
| | |
| | |

Which three phrases does Marat Azatovich use to describe himself and people like him?

From all of these descriptive terms, one that describes me is: _____.

5.7 УПРАЖНЕНИЕ В. HOW OFTEN

Sandra, a friend of Caitlin’s from back in Ohio, has just started studying Russian. She wants to send a note to Caitlin about her schedule, but she does not know the frequency expressions very well. Help Sandra complete her sentences by filling in the blanks below.

| | Я тоже |
|---|---------------|
| 1. Я _____ (usually) встаю в семь часов. | _____ |
| 2. Я _____ (every morning) принимаю душ. | _____ |
| 3. Я _____ (rarely) завтракаю дома. | _____ |
| 4. Я _____ (sometimes) пью кофе в кафе. | _____ |
| 5. Я _____ (never) опаздываю на занятия. | _____ |
| 6. У меня русский язык _____ (every day) в десять часов. | _____ |
| 7. Я _____ (every evening) смотрю телевизор. | _____ |
| 8. Я _____ (all the time) пишу эсэмэски. | _____ |
| 9. _____ (every Saturday) я ужинаю дома у мамы. | _____ |
| 10. _____ (every Sunday) я занимаюсь в библиотеке. | _____ |

Review the list of Sandra’s activities and compare them to your own. If your schedule matches Sandra’s, place a check mark in the “Я тоже” column on the right.

5.7 УПРАЖНЕНИЕ Г. NEGATION

Supply the missing negative phrases based on the English cues. Remember that **ни-** intensifier in words like **ничего** can be expressed in English as “nothing” or “anything.” Do not forget the **не** before the verb.

1. Зоя Степановна _____ работáет. Она на пѣнсии.
[not anywhere]
2. Денис _____ смóтрит телевизор. Времени нет!
[never]
3. Сегодня Амáнда отдыхáет. Она _____ дѣлает!
[not anything]
4. Джош сегодня _____ идѣт. Он óчень устáл пóсле концерта.
[(to) nowhere]
5. В сентябрѣ Тóни _____ знал в Росси́и, а тепѣрь он знáет Олѣга.
[no one]
6. Сейчáс конѣц семѣстра. Все устáли, и _____ хóчет занимáться.
[no one]

5.7 УПРАЖНЕНИЕ Д. ХОББИ

Caitlin is talking about her and her friends' interests. Fill in the blanks with the correct forms of the verb **ходить** to complete her description.

- Вы ужѣ знáете, что я люблю мýзыку, и поóтому чáсто _____ на концерты. Здесь в Казáни моя подру́га Сáра любит джаз, и иногда мы вмѣсте _____ в клуб. Амáнда любит искýсство и чáсто _____ в Рýсский музей. Тóни тепѣрь знáет Ю́рия Никола́евича, дядю Дени́са, котóрый рабóтает в теа́тре. Онѝ вмѣсте _____ на спектакли.
- Мѝла, кудá вы _____, е́сли не секрет?

5.7 УПРАЖНЕНИЕ Е. БИЗНЕС

Marat Azatovich is discussing all the traveling he does for work. Fill in the blanks with correct forms of the verb **ездить** to complete his description.

- Жизнь бизнесмѣна в Росси́и óчень трóдная. Я чáсто _____ в рáзные городá. Мой партнѣр в бѝзнесе тóже мнóго _____. Иногда мы вмѣсте _____, е́сли э́то серьёзный клиент. Женá чáсто спрашивает меня: «Марáт, почему ты так чáсто _____ в небольшие городá?» Я отвечаю, что бизнесмѣны _____ тудá, где нахóдятся клиенты.

5.7 УПРАЖНЕНИЕ Ж. НАШИ ТЕМЫ

1. The sentences below give possible topics that you and your friends might discuss. Fill in the blanks with frequency adverbs (e.g., **никогда не, редко, иногда, часто, всё время**) to make each sentence true for you and your friends.

1. Мы _____ разговариваем о новых фильмах.
2. Мы _____ разговариваем об интересных сайтах в интернете.
3. Мы _____ разговариваем о наших преподавателях.
4. Мы _____ разговариваем о наших занятиях в университете.
5. Мы _____ разговариваем о наших соседях.
6. Мы _____ разговариваем о наших родителях.
7. Мы _____ разговариваем об актёрах в Голливуде.
8. Мы _____ разговариваем об известных музыкантах.

2. Review the sentences above and circle the nouns that are in the prepositional plural.

5.8 УПРАЖНЕНИЕ А. СВОБОДНОЕ ВРЕМЯ

The sentences below summarize the comments made in episode 5.8 Свободное время. Match the beginning of each sentence with its logical conclusion.

- | | |
|---------------------------------------|-------------------------------|
| ___ 1. Расскажите, пожалуйста, что вы | а. в интернете. |
| ___ 2. Кэйтлин фотографирует | б. неинтересная жизнь. |
| ___ 3. Дóма Мáрша каждый день | в. свободного времени. |
| ___ 4. Другие студéнты всё время | г. церкви, мечети, памятники. |
| ___ 5. Сίνди говорít, что у них нет | д. делаете в свободное время? |
| ___ 6. Хозяева Бóбби éздят на | е. éздит на природу. |
| ___ 7. Кэйтлин говорít, какáя у Сίνди | ж. дáчу, где рабóтают в садú. |
| ___ 8. Когдá погóда хорóшая, Мíла | з. бéгает. |

5.8 УПРАЖНЕНИЕ Б. СВОБОДНОЕ ВРЕМЯ

In episode 5.8 Свободное время you encounter many options for what people can do in their free time. Match each Russian phrase to its English equivalent. Practice saying the Russian phrases aloud as you work.

- | | | |
|-----|--------------------------|---------------------------------------|
| ___ | 1. ходить по городу | a. to go to the gym |
| ___ | 2. фотографировать | б. to watch TV |
| ___ | 3. бегать | в. to walk around town |
| ___ | 4. плавать | г. to go on excursions |
| ___ | 5. ходить в фитнес-центр | д. to watch a TV series |
| ___ | 6. ходить в музей | е. to go to the movies |
| ___ | 7. ходить в кино | ж. to work in the garden |
| ___ | 8. ходить на экскурсии | з. to take pictures |
| ___ | 9. смотреть телевизор | и. to take a walk in the forest |
| ___ | 10. работать в саду | к. to run, jog |
| ___ | 11. ходить по магазинам | л. to go to a museum |
| ___ | 12. играть в карты | м. to go on a trip to the countryside |
| ___ | 13. смотреть сериалы | н. to swim |
| ___ | 14. ездить на природу | о. to go around to stores |
| ___ | 15. гулять в лесу | п. to play cards |

5.8 УПРАЖНЕНИЕ В. КАКОЕ СПРЯЖЕНИЕ? (WHICH CONJUGATION?)

Sort the Russian phrases in 5.8 Упражнение Б according to their conjugation patterns. Write the whole verb phrase in the correct column.

| 1st conjugation with stems in -ай- / -яй- (e.g., читать) | -ова-ть verbs | 2nd conjugation with no mutation (e.g., помнить) | 2nd conjugation with д > ж mutation |
|---|---------------|--|---|
| | | | |

5.8 УПРАЖНЕНИЕ Г. ЧТО ВЫ ДЕЛАЕТЕ В СВОБОДНОЕ ВРЕМЯ?

Using the verb phrases in 5.8 Упражнение Б, or other verb phrases that you might have encountered, write ten sentences answering the question, “**Что вы делаете в свободное время?**” You can use frequency adverbs (e.g., **никогда не, редко, иногда, часто, всё время, каждую неделю**, etc.) to give more nuance to your answers. Write out the phrase “**В свободное время**” at the start of at least three of your sentences. One has been done for you as an example.

0. В свободное время я редко хожу по магазинам. _____
1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

5.8 УПРАЖНЕНИЕ Д. ROUND-TRIP OR HEADING TO

1. Listen to the recording and fill in the missing blanks for each sentence.

| | makes round trips | headed to; on one's way | going by vehicle |
|--|----------------------|----------------------------|---------------------|
| 1. Я _____ в библиотеку. | ___ | ___ | ___ |
| 2. Мы _____ в кино. | ___ | ___ | ___ |
| 3. Мы _____ на дачу. | ___ | ___ | ___ |
| 4. Марат Азатович _____ на работу. | ___ | ___ | ___ |
| 5. Моя хозяйка _____ в церковь. | ___ | ___ | ___ |
| 6. Наши соседи _____ в Чикаго на рок-концерт. | ___ | ___ | ___ |
| 7. Куда вы _____? | ___ | ___ | ___ |
| 8. Куда вы _____? | ___ | ___ | ___ |
| 9. Куда ты _____? | ___ | ___ | ___ |
| 10. Куда ты _____? | ___ | ___ | ___ |
| 11. Я _____ домой. | ___ | ___ | ___ |
| 12. Студенты _____ на занятия. | ___ | ___ | ___ |

2. Re-read the sentences above and place a check mark in the appropriate column to indicate whether the people make regular round trips to a destination or whether they are heading to a destination. Place a check mark in the last column if the verb makes it clear that the person is using a vehicle to get to that destination.

5.9 УПРАЖНЕНИЕ А. ЧТО ОНИ СЕГОДНЯ ДЕЛАЛИ?

1. When talking about what a person has done during the day, you can say either:

- where a person has been (**быть + в/на + prepositional case**) OR
- to where a person has made a trip (**ходить/ездить + в/на + accusative**)

In the sentences below, select the verb that makes each sentence grammatically correct.

| | Вёрно ёли невёрно |
|--|------------------------------|
| 1. Кёйтлин [была / ходила] на работу. | _____ |
| 2. Джош [был / ходил] на хорóшем концёрте. | _____ |
| 3. Амáнда [была / ёздила] в Чебоксáры. | _____ |
| 4. Тóни [был / ходил] на экскóрсию. | _____ |
| 5. Рёмма Ёрьевна [была / ходила] на работе. | _____ |
| 6. Марáт Азáтович [был / ёздил] в командирóвке. | _____ |
| 7. Зóя Степáновна [была / ходила] дóма. | _____ |
| 8. Светлáна Борёсовна [была / ёздила] на вёставку. | _____ |

2. Review episode 5.9 Что они сегодня делали? to see whether the character actually did the activity indicated in the sentences above. Write in **В** (for **Вёрно**) in the right-hand column above if the content of the sentence matches the events in the text, and **Н** (for **Невёрно**) if it does not match the events in the text.

5.9 УПРАЖНЕНИЕ Б. СИТУАЦИИ

Review all the episodes in Часть 3 and think about what you would say in the following situations.

1. How would you ask a roommate if she hears music?

2. How would your roommate tell you that it is the neighbors, and that they play (their) instruments every evening?

3. How would you explain that your neighbors often go to Moscow and St. Petersburg?

4. How would you tell someone that talking loudly is not allowed here?

5. How would you ask a group of students what they do in their free time?

6. How would you ask a fellow student if he jogs or swims?

7. How would you complain that you have no free time?

 **5.9 УПРАЖНЕНИЕ В. ФАКТЫ. СОБЫТИЯ. ЛЮДИ. (FACTS. EVENTS. PEOPLE.)**

On mezhdunami.dropmark.com you will find links that advertise various kinds of events that were scheduled to take place in Russia. Open any four of the links and examine the advertisement closely. Try to sound out unfamiliar words. Notice that the day precedes the month [01.04 = April 1st].

Fill in as much information as you can about the event in the table below. You can write in English or Russian.

| # of link | What is the event? | Date? | Time? | Location? |
|-----------|--------------------|-------|-------|-----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

IMAGE INFORMATION

5.1 Упражнение В. В какой день?

“Blank Stick Note Clip Art is in the public domain. Last accessed October 28, 2015.

<http://www.clker.com/clipart-blank-sticky-note-2.html>

5.4 Упражнение А. Сколько сейчас времени?

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https://commons.wikimedia.org/wiki/File:Analogue_clock_face.svg

