

Между нами

Домáшние задáния Homework Assignments

Units 1-5

Last Revised: June 2, 2020

by

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Last Revised: June 2, 2020

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СОДЕРЖАНИЕ

Введение.....	v
Урок 1.....	1
Часть 1.....	1
Часть 2.....	19
Часть 3.....	33
Урок 2.....	49
Часть 1.....	49
Часть 2.....	63
Часть 3.....	77
Урок 3.....	93
Часть 1.....	93
Часть 2.....	109
Часть 3.....	125
Урок 4.....	143
Часть 1.....	143
Часть 2.....	159
Часть 3.....	173
Урок 5.....	185
Часть 1.....	185
Часть 2.....	197
Часть 3.....	211

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

	<u>он</u>	<u>она</u>
1. Стив	___	___
2. Росс	___	___
3. Рóдни	___	___
4. Кáрен	___	___
5. Э́рика	___	___
6. Виктóрия	___	___
7. Дэ́вид	___	___
8. Мэ́ри	___	___
9. Грéта	___	___
10. Лóра	___	___
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 cursive 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 т

___ в ___ к

___ д ___ б

___ г ___ ч

___ л ___ п

- | | | |
|---------------------------------------------------------------|-------|-------|
| 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 |

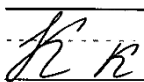
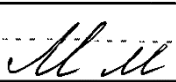
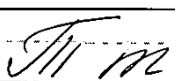
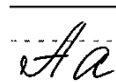
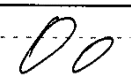
1.1 УПРАЖНЕНІЕ В. УЧИМСЯ ЧИТАТЬ КИРИЛЛИЦУ (LEARNING TO READ CURSIVE)

Match the cursive form of each word to its printed equivalent by writing the appropriate letter in the blank next to the cursive word. The first one has been done for you.

- | | | |
|-------------|--|----------|
| 0. <u>и</u> | | а. так |
| 1. ___ | | б. ёвро |
| 2. ___ | | в. лапа |
| 3. ___ | | г. ліга |
| 4. ___ | | д. вал |
| 5. ___ | | е. д0лго |
| 6. ___ | | ж. мак |
| 7. ___ | | з. дал |
| 8. ___ | | и. нлуг |
| 9. ___ | | к. гйда |
| 10. ___ | | л. ёра |

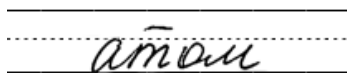
1.1 УПРАЖНЕНИЕ Г. УЧИМСЯ ПИСАТЬ БУКВЫ (LEARNING TO WRITE LETTERS)

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

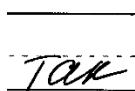
К к		_____
М м		_____
Т т		_____
А а		_____
О о		_____

Notes on individual letters:

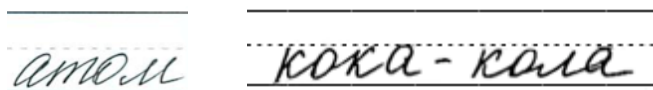
1. The cursive version of the letter **м** will always have an initial hook. This helps separate it from other letters, and makes it more obvious in a connected word.
2. The cursive **т** has some variation in how it can be written. The true cursive version is sometimes written with a bar over it, which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



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 **а́том** 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 **ко́ка-ко́ла**.



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

Now practice writing words using these letters in cursive. The English equivalents are given in parentheses. Your instructor may ask you to write in the stress marks.

ма́ма (mama)		_____
а́том (atom)		_____
ко́т (cat)		_____
ко́м (lump)		_____
та́к (thus, so)		_____
ма́к (poppy)		_____
та́м (there)		_____
ма́т (checkmate)		_____
кто́ (who)		_____

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.

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 in cursive. The English equivalents are given in parentheses. Your instructor may ask you to write in the stress marks.

мáсса (mass) *мáсса* _____

трон (throne) *трон* _____

э́ра (era) *э́ра* _____

Ма́рс (Mars) *Ма́рс* _____

Имя и фамилия: _____

Число: _____

сумма

(sum)

сумма

Варвара

(Barbara)

Варвара

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

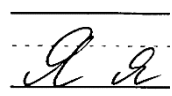
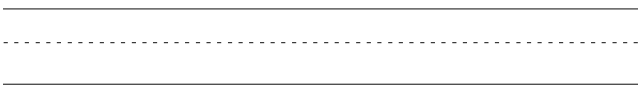
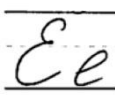
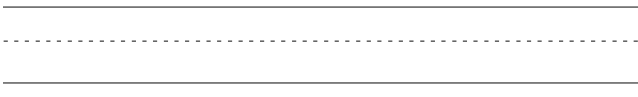
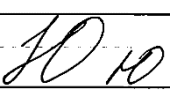
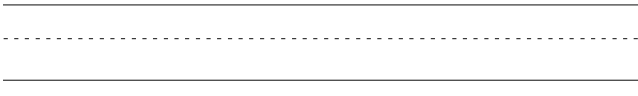
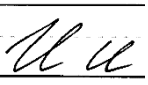

шалаш

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 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 in cursive. The English equivalents are given in parentheses. Your instructor may ask you to write in the stress marks.

Ялта (Yalta)	<u>Ялта</u>	_____
лампа (lamp)	<u>лампа</u>	_____
Маша (Masha)	<u>Маша</u>	_____
май (May)	<u>май</u>	_____
Юрий (Yuri)	<u>Юрий</u>	_____
июня (of June)	<u>июня</u>	_____
август (August)	<u>август</u>	_____
долго (a long time)	<u>долго</u>	_____
Ура! (hurray!)	<u>Ура!</u>	_____
драма (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** immediately precedes or immediately follows the letter **и**, it can be hard to distinguish in some people's handwriting. A good example is the word **пишите** (write) or the name **Миша**. Some Russians will draw a bar line under the "scoops" that are part of the **ш** to distinguish it from the other letters:

пишите *Миша*

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 **Это**, 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 form of each word to its printed equivalent by writing the appropriate letter in the blank next to the cursive word.

- | | | |
|-----------|---------------|-----------|
| 1. _____ | <i>Альпы</i> | а. начал |
| 2. _____ | <i>балами</i> | б. побьёт |
| 3. _____ | <i>начал</i> | в. наган |
| 4. _____ | <i>повьём</i> | г. мальш |
| 5. _____ | <i>Ялта</i> | д. шалаш |
| 6. _____ | <i>побьёт</i> | з. балами |
| 7. _____ | <i>валами</i> | к. Альпы |
| 8. _____ | <i>наган</i> | л. валами |
| 9. _____ | <i>шалаш</i> | м. повьём |
| 10. _____ | <i>мальш</i> | н. Ялта |

1.2 УПРАЖНЕНИЕ В. УЧИМСЯ ПИСАТЬ СЛОВА

Now practice writing words using these letters in cursive. The English equivalents are given in parentheses. Your instructor may ask you to write in the stress marks.

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

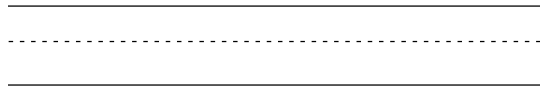
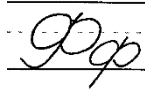
очень
(very)

очень

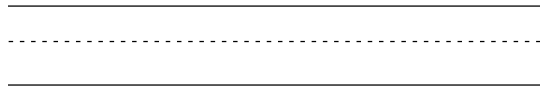
1.3 УПРАЖНЕНИЕ А. УЧИМСЯ ПИСАТЬ БУКВЫ

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

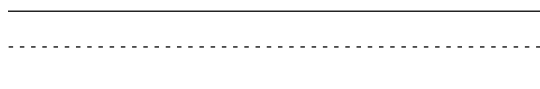
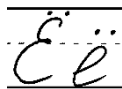
Ф ф



Ж ж



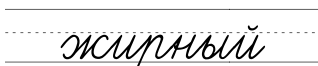
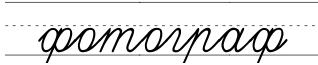

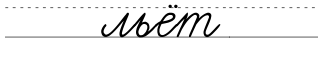

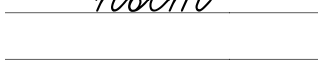
Ё ё

**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.

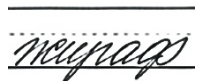
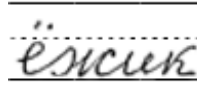
1.3 УПРАЖНЕНИЕ Б. УЧИМСЯ ЧИТАТЬ КИРИЛЛИЦУ

Match the cursive form of each word to its printed equivalent by writing the appropriate letter in the blank next to the cursive word.

- | | | |
|-----------|-------------------------------------------------------------------------------------|-------------|
| 1. _____ |  | а. пьёт |
| 2. _____ |  | б. журнал |
| 3. _____ |  | в. жирный |
| 4. _____ |  | г. лёт |
| 5. _____ |  | д. телефон |
| 6. _____ |  | е. новый |
| 7. _____ |  | ж. флейта |
| 8. _____ |  | з. фотограф |
| 9. _____ |  | и. лыжи |
| 10. _____ |  | к. фонетика |

1.3 УПРАЖНЕНИЕ В. УЧИМСЯ ПИСАТЬ СЛОВА

Now practice writing words using these letters in cursive. The English equivalents are given in parentheses. Your instructor may ask you to write in the stress marks.

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

Имя и фамилия: _____

Число: _____

телефон
(telephone)

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 instructor has asked you to do so.

Диалог 1



Who is that?

_____ это?

He is an American.

_____ американец.

What is his name?

Как _____ зовут?

His name is Kevin Dean.

Его зовут _____.

Диалóг 2



What is your name?

My name is Slava.

My name is Andrei.

Very nice to meet you.

Как _____ зову́т?

_____ зову́т Сла́ва.

_____ зову́т Андре́й.

О́чень _____.

Диалóг 3



What is her name?

Nina.

Is she an undergraduate?

No, she is a graduate student.

Как _____ зову́т?

_____.

Она́ _____?

Нет, она́ _____.

1.3 УПРАЖНЕНИЕ Д. СИТУАЦИИ (SITUATIONS)

Your written work will usually culminate in an assignment like this one where you apply what you have learned in real-life situations.

Use good communication strategies!

Before you start exercises like this one, it is a good idea to review the texts in recent episodes of the story. Recall the language you have seen and heard, and think about which phrases you might use in the given situation. If you cannot come up with phrases easily, you probably need to review the episodes 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 Е. 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.

_____:

_____:

_____:

_____:

_____:

_____:

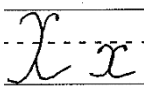
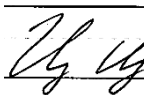
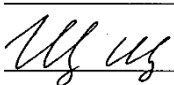

_____:

_____:

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

Now practice writing words using these letters in cursive. The English equivalents are given in parentheses. Your instructor may ask you to write in the stress marks.

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

щенок
(puppy)

ЩЕНОК

объект

объект

субъект

субъект

1.4 УПРАЖНЕНИЕ В. NOTICE THE DIFFERENCES

Select the print letter on the right that matches the cursive letter described 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 to the appropriate picture by writing the letter of that picture (in cursive) in the blank provided. The first match has been done for you. If there are words that you do not know, you can look them up at wordreference.com/enru/.

Слова

Cursive

Which picture?

0. щётка

Щ

1. царь

2. цирк

3. борщ

Слова́

Cursive

Which picture?










4. пи́цца

5. конце́рт

6. аттракцио́н

7. я́хта

8. Теха́с

 <p style="text-align: center;">а</p>	 <p style="text-align: center;">б</p>	 <p style="text-align: center;">в</p>
 <p style="text-align: center;">г</p>	 <p style="text-align: center;">д</p>	 <p style="text-align: center;">е</p>
 <p style="text-align: center;">ж</p>	 <p style="text-align: center;">з</p>	 <p style="text-align: center;">и</p>

1.4 УПРАЖНЕНИЕ Д. ЗДРАВСТВУЙ ИЛИ ЗДРАВСТВУЙТЕ?

Read through each situation and write the appropriate form of the greeting 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 dialogue below is between a study abroad director and her assistant. First listen to the recording and see if you can figure out what the conversation is about. Then listen again and write in the letters that are missing from the words in the dialog. If you need help, review the **текст** for this episode.

- Summarize the dialogue in English.

- Now fill in the blanks with the missing letters.

- Как д__ла́?

- Хор__шб́, с__асй__о.

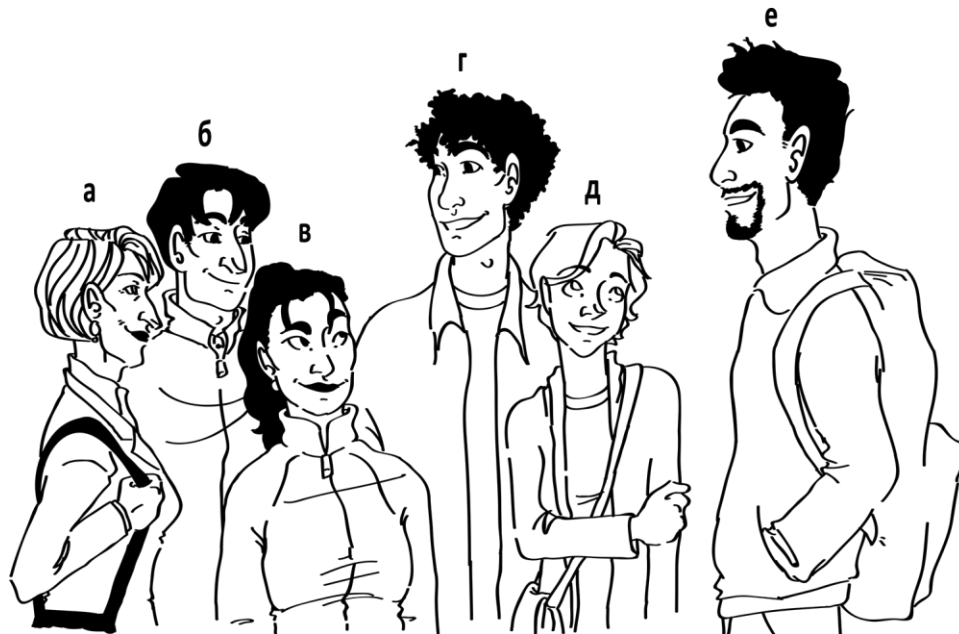
- На́__и аме__икан__ы уже́ зд____ь?

- Да, __от ____й.

- Отл__ __но.

1.4 УПРАЖНЕНИЕ Ж. НАШИ ГЕРОИ

At this point you have been introduced to all four American students and two Russian representatives of the study abroad program. As you will follow these characters throughout future episodes, it is crucial that you recognize them. Write out their full names in cursive in the blanks below.



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

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

Review episodes 1.4 and 1.5 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. Он там. |
| ___ 3. Где кафе? | в. Немного. |
| ___ 4. Как дела? | г. Вот он. |
| ___ 5. Где наши американцы? | д. Она здесь. |
| | е. Вот они. |

1.5 УПРАЖНЕНИЕ Б. MAKING ACQUAINTANCES

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

америкáнец	Извинíte	познакóмимся
прóсто	зовúт	Очень
приятно	багаж	

А́нна Ива́новна: Здравствуйте! Давайте _____. Меня зовут А́нна Ива́новна. Вас _____ Ве́ра, да?

Ве́ра: Да, меня зовут Ве́ра. Очень _____. А́нна Ива́новна, вот наш _____. Его зовут Анто́нио Морáлес.

А́нна Ива́новна: _____, что вы сказа́ли?

Ве́ра: Морáлес. Анто́нио Морáлес.

То́ни: Анто́нио, и́ли _____ То́ни. _____ приятно, А́нна Ива́новна.

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 and 1.5 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

Cafés 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 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 girls below, using the father's first name from the left column. Boys' names are in the column labeled **мáльчик**, and girls' names are in the column labeled **дéвочка**. 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	мáльчик	дéвочка
0. Антón	Вадím <u>Антонович</u>	Светлáна <u>Антоновна</u>
1. Степáн	Алексéй _____	Людмíла _____
2. Ивáн	Сергéй _____	Елéна _____
3. Максím	Евгéний _____	О́льга _____
4. Владíмир	Дмíтрий _____	Райса _____
5. Алексáндр	Ю́рий _____	Ирíна _____
6. Марк	Геóргий _____	Татья́на _____
7. Михаýл*	Илья́ Михаýл _____	Со́фья Михаýл _____

*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	мáльчик	дéвочка
1. Сергéй	Вадím _____	Светлáна <u>Сергеевна</u>
2. Николáй	Евгéний <u>Николаевич</u>	О́льга _____
3. Геóргий	Сергéй _____	Елéна <u>Георгиевна</u>
4. Васи́лий	Ивáн <u>Васильевич</u>	Ма́рия _____
5. Ю́рий	Алексéй <u>Юрьевич</u>	Людмíла _____

🎧 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

— Сталин

— Достоевский

— Тургенев

— Плисецкая

— Уланова

— Пугачёва

— Цветаева

— Пушкин

— Чехов

— Шокарева

— Шагал

1.6 УПРАЖНЕНИЕ Г. ИЗВЕСТНЫЕ ИМЕНА-ОТЧЕСТВА (FAMOUS NAMES AND PATRONYMICS)







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

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.

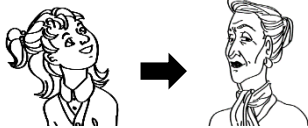
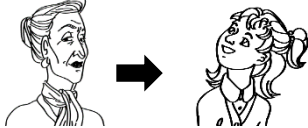
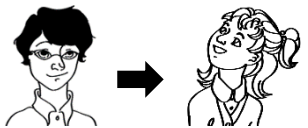
имя-отчество	фамилия
<u>2</u> Алексáндр Сергéевич	<u>Пушкин</u>
_____ Акáкий Акáкиевич	_____
_____ Áнна Андрéевна	_____
_____ Антóн Пáвлович	_____
_____ Владíмир Владíмирович	_____
_____ Владíмир Ильíч	_____
_____ Лев Николáевич	_____
_____ Надéжда Константíновна	_____
_____ Настáсья Филипповна	_____
_____ Пётр Ильíч	_____
_____ Райса Максíмовна	_____
_____ Сóфья Андрéевна	_____



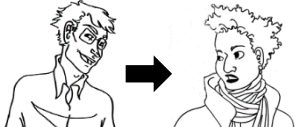
Кто это?		
1. Heroine of the novel <i>The Idiot</i>	2. Writer of prose and poetry, including <i>Boris Godunov</i>	3. Composer of <i>Swan Lake</i>
4. Author of <i>War and Peace</i>	5. Bolshevik and first Soviet leader	6. 20 th century poet who lived in Leningrad
7. teacher and wife of the USSR's first and last president	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. Revolutionary and wife of Владíмир Ильíч (above)

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

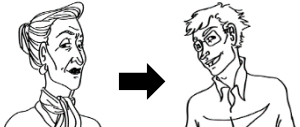
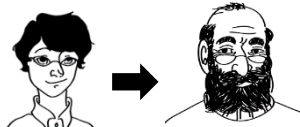

 age 7, first grade	 age 30, office worker	 age 21, college student	 age 14, ninth grade	 age 63, teacher	 age 59, chemist
------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

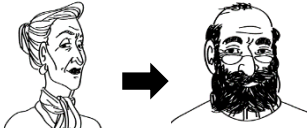
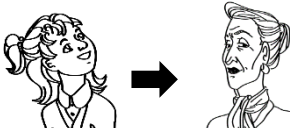
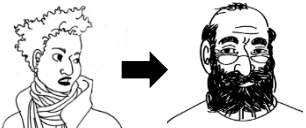
1. Using the information provided above, imagine that you are the person depicted in the first illustration and that you are greeting the person in the second. Do you use the informal Здравствуй! or the formal Здравствуйте!? Assume that the people do not know each other.

2. You have just found out that the teacher and the chemist are a married couple and that the teenager is their granddaughter. Imagine that you are the person depicted in the first illustration and that you are speaking to the person in the second. Do you use ты or вы?

1.6 УПРАЖНЕНИЕ Е. PERSONAL PRONOUNS

Use the English cues to complete the questions and answers below.

Вопросы	Ответы
— Где _____? [they]	— _____ здесь, а _____ там. [She] [he]
— Где _____, Маша? [you]	— _____ здесь. [I]
— Где _____, Тания и Миша? [you]	— _____ здесь. [We]

1.6 УПРАЖНЕНИЕ Ж. СИТУАЦИИ

Review the conversations that our characters have 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 instructor for the first time. It is your choice whether your instructor is a man or a woman, but assume that s/he is about forty-five years old. Have the instructor 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 instructor in my dialog is: _____

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

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

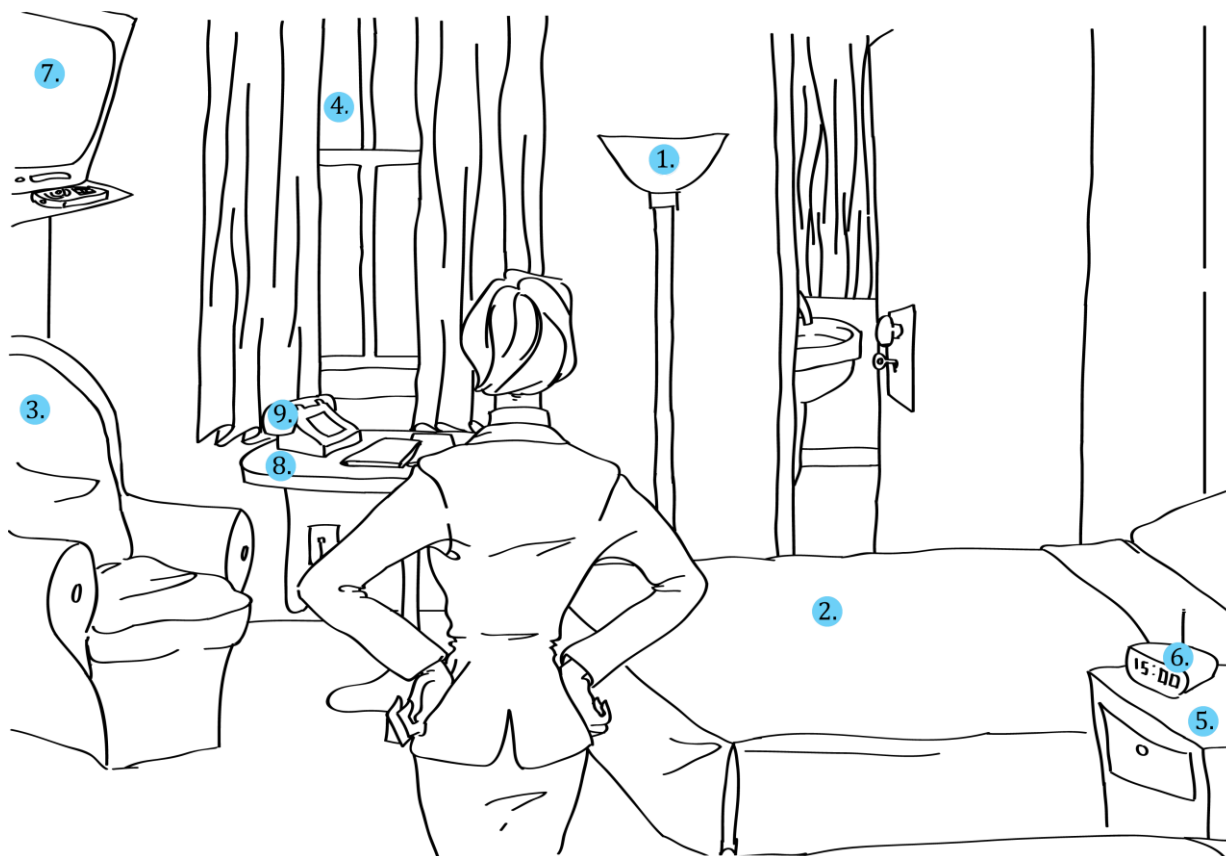
_____ : _____

УРОК 1: ЧАСТЬ 3

1.7 УПРАЖНЕНИЕ А. НОВЫЕ СЛОВА (NEW WORDS)

Use the words in the word bank to label the items in the picture below. Once you have finished, practice reading the words aloud and learning what they mean.

крéсло	кровать	лáмпа
окно́	радиобудильник	телевизо́р
ту́мбочка	телефо́н	сто́л









1. _____
2. _____
3. _____
4. _____
5. ту́мбочка _____

6. _____
7. _____
8. СТОЛ _____
9. _____

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 <u>Чайковский</u>. [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 the episode and note things Amanda and Caitlin have at the hotel. Make a list of at least six of those things that 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. чай	___	___
7. б́уква	___	___
8. администрáтор	___	___
9. дядя	___	___
10. кровáть	___	___

1.8 УПРАЖНЕНИЕ А. ОДЕЖДА

Review the pictures of clothing in this episode, paying careful attention to how they are pronounced. Sort them into the following categories, saying each word aloud as you write it in the appropriate box. 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. 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**. Your choice of the pronoun will depend on the gender and number of the object. The first one has been done for you.

Лéна: _____Дíма: _____

- | | |
|-----------------------|-----------------------|
| 0. Где твои джинсы? | Вот <u>они</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 сапог? | Вот _____. |
| 7. Где мой телефон? | Вот _____. |
| 8. Где мой словарь? | Вот _____. |

- a. 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 Г. 7-LETTER SPELLING RULE

Complete the spelling rule by filling in the missing letters.

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

1.8 УПРАЖНЕНИЕ Д. 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 Е. PACKING LIST

You are going away to a friend's house for a long winter weekend. Most of the time you will be dressing casually, 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, and 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. 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. _____

1.9 УПРАЖНЕНИЕ Б. 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 1.9 Упражнение А that he mentions.

1.9 УПРАЖНЕНИЕ В. OWNERSHIP

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



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

b. 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 Г. ASKING ABOUT OWNERSHIP

Using the context provided, fill in the missing possessives to complete the conversations below. Remember, that the possessive of the informal **ты** is **твой** and that the possessive of the formal or plural **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 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 above 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 write out what you would say in Russian if you were in the following situations. 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.)

a. 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 _____ million 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 United Nations along with _____

- б. **Познакóмьтесь — 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 óтчество.** 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. Высоккий Владимир Семёнович
- в. Гагарин Юрий Алексеевич
- г. Ломоносов Михайл Васильевич
- д. Пушкин Александр Сергеевич

_____	_____	_____	_____	_____
				
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?

1. "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/>
2. "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
3. "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
4. "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/>
5. "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>
6. "Hippopotamus" by Oksmith is in the public domain. Last accessed October 27, 2015. <http://commons.wikimedia.org/wiki/File:Hippopotamus-PSF-Oksmith.svg>
7. "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.

1. "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
2. "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>
3. "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
4. "Baryshnikov" by Janice Waltzer is licensed under CC BY 2.0. Last accessed October 27, 2015. <https://www.flickr.com/photos/pixelpackr/12390158943>
5. "Yuri Gagarin" by NASA is in the public domain. Last accessed October 27, 2015. <http://www.nasa.gov/topics/history/features/gagarin/gagarin.html>
6. "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>
7. "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
8. "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
9. "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)
10. "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 the episode 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 next to the word that accurately reflects how many of each type of relative 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...

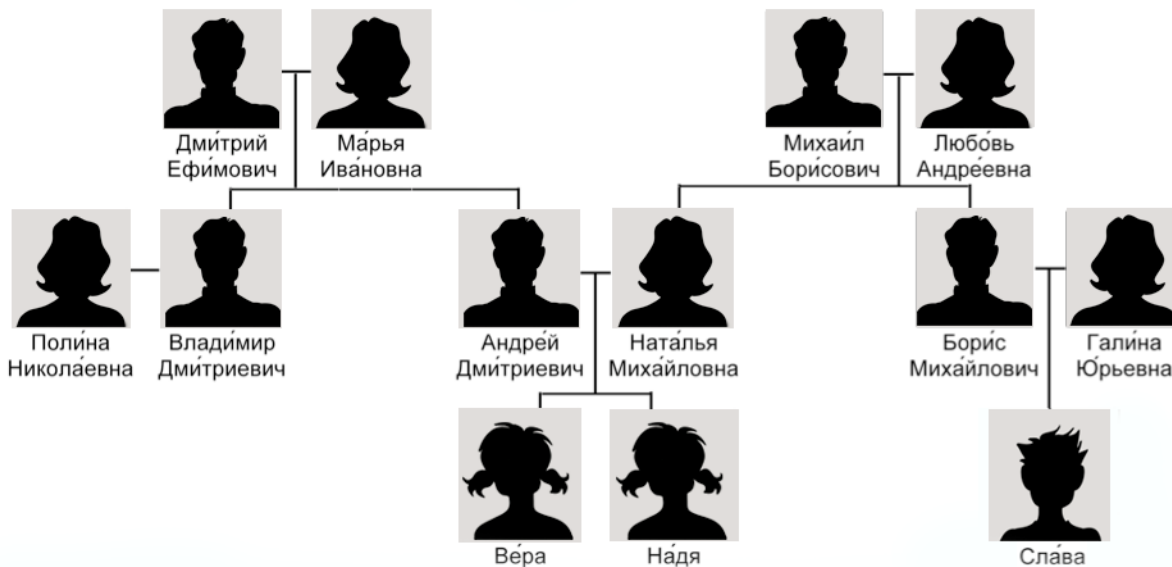
- | | | | | |
|----|-----|--------------------|-----|---------------------|
| 1. | ___ | сестра́ | ___ | сёстры |
| 2. | ___ | дядя | ___ | дяди |
| 3. | ___ | тёти | ___ | тётя |
| 4. | ___ | двою́родные сёстры | ___ | двою́родная сестра́ |
| 5. | ___ | двою́родный брат | ___ | двою́родные братья́ |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

2.1 УПРАЖНЕНИЕ В. НОВЫЕ СЛОВА

As we saw in Denis' description of his family, you can point out relatives in a family photo using **это** (this is). Complete each sentence below by providing a clause with **это** that identifies the same relationship, but for a person of the opposite gender. Use the same possessive pronoun in both parts of your sentence, but change the grammatical ending in the second half so that it matches the gender of the new noun. Notice that all of your sentences feature contrasts, so the second half 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 наш дядя, _____.
5. Это ваша внучка, _____.
6. Это мой двоюродный брат, _____.
7. Это их отец, _____.

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



2.1 УПРАЖНЕНИЕ Г. НАТА́ЛЯ МИХА́ЙЛОВНА И ЕЁ СЕМЬЯ

Members of Natalya Mikhailovna's family are presented below 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 / Ната́лья Миха́йловна

Э́то мо́я ма́ть.

1. Сла́ва / Бори́с Миха́йлович

2. Ната́лья Миха́йловна / Андре́й Дми́триевич

3. Ве́ра / На́дя

4. Андре́й Дми́триевич / Влади́мир Дми́триевич

5. Ма́рья Ива́новна / Ве́ра

6. Сла́ва / Михаи́л 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 indicate 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? There may be more than one way to fill in the blank.

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

2.1 УПРАЖНЕНИЕ Е. PLURAL FORMS OF FAMILY MEMBERS

Use Natalya Mikhailovna's family tree as a guide to fill in the blanks with the appropriate family relationships. Note the changes in point of view.

1. Влади́мир Дми́триевич и Андре́й Дми́триевич — _____. Поли́на Никола́евна 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 Никола́евна: 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 with an appropriate conclusion so that the 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, тётки и их дети. |

2.2 УПРАЖНЕНИЕ Б. ТЕКСТ «ТОНИ ЕДЕТ В ЯРОСЛАВЛЬ»

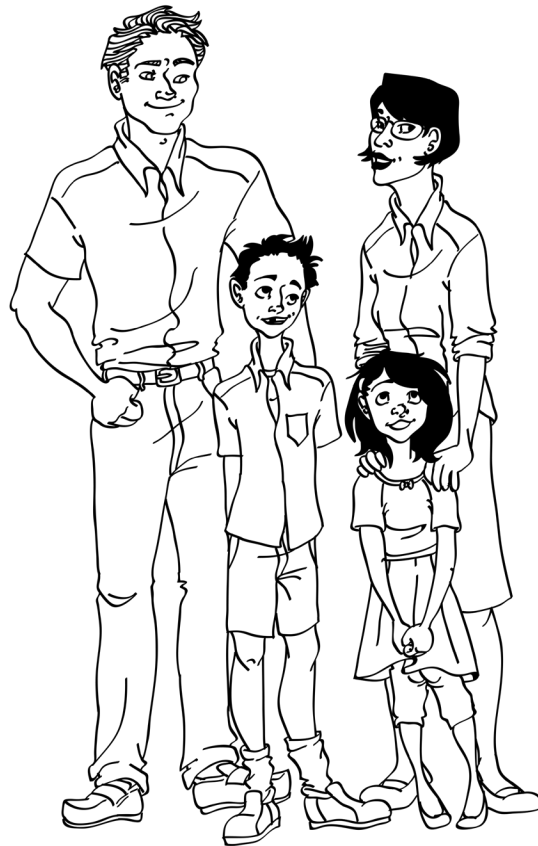
Review this episode and complete the summary below by filling in the blanks with words from the word bank. There are two extra words. You do not need to change the form of any of the words. Write in cursive.

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 the Russian family below and label each person, listing their names and whatever else you find out about them. 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] Кэйтлин — американцы.	___	___
2. Ярославль — маленький [и / а] некрасивый город.	___	___
3. Елена Николаевна Гурина — мать [и / а / но] женá.	___	___
4. Макс [и / а / но] Настя — муж [и / а / но] женá.	___	___
5. Это Тони. Изабэль — его старшая сестра, [и / а / но] Сандра — его младшая сестра.	___	___
6. Денис — русский, [и / а / но] Амáнда — американка.	___	___
7. Вот Зоя Степановна. Её дом старый, [а / но] красивый.	___	___
8. Наталья Михайловна: «Что вы, Кэйтлин! Это не катастрофа, [и / а / но] это проблема.»	___	___

2.3 УПРАЖНЕНИЕ А. ВОТ МОЙ ДОМАШНИЙ АДРЕС

Listen as Natalya Mikhailovna gives Caitlin her contact information and fill in the blanks with the missing words and numbers. Write all numbers as numerals. Review the numbers from 1-39 before listening.

Кэйтлин, вот мой домашний адрес:

_____ Покровка, _____ _____, корпус _____, _____ _____

тел. + _____ _____ _____ _____ _____ _____ _____

моб. + _____ _____ _____ _____ _____ _____ _____

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

Before Tony left for Russia, he worked as an assistant for a geography conference. The head of the geography department, Professor Jones, knows no Russian and remembers only a few random details about the Russian participants. Help Tony answer Professor Jones's questions by using the list of names and addresses below. You will write two letters in each blank.

А Петров Юрий Георгиевич Ярославская улица, дом 15, корпус 4 квартира 6 Москва	Б Андреева Зоя Васильевна Ямская улица, дом 10, квартира 8 Ярославль
В Новикова Мария Олеговна Песочная улица, дом 15, квартира 6 Владивосток	Г Щапова Ирина Анатольевна Колхозная улица, дом 51, квартира 15 Иркутск
Д Алексеев Дмитрий Иванович Большая Красная улица, дом 52, квартира 12 Казань	Е Николаев Петр Васильевич Базарная улица, дом 50, квартира 8 Ярославль
Ж Исаев Борис Михайлович Песочная улица, дом 11, квартира 17 Владивосток	З Щапова Алла Анатольевна Колхозная улица, дом 51, квартира 15 Иркутск
И Иванов Анатолий Алексеевич Ярославская улица, дом 17, квартира 10 Москва	

- _____ Who were the two participants from Moscow?
- _____ Who were the two sisters that shared an apartment?
- _____ Who were the two participants that lived on the same street, but not in the same building?
- _____ Who were the two participants from the same city and with the same patronymic (although they are not related)?

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

Fill in the information about the four characters below in cursive. For the last two lines be sure to use forms that match the gender of the character.



імя: _____

oтчeствo: _____

фaмiлiя: _____

По нaцioнaлbнoстi: _____

По пpoфeссii: _____





імя: _____

oтчeствo: _____

фaмiлiя: _____

По нaцioнaлbнoстi: _____

По пpoфeссii: _____

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 the nationality of each participant probably (**навѣрное**) is. Make sure that your guesses reflect the appropriate gender of the person. The first one has been done for you. More than one answer may be possible.

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

2.3 УПРАЖНЕНИЕ Д. МАЛЕНЬКИЕ СЛОВА И ФРАЗЫ

Review the three episodes in Часть 1 and 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 большѐе. |
| 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**

Listen to Natalya Mikhailovna give Caitlin the contact information for her sister, who also lives in Moscow. 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 Часть 1 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 a question.

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

3. Once the administrator has answered your question, say that now you understand.

4. Ask your program administrator who your hosts are.

5. Ask your program administrator if your hosts are Russian or Ukrainian.

6. Ask your hosts if the people in a photograph are their children.

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

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

As our students are going to be living in different cities in Russia, you will need to have some understanding of Russia's geography, as well as some geographical terms. Watch the presentation about Russian geography and complete the following exercises.

1. Match each Russian word to its English equivalent.

- | | |
|-----------------|--------------|
| 1. ____ река́ | a. countries |
| 2. ____ городá | б. river |
| 3. ____ море́ | в. country |
| 4. ____ о́зеро | г. cities |
| 5. ____ страна́ | д. sea |
| 6. ____ го́род | е. lake |
| 7. ____ страна́ | ж. city |

2. Watch the presentation again, and complete each sentence below with a Russian word from the matching activity above.

1. Яросла́вль и Каза́нь — _____.
2. Э́то Санкт-Петербу́рг. Там _____ Нева́.
3. Э́то Каспи́йское _____.
4. Э́то Ла́дожское _____.
5. Москва́ — _____.
6. Белару́сь и Эсто́ния — не о́чень большо́е _____.

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. ____ река́ that flows through St. Petersburg | a. Каза́нь |
| 2. ____ deepest о́зеро in Russia | б. Украина |
| 3. ____ море́ surrounded by more than five countries, including Russia | в. Чёрное |
| 4. ____ го́род located on the Volga | г. Байка́л |
| 5. ____ страна́ to Russia's south | д. Нева́ |

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

Imagine that you are showing a Russian friend a photograph of your family. Point out each person in the photograph, stating your relationship and 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** use Google translate or another such application 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 and adjust the phrases from our story, you can create a comprehensible and informative text that will make sense to native speakers.

МОЯ СЕМЬЯ

УРОК 2: ЧАСТЬ 2

2.4 УПРАЖНЕНИЕ А. НОВЫЕ СЛОВА: КВАРТИРА

Look at the diagram of the apartment below and number ten items on the drawing. You can label pieces of furniture, rooms or architectural features. The first one has been done for you.



1. дверь _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

2.4 УПРАЖНЕНИЕ Б. ЖИВУ AND ITS OTHER FORMS

Nina Andreevna, who lives on a lower floor of the building, is telling Caitlin about who lives in each apartment. 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.

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 this episode and complete the activities below to help you understand both the plot of the story and the meanings conveyed by specific words and phrases. 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 the episode, 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 and 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?)

Re-read the episode and choose the pair of letters that will complete the adjective + noun combination exactly as it appears 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 ADJECTIVES AND NOUNS AGREE

- The left-hand column contains adjectives that already have specific endings. Only one of the nouns that follow 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 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 meaning of the phrases you have created. Circle the number of any phrases that might describe the place where you are currently living.
- Use the blanks to write out three of the adjective + noun phrases from above 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. Fill in the blanks with adjectives from the word bank to answer their questions. More than one adjective may be appropriate for some blanks. The adjectives in the word bank are in their **словарная форма** (dictionary form), so you will need to change the endings so that the adjectives agree with the nouns they modify.

ру́сский	талантли́вый	ста́рый
амери́канский	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. THE CONJUNCTIONS И AND NO

Complete the sentences below using the adjectives in parentheses along with the conjunctions **и** or **но**. When combining adjectives you will need to think about which conjunction would best express your meaning. Remember that **и** just connects modifiers together, while **но** suggests a contradiction in expectations between the two modifiers.

Образец: Тони: Наша семья (больш́́ / интере́сн́́)

Тони: Наша семья большая́ и интере́сная.

- Кэйтлин: Моя́ семья (очень ма́леньќ́ / хоро́ш́́).

- Амáнда: Общежи́тие, где я живу́, (очень ста́р́́ / неплох́́).

3. Денис: Наш университет (очень больш́ / интересн__ __)

4. Тони: Город, где я живу́ дома, (небольш́ / очень интересн__ __).

5. Джош: Моя хозяйка здесь (красив__ __ / очень приятн__ __)

6. Кейтлин: Квартира, где я живу́, (нов__ __ / больш́__ __)

7. Кейтлин: Наш сосед (красив__ __ / плох́__ __)

2.5 УПРАЖНЕНИЕ E. PERSONALIZED SENTENCES

Write out five sentences about yourself using the nouns and adjectives in Упражнение Д. When combining adjectives you will need to think about which conjunction (**и** or **но**) would best express your meaning.

Образец: Наш город — большой **и** интересный.

Наш город — маленький, **но** интересный.

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

2.6 УПРАЖНЕНИЕ А. «ЗДЕСЬ ЖИВЁТ ЗОЯ СТЕПАНОВНА»

Complete the following summary of Tony's living situation in Russia using the adjectives in the word bank. All of the adjectives are in their dictionary forms, so you will need to change the endings to make them agree with the nouns they modify. Your paragraph should be both factually and grammatically accurate.

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 the episode 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. _____ полоте́нце	_____ полоте́нца
7. _____ шка́ф	_____ шка́фы

2.6 УПРАЖНЕНИЕ В. PLURAL NOUNS — REGULAR AND IRREGULAR

Review what you have learned about making plural nouns in Russian and complete the following table. You should know all of the words in the chart.

Singular	Plural
1. адрес	_____
2. _____	балкóны
3. _____	домá
4. дверь	_____
5. _____	зеркала́
6. кварти́ра	_____
7. _____	ко́мнаты
8. крéсло	_____
9. кровáть	_____
10. _____	ку́хни
11. окно́	_____
12. _____	потолкí
13. стол	_____
14. _____	сту́лья
15. туалéт	_____
16. ту́мбочка	_____

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 the appropriate column to indicate whether the resulting phrase is more likely to be heard in a furniture store or in 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 is a bit tongue-tied speaking Russian in front of her. Fill in the blanks to help him with a set of compliments that he could offer about 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 for the gist of what is being said, even when you do not recognize every word that you hear. In each chapter we include two or three exercises that are intentionally a bit beyond your ability to comprehend. Your task will only be to understand the text well enough to complete the tasks assigned for the passage. Your responses will be in English and will attempt to give a broad overview of 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 are NOT expected to understand every word. Just try to get enough of what is said to complete the tasks.

The following three words may be useful as you listen:

ремонт = remodeling **рядом** = nearby **далеко** = far

1. Write in the missing numerals to complete the address of the Pavlenkos' new apartment.
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 back in the U.S. who has just moved into a new apartment. Rimma Yur'evna sees her reading them on her phone and is curious what they say. 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 also 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 match each English phrase with its Russian equivalent. Practice saying the Russian phrases aloud.

- | | |
|------------------------------|------------------------|
| 1. ___ And what's there? | а. наверное |
| 2. ___ It works. | б. как правило |
| 3. ___ on the right | в. слева |
| 4. ___ as a rule | г. А там что? |
| 5. ___ It's a big advantage. | д. Как это пишется? |
| 6. ___ unfortunately | е. Он работает. |
| 7. ___ probably | ж. Как это называется? |
| 8. ___ What is that called? | з. Это большой плюс. |
| 9. ___ How is that spelled? | и. справа |
| 10. ___ on the left | к. к сожалению |

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 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 Petrovskaja.

4. You comment by saying that it is a very pretty [first] name.

5. She asks if the dorm is a good one and wants to know if you live there.

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

7. You say that your address is Kazanskaia street, house 8, apartment 4.
[Write numbers as words.]

УРОК 2: ЧАСТЬ 3

2.7 УПРАЖНЕНИЕ А. ДЖОШ ПИШЕТ БЛОГ

Match the beginning of each sentence with an appropriate conclusion so that the completed sentence reflects information from this episode.

- | | |
|------------------------------------------|---------------------------|
| 1. ____ Дверь — чёрная, а дом —... | а. рабóтает. |
| 2. ____ Её имя-óтчество —... | б. его хозяйка — рúсская. |
| 3. ____ Хозяйка говорит, что Черных —... | в. сибíрский гóрод. |
| 4. ____ Её машíна —... | г. мексикáнская. |
| 5. ____ Его любíмая кúхня —... | д. бéлый. |
| 6. ____ Джош — америкáнец, а... | е. сибíрская фами́лия. |
| 7. ____ Его хозяйка много... | ж. крáсная Тойóта. |
| 8. ____ Иркутск — интересnýй... | з. Светлáна Бори́совна. |

2.7 УПРАЖНЕНИЕ Б. РОССИЯ И НАЦИОНАЛЬНОСТИ

- a. 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. еикрссу _____ | 5. аратты _____ |
| 2. цыкатий _____ | 6. тябыур _____ |
| 3. нуакицы _____ | 7. емарня _____ |
| 4. зукибе _____ | 8. ыусролеб _____ |

- b. 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. ____ Армéния | 4. ____ Китáй | 7. ____ Узбекиста́н |
| 2. ____ Белару́сь | 5. ____ Росси́я | 8. ____ Украíна |
| 3. ____ Буря́тия | 6. ____ Татарста́н | |

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. _____ ресторан | 4. _____ ресторан |
| 2. _____ ресторан | 5. _____ ресторан |
| 3. _____ ресторан | 6. _____ ресторан |

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 each sentences below with the correct adjective of nationality. Remember that the word **имя** in Russian is always neuter. If you get stuck, you can consult behindthename.com.

- | | |
|--------------------------------------|--------------------------------|
| 0. John — это <u>английское</u> имя. | 5. Иван — это _____ имя. |
| 1. Juan — это _____ имя. | 6. Elizabeth — это _____ имя. |
| 2. Jean — это _____ имя. | 7. Élisabeth — это _____ имя. |
| 3. Giovanni — это _____ имя. | 8. Elisabetta — это _____ имя. |
| 4. Johannes — это _____ имя. | 9. Isabel — это _____ имя. |

2.7 УПРАЖНЕНИЕ Е. ЧИСЛИТЕЛЬНЫЕ (NUMBERS)

Review the numbers 1-39 and then complete these math 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, however, has a good memory for names and can tell Caitlin whether Amanda was writing about Katya Nikolskaya, Lena Antonova or Monique Dubois. Play the part of Tony and write in the appropriate name(s) in Russian next to the word or phrase 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 use the word bank to fill in the blanks in these descriptions of Josh's blog post and Amanda's email. There are three 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

1. Амáнда пи́шет, что Не́вский проспéкт _____, и университет то́же _____.
2. Джош пи́шет, что дом, где он живёт, _____, а дверь — _____.
3. Амáнда пи́шет, что _____ живёт Кáтя Никóльская.
4. Джош пи́шет, что его́ хозяйка Светла́на Бори́совна _____ рабóтает.
5. Амáнда пи́шет, что Моник, _____, не ру́сское и́мя.
6. Джош пи́шет, что на фо́то (in the photo) его́ хозяйка Светла́на Бори́совна и её _____ маши́на.
7. Амáнда пи́шет, что на фо́то Моник — _____, а Кáтя и Ле́на — _____.
8. Джош пи́шет, что там есть не _____ кита́йский ресторáн, но и мексика́нский.
9. 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 him that things are just the opposite of what he thinks. Read Misha's pessimistic descriptions and then fill in the blanks with appropriate forms of the adjectives **хороший** and **большой** to reflect Lyuba's optimistic viewpoint. Pay careful attention the spelling rules as you write your adjective endings.

1. Мйша: Кóмната ма́ленькая. Люба: Да что ты! Кóмната _____.
2. Мйша: Общежи́тие плохóе. Люба: Да что ты! Общежи́тие _____.
3. Мйша: Слова́рь плохóй. Люба: Да что ты! Слова́рь _____.
4. Мйша: Маши́ны ма́ленькие. Люба: Да что ты! Маши́ны _____.
5. Мйша: Полоте́нце ма́ленькое. Люба: Да что ты! Полоте́нце _____.
6. Мйша: Му́зыка плоха́я. Люба: Да что ты! Му́зыка _____.
7. Мйша: Ресторáны плохи́е. Люба: Да что ты! Ресторáны _____.
8. Мйша: Шкаф ма́ленький. Люба: Да что ты! Шкаф _____.

2.8 УПРАЖНЕНИЕ Г. ЧИСЛИТЕЛЬНЫЕ 1-199

Review the numbers 1-199 and write the numbers written out as words below as numerals.

- | | | | |
|------------------------|-------|-----------------------|-------|
| 1. sóрок вóсемь | _____ | 7. сёмьдесят четýре | _____ |
| 2. пятьдесят три | _____ | 8. вóсемьдесят семь | _____ |
| 3. сто двáдцать дéвять | _____ | 9. сто трёдцать шесть | _____ |
| 4. шестьдесят пять | _____ | 10. двáдцать семь | _____ |
| 5. девянóсто дéвять | _____ | 11. сто трина́дцать | _____ |
| 6. восемна́дцать | _____ | 12. пятна́дцать | _____ |

 2.8 УПРАЖНЕНИЕ Д. АДРЕСА: NUMBERS 1-199

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

1. Москва, Профсоюзная у́лица, дом _____, кóрпус _____
2. Москва, Профсоюзная у́лица, дом _____
3. Москва, Варшáвское шоссé, дом _____
4. Москва, Профсоюзная у́лица, дом _____
5. Москва, Варшáвское шоссé, дом _____
6. Москва, Варшáвское шоссé, дом _____ а
7. Москва, Варшáвское шоссé, дом _____
8. Москва, Лéнинский проспéкт, дом _____
9. Москва, Ленингáрдское шоссé, дом _____
10. Москва, Проспéкт мíра, дом _____, кóрпус _____
11. Лю́берцы, Октя́брьский проспéкт, дом _____
12. Лю́берцы, Октя́брьский проспéкт, дом _____ а
13. Москва, Шоссé Энтузиáстов, дом _____
14. Москва, Шоссé Энтузиáстов, дом _____

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

Look up 8 of the addresses and place a check mark in the appropriate column to indicate what you find at that location.

- | | |
|---------------------------------------------------------------------------|-----------------------------------------------------------------|
| 1. <input type="checkbox"/> shopping center | <input type="checkbox"/> apt. building |
| 2. <input type="checkbox"/> movie theater | <input type="checkbox"/> apt. building with lots of small shops |
| 3. <input type="checkbox"/> church | <input type="checkbox"/> post office (Почта России) |
| 4. <input type="checkbox"/> apt. building with first floor restaurant | <input type="checkbox"/> school |
| 5. <input type="checkbox"/> church | <input type="checkbox"/> Перекрёсток grocery store |
| 6. <input type="checkbox"/> car dealership | <input type="checkbox"/> apt. building |
| 7. <input type="checkbox"/> movie theater | <input type="checkbox"/> car dealership |
| 8. <input type="checkbox"/> McDonald's | <input type="checkbox"/> movie theater |
| 9. <input type="checkbox"/> restaurant | <input type="checkbox"/> school |
| 10. <input type="checkbox"/> apt. building with book store on first floor | <input type="checkbox"/> apt building with café on first floor |
| 11. <input type="checkbox"/> church | <input type="checkbox"/> restaurant |
| 12. <input type="checkbox"/> McDonald's | <input type="checkbox"/> bank |
| 13. <input type="checkbox"/> bank | <input type="checkbox"/> apt. building |
| 14. <input type="checkbox"/> hotel | <input type="checkbox"/> furniture store |

- в. Cultural reflection. After looking at the buildings and street-level views, 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 больш́ая	Москва́ больш́ой го́род	Кей́тлин ве́жливая де́вушка
маши́на ма́ленькая	общежи́тие но́вое	маши́на плоха́я
Кей́тлин серьёзная де́вушка	Москва́ краси́вый го́род	общежи́тие больш́ое
общежи́тие хоро́шее	ку́хня ста́рая	Кей́тлин беста́ктная де́вушка
маши́на япо́нская	Москва́ интере́сный го́род	ку́хня но́вая

0. Ку́хня не то́лько но́вая, но и больш́ая. OR Ку́хня и но́вая, и больш́ая. _____
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. List them below and provide at least 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 our story. Write 3-4 sentences describing each of the characters. 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 to help describe his/her family and dorm room. Help the student turn these strings of words in their dictionary forms into sentences that make sense. You will need to conjugate the verbs, to make some nouns plural, and to make sure your adjectives agree with the nouns they modify.

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 / . / Онi / 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 asked about where you are living in Russia. What 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 cafés are close.

4. Explain that your neighbors are a Russian family – a 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»

At this point in the unit you should be ready to write an essay about your own family and living situation. Remember to use language and constructions that 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 "steal" strategically from the story episodes. Write 60-75 words.

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

Colors are rich in associations, but those associations are often culturally specific. In this activity you will uncover some of the common Russian associations for colors, and you will compare them to associations that we have in English.

1. You already know three colors: бѐлый, краснѐй and чѐрный. To find out more color words, watch the video provided at mezhdunami.dropmark.com and write down the English equivalents of the words below:

жѐлтый _____

зелѐный _____

фиолѐтовый _____

коричневый _____

розовый _____

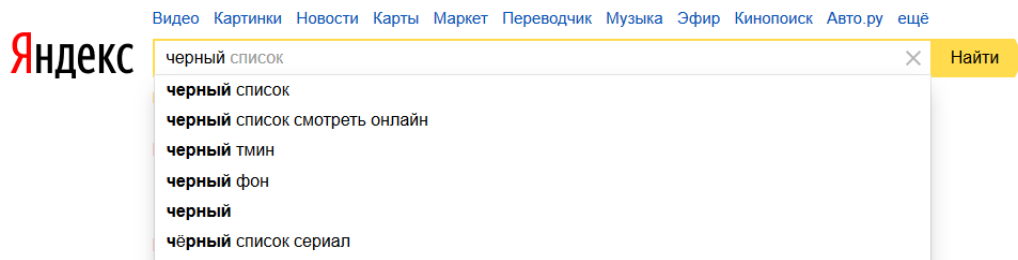
сѐрый _____

2. What are their English equivalents of the two words below?

сѝний _____

голубой _____

3. Type the word **черный** (without a ё) into the search box at yandex.ru, but do NOT hit enter! You should get a list of suggested searches that looks like this.



The Yandex interface and the Yandex logo are registered trademarks of Yandex LLC

- a. Write the first two nouns suggested and put the English translations next to them. Your answers may differ from the ones shown above.

- b. Now do the same thing again, but use the form **чѐрный**. Note any differences in the results below.

- в. What results do you get for a similar search with the feminine forms: **черная / чёрная?**

- г. What results do you get for a similar search with the neuter forms: **черное / чёрное?**

4. Now choose one of the colors from the beginning of this exercise and search any two of its forms (masculine, feminine, neuter, or plural). Note that **синий** has a soft **-н**, so its forms are spelled: **синий / синяя / синее / синие**

5. Explain the cultural significance of the following items.

- а. Чёрный квадрат/Красный квадрат are both _____

- б. Белое солнце пустыни refers to _____

- в. Иван Царевич и серый волк is _____

- г. Черный кофе is not just a drink, but also _____

6. Find out what the following items are by doing image search; if you choose to use Yandex, click on the **Картинки** link just above the search window. As you explore the images, draw lines to match each Russian phrase to its description.

белая ворона	the Russian version of Little Red Riding Hood
Белая гвардия	the central square in the middle of Moscow next to the Kremlin
Красная площадь	traditionally, the corner of a Russian house where icons would be displayed
красный угол	a crow of the wrong color --an idiom used to describe someone who doesn't fit in
Красная шапочка	a novel by Bulgakov set just after the Bolshevik Revolution and the end of World War I

7. Add any comments or questions you have about the Russian language (lexicon or grammar) or about the cultural associations you've noticed in this activity.

IMAGE INFORMATION

2.4 Упражнение А

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

2.8 Упражнение М. Факты. Люди. События. Colors and Cultural Associations

- a. The screenshot of the Yandex search results are used for instructional and illustrative purposes only. The Yandex logo is a registered trademarks of Yandex LLC.
https://yandex.com/company/general_info/logotype_rules/.

УРОК 3: ЧАСТЬ 1

3.1 УПРАЖНЕНИЕ А. ЧТО ВЫ СЕЙЧАС ДЕЛАЕТЕ?

Imagine that you are the person shown in each of the pictures below and that someone has asked you the question **Что вы сейчас делаете?** Write a complete sentence in cursive that answers the question. All of your sentences should start with the pronoun **я**.



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 so her mother regularly checks up on what she is doing. Listen to the questions Nastya's mother 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 this episode, complete these cell phone conversations using the verbs from the word bank. The verbs should all be used in the forms in which they are given.

гуляю	делаешь	думаю	что
журнал	знаешь	играю	убираю
пишет	привет	работаю	салаты

- 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 CHARACTERS)

- а. Tony is writing an entry in his diary about Zoya Stepanovna. He knows what he wants to say, but could use your help conjugating the verbs. You should be able to figure out the meaning of the unfamiliar words marked with ♦ by reading them aloud.

Здесь _____ Зоя Степановна. Она уже не _____. Она на
[live] [work]
пенси́и (retired). Она _____, что её кварти́ра ста́рая, но о́чень хоро́шая.
[think]

Райо́н — хоро́ший, почти́ (almost) центр. Рядом краси́вый парк, где она
_____. Она _____, где магази́ны (stores) и поликлини́ка♦.
[stroll] [know]

Утром (in the mornings) Зоя Степановна _____ ра́дио и _____
[listen to] [tidy]
кварты́ру. Потом (later) она _____ суп♦ и́ли сала́ты. Иногда́ (sometimes)
[make]

она _____ пи́сьма (letters). Её де́ти и их се́мьи _____ далеко́.
[write] [live]

- б. Caitlin heard Rimma Yur'evna on Skype catching up with a childhood friend. Unfortunately Rimma Yur'evna did not speak very clearly, so Caitlin did not catch everything that she said. Help her complete the text below by filling in the missing verbs.

«Го́род, где мы _____, Каза́нь. Я — шко́льная учи́тельница, а мой муж
[live]

— небольшо́й бизне́смэн. Муж мно́го _____. Он ча́сто _____
[work] [write]
пи́сьма, контра́кты♦, докуме́нты. Я, коне́чно, _____ сочи́нения и
[read]
_____ коммента́рии♦.
[write]

То́лько в уи́к-э́нд♦ мы до́ма. Я _____ кварти́ру. Я _____ суп и
[tidy] [make]
сала́ты. Ве́чером (in the evening) мы немно́го _____ и _____
[relax] [listen to]
му́зыку. Рядом большо́й зал♦, где мы ча́сто _____ конце́рты♦. Сейча́с
[listen to]

здесь _____ Ке́йтлин, амери́канская студе́нтка. Мы _____,
[live] [think]
что Ке́йтлин о́чень хоро́шо _____ по-ру́сски. Тепе́рь она́ хоро́шо
[understand]
_____ центр, потому́ что (because) она́ ча́сто там _____.»
[know] [stroll]

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

Зоя Степановна и Кэйтлин _____.

Марат Азатович и Римма Юрьевна _____.

Зоя Степановна и Марат Азатович _____.

Зоя Степановна и Римма Юрьевна _____.

3.1 УПРАЖНЕНИЕ Д. КТО ГОВОРИТ? (WHO IS TALKING?)

Listen and fill in the blanks to complete the sentences. Then indicate which character might say each of the statements by writing the appropriate name 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?

Fill in the blanks with the names of the characters to accurately reflect what we learned in this episode.

1. _____ всё время работает.
2. _____ пишет эсэмэску.
3. _____ никогда не отдыхает.
4. _____ думает, что _____ очень серьезная!
5. _____ знают новый номер телефона Кати.
6. _____ гуляют.
7. _____ думает, что _____ очень любопытный.

3.2 УПРАЖНЕНИЕ Б. МАЛЕНЬКИЕ СЛОВА

Match each Russian word or phrase to its English equivalent.

- | | |
|-----------------|------------------------|
| ___ 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 and translates 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 past 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 of the 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. Underline the subject if it is more than one word.
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 Степáновна 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 high 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	

- a. Based on their interests, indicate which of Denis’s friends is likely to be reading the items mentioned below. Write the name of the likely reader in the blank in the left-hand column to complete the sentence.

	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».	_____

- b. Once you have decided who is reading each item, go back and underline all the of the direct objects of the verb **читает**. Note that the genre words (e.g., book, article, etc.) that precede the actual titles in quotes are in the accusative case. Write down the **словарная форма** of the genre word in the right-hand column. While the genre words may change forms in the accusative case, the titles in quotation marks that follow the genre words 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. 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.

0. Я пишу́ _____ блог.
1. _____ кнѳги.
2. _____ стaтьѳ.
3. _____ эссэ.
4. _____ газэты.
5. _____ мѳзыку.
6. _____ эсэмэски.
7. _____ учебники.
8. _____ романы.
9. _____ журналы.
10. _____ пэсни.

3.3 УПРАЖНЕНИЕ Г. SENTENCE BUILDING

"Slash" or "dehydrated" sentences are a type of exercise that provide all the building blocks for 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 Tony's comments as his Russian friends look at photographs of his family members.

Pay careful attention to the following grammar points:

- subjects of verbs should be in the nominative case.
- verbs should agree with their subjects.
- direct objects should be in the accusative case.
- adjectives should agree with their nouns in number and gender.

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 is 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 and match the Russian students to appropriate sports teams. 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. Ди́ма |
| _____ 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 (**вы**) in your questions. Focus your questions on the activity words in Уро́к 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 амери́канскую 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, above the noun. Then go back and fill in the correct adjective ending. Remember that Russian word order is flexible, and that the subject may not always be at the beginning of the sentence. The first one has been done for you.

0. Там живёт нов~~ая~~^N соседка, Нина Петровна.
1. Интересно, кто здесь читает русск____ газету?
2. Мои соседки часто читают американск____ журналы.
3. «Огонёк» — популярн____ русск____ журнал.
4. Денис знает, где интересн____ статья.
5. Вы знаете нов____ студентку?
6. Наша соседка пишет интересн____ и оригинальн____ статью.
7. Студенты сейчас слушают американск____ песню.
8. Вот наша ванная. Зеркало здесь небольш____.
9. Наша хозяйка сейчас убирает больш____ комнату.

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 of the 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 provide the Russian phrases that you would need in this conversation between you and Anya, a Russian friend of your roommate Sara. Note that all of these prompts are connected.

1. You come back to your apartment and find 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 Sara 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 genre words like **ромán** and **статья** rather than specific titles. You might also include information on the sports 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 each item in the left-hand column with a logical response or conclusion 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 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 _____ Аманда, а это Моник.
- Я — Катя. А это Лена. Очень приятно.
- Мы тоже очень _____ познакомимся.

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. На фото наш первый класс в первый день школы. Тут ученики, а там их родители.
- д. На фото наш класс, ученики группы «10-Б» и наша учительница.
- е. Это очень большая аудитория.
- ж. Это Московский университет.
- з. Это учительница и ученики в советской школе.
- и. Какой там сейчас урок?
- к. На фото — я, моя подруга Надя, и наша учительница, Ольга Николаевна.
- л. Какая там сейчас лекция?

3.4 УПРАЖНЕНИЕ Г. СИТУАЦИИ

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

0. You ask a college student about her school.

Какой 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 GENDER AND NUMBER OF NOUNS ENDING IN -ИЯ AND -ИЕ

Review the information about gender and number of nouns that end in **-ия** and **-ие** in this episode, and circle the adjective or possessive form that makes each of the sentences below grammatically correct. Be sure you know the **словарная форма** of the noun before you make your choice. 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?)

Use the word bank to complete the conversations below. The words in the word bank are given in their dictionary forms, so you may need to change some of them into the accusative case to fit the grammatical context. You may also need to make some of them plural. There is one extra word.

аудиторія	международный	упражнение
биография	сочинение	фамилия
занятие		фотография

- Что ты сейчас делаешь? Пишешь домашнее задание?
— Да, я делаю _____. Оно очень трудное!
- Ты студентка?
— Да, студентка.
— А что ты изучаешь?
— Я изучаю _____ отношения.
- 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 ГОВОРЯТЕ ПО-ИСПА́НСКИ?”

The words **он** and **его́** in the statements below could, in principle, refer either to Tony or to Oleg. Based on what you have learned in this episode, indicate which of the two is more likely being described.

	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 язы́к.	_____
9. Он изуча́ет и междунаро́дные отноше́ния, и ру́сский язы́к.	_____
10. Он ду́мает, что неме́цкая грамма́тика тру́дная.	_____

3.5 УПРАЖНЕНИЕ Б. МА́ЛЕНЬКИЕ СЛОВА́

Match each Russian word or phrase from the text to its English equivalent.

___	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?)

a. Caitlin has a Russian conversation partner who does not quite understand the university system in the United States. Caitlin is trying to provide some examples, including information about friends who 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
антрополóгию. В США э́то мо́жно.

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

— Нет. Дóма Сэм и Сára _____ междунаро́дные отноше́ния. Но сейча́с онí 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 Мадрíде. 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.

b. Using the information 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 _____
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 general academic 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.

Я _____.

Мой друг _____.
[имя]Моя подруга _____.
[имя]Мои друзья (friends) _____ и _____.
[имя] [имя]

Здесь многие (many people) _____.

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

Josh met some Russian students at a party, all of whom turned out to be doing something related to English, to the United States, or to 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 and 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

- а. Fill in the blanks to complete this email excerpt from your keypad, 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 _____ рок-музыку и играет на гитаре. Кáтя не _____ на инструменте, но она _____ всё — и рок, и классическую музыку, и джаз, и рэп. Она всегда _____, какáя музыка хорошая, а какáя плохáя. А родители _____, что в семье Кóля — музыкант, а Кáтя — критик.

Мы все очень _____ спорт и часто _____ в теннис вместе. А наши соседи не _____ спорт. Они не _____, как можно любить спорт. А наш папа _____ и футбол. Он _____ все футбольные матчи (games) по телевизору или на стадионе.

А вы _____ спорт? Что вы _____ по телевизору?

- б. At the end of her email your keypad asks what kinds of music and sports you like. Write four sentences in response to her questions.

Я _____
[like]

Я _____
[like]

Я _____
[like]

Я _____
[watch]

3.6 УПРАЖНЕНИЕ А. КАКИЕ ЯЗЫКИ ВЫ ЗНАЕТЕ?

- a. You are at a party in the **филологический факультет**, and meet a very international group of students. 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

1. Кристина _____
2. Хироши _____
3. Маргарита _____
4. Жером _____
5. Джейн _____
6. Чен _____
7. Антон _____

- б. 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.

1. _____ и _____ говорят _____.
2. _____ и _____ говорят _____.
3. _____ и _____ говорят _____.
4. _____ и _____ и _____ говорят _____.
5. _____ и _____ и _____ говорят _____.

3.6 УПРАЖНЕНИЕ Б. ЯЗЫКИ

Review the conversation that Tony and Oleg have about languages and complete the sentences below. Be sure to choose the appropriate language phrase (**по-__ски** or **__ский язык**) to match the verb in the sentence.

1. Тони изучает международные отношения и _____.
2. Олэг думает, что он не очень хорошо говорит _____.
3. Олэг филолог. Он изучает _____.
4. Олэг говорит _____.
5. Олэг думает, что Тони очень неплохо говорит _____.
6. Олэг 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?)

Fill in each blank with an academic subject so that the sentence expresses your opinion.

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)

- a. 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 are involved in conveying that meaning. Pay careful attention to the use of the language expressions **по-__ски** or **__ский язык**.

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 / .

б. Review the sentences that you created, and answer the following questions.

1. Which pairs of students should have little difficulty chatting at a mixer?

_____ and _____

_____ and _____

_____ and _____

_____ and _____

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

_____ could tutor _____ in _____.

_____ could tutor _____ in _____.

_____ could tutor _____ in _____.

3.6 УПРАЖНЕНИЕ Д. ЧТО ОНИ ЛЮБЯТ ДЕЛАТЬ?

Use the English cues in the word bank to 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

1. Наталья Михайловна любит _____ салаты.

2. Её старшая дочь Вера любит _____ на гитаре.

3. А младшая дочь Надьа любит _____ языки.

4. Она думает, что легко _____ песни по-английски.

5. Муж Андрей Дмитриевич — большой спортсмен. Он любит _____ и хоккей и футбол по телевизору.

6. Наталья Михайловна любит _____ в Москве (in Moscow), а её дочери любят _____ и _____ в парке.

3.6 УПРАЖНЕНИЕ Е. КАКИЕ ЯЗЫКИ ЗНАЮТ НАШИ ГЕРОИ?

Here are the notes a U.S. program administrator jotted down about the language abilities of the students and administrators participating in the study abroad program to Russia. Using what you have learned thus far, 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. _____

Имя и фамилия: _____

Число: _____

2. _____

3. _____

3.6 УПРАЖНЕНИЕ Ж. СИТУАЦИИ

Review all of the episodes in Часть 2 and indicate what you would say in Russian in the following situations.

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

2. She says something that you missed entirely. Apologize for interrupting 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 her acquaintance.

8. You are just entering a theater. 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 this episode and match the people/cities in the first column with the appropriate locational phrases in the second column. Make as many matches as you can.

- | | |
|---------------------------------|-------------------------|
| _____ 1. Амáнда живёт... | а. в гóроде Колúмбусе |
| _____ 2. Джош живёт... | б. в Иркúтске |
| _____ 3. Кéйтлин живёт... | в. в Казáни |
| _____ 4. Тóни живёт... | г. в Калифóрнии |
| _____ 5. Иркúтск находится... | д. в Нью-Йóрке |
| _____ 6. Казáнь находится... | е. в Ога́йо |
| _____ 7. Ярослáвль находится... | ж. в Росси́и |
| _____ 8. Петербúрг находится... | з. в Санкт-Петербур́рге |
| | 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 this list of world capitals ostranah.ru/lists/capitals.php. Be careful! Not all the places are countries!

- | | |
|------------------------|------------------------|
| 1. _____ в Герма́нии. | 7. _____ в Техáсе. |
| 2. _____ в Калифóрнии. | 8. _____ в Джорджи́и. |
| 3. _____ в Перу́. | 9. _____ в Да́нии. |
| 4. _____ в Белару́си. | 10. _____ в Сэ́рбии. |
| 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 this episode 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 seem like 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 in _____ & _____ • year in school: • extra-curricular: 	<ul style="list-style-type: none"> • Я учусь в Колумбийском университете.
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?

a. 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.

















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

1. Вы музыкант?

2. На каком инструменте вы играете?

3. Вы хорошо играете?

4. Какую музыку вы слушаете?

3.8 УПРАЖНЕНИЕ Г. STUDYING AT AN EDUCATIONAL INSTITUTION

Use the elements below to create logical question and 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 / консерватория / .

4. — Ваш / дети / ещё / маленький / ?

— Нет / , / они / уже / учиться / в / школа / .

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. 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, state) and geographical names (e.g., Toronto, Kansas, New York). If any of the sentences do not seem relevant to 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. Бабушка и дедушка (родители́ отца́) живут в _____.
9. Бабушка и дедушка (родители́ мамы́) живут в _____.

3.8 УПРАЖНЕНІЕ 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 seeing some children in the courtyard playing 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 в 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 учится 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** and that 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 and 3.9 and match the Russian words to their English equivalents.

- | | | |
|-----|-------------------|------------------------|
| ___ | 1. немного о себе | a. now |
| ___ | 2. ещё | б. everywhere |
| ___ | 3. дóрого | в. a bit about oneself |
| ___ | 4. да́же | г. "Good job!" |
| ___ | 5. уже́ | д. still, yet |
| ___ | 6. хо́лодно | е. never |
| ___ | 7. тепе́рь | ж. cold |
| ___ | 8. молодёц | з. already |
| ___ | 9. никогда́ | и. expensive |
| ___ | 10. вездé | к. even |

3.9 УПРАЖНЕНИЕ В. ГДЕ МОИ ВЕЩИ?

Write at least eight sentences stating where things are located in the picture below. Remember that when objects are lying on surfaces, you will probably need to use 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 Antonova (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 ПАДЕЖ (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:

N = nominative

P = prepositional

A = accusative

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? Все! 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 use 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.

3.9 УПРАЖНЕНИЕ Ж. СОЧИНЕНИЕ НА ТЕМУ “НЕМНОГО О СЕБЕ”

Using Josh’s composition in episode 3.8 as a model, write a paragraph telling everything you can about yourself and your family. Where do you and your family members live? What music do you all listen to? What instruments do you all play? What do you all like to read and watch? What languages do you all speak and how well? At what educational institutions do you all study (if they are still students) or where do you work?

Write as much as you can, but stay within the bounds of the Russian you know. Imagine that your reader will be someone similar to Josh's teacher Irina Alekseevna, who does not live in the United States. If there are two or three Russian words that you really need in order to explain yourself to a Russian audience, make a list at the end of your composition, and your teacher will supply them.

IMAGE INFORMATION

3.4 Упражнёне В. Школа ілі ўніверсітэт? Какія фотграфія?

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. “Urban Societies In The Era Of Post-Development” by Bleb Leonov / Strelka Institute is licensed under CC BY 2.0. Last accessed June 6, 2016. <https://www.flickr.com/photos/strelka/27284074820/>
3. “IMG_8728” by Kirill Kiselev is licensed under CC BY 2.0. Last accessed June 6, 2016. <https://www.flickr.com/photos/115444799@N03/12722039274/>
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. “Лекция Тео Янсена” by Иван Гущин/Институт “Стрелка” is licensed under CC BY 2.0. Last accessed June 6, 2016. <https://www.flickr.com/photos/strelka/14063481659/>
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 Упражнёне 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%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
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
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
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

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 object in Russian. Then listen as a Russian student tells you who in his dormitory has which objects, and write the name of the owner (or owners) in Russian on the second blank.



1. _____



2. _____



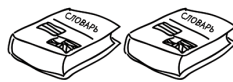
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

4.1 УПРАЖНЕНИЕ Б. НЕМНОГО О ПАВЛЕ

Pavel is showing you 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 сестрá Вéрa. 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-мóбeму, у _____ отличная комната.

А вы? Что есть у _____?

4.1 УПРАЖНЕНИЕ В. ВОПРОСЫ

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

2. Imagine that you are participating in a summer program where you will be living with a Russian 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 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 (этаж) . [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 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 ...
- Дóма (там, где живúт родители) у меня есть ...

4.2 УПРАЖНЕНИЕ А. У КОГО ЧТО ЕСТЬ?

Complete the table below using sentences that you find in this 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 тебя нет чайника?
Моник		
Аманда и Моник (= мы)		
Катя		
Лена	У Лены есть холодильник и кастрюля.	
Ира и Маша		
Олег		

4.2 УПРАЖНЕНИЕ Б. ДЕТАЛИ, ДЕТАЛИ, ДЕТАЛИ

Below are the English equivalents of lines taken from this episode. Find the exact Russian from the text and write it below the English expression.

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 an item, while Anton is certain that the friend does not. At other times Vera is positive that their friend does not have the item 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 case endings (**словарная форма**) indicate the existence of the object. That is the only way that you can tell whether the given sentence is about "having" or about "not having." You should assume that 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 the letter **М** (мужчина = man) or **Ж** (женщина = woman) above each person's name to indicate his/her gender.

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

- a. Зо́я Дени́совна

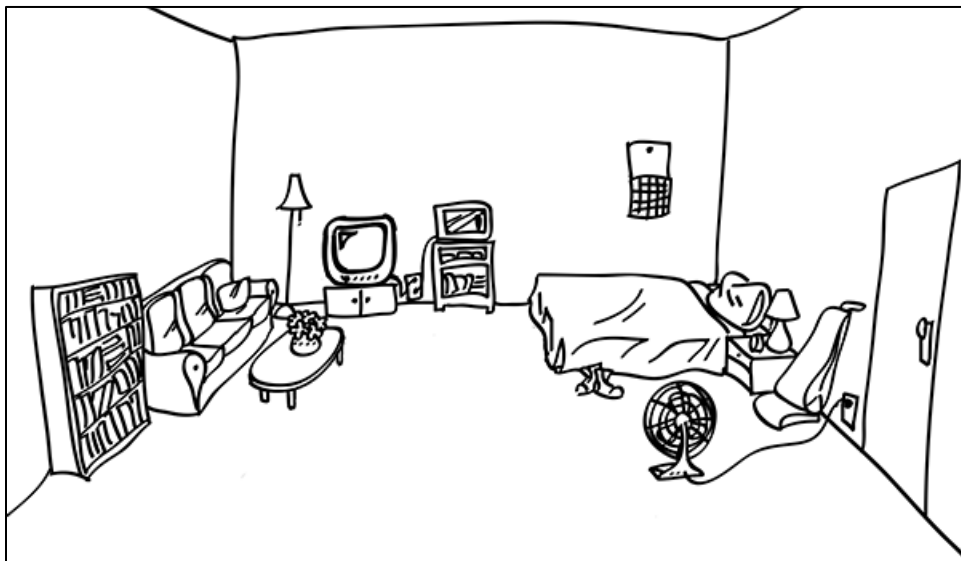
- б. _____

- в. _____

- г. _____

4.2 УПРАЖНЕНИЕ Г. КОМНАТА МАШИ

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



1. У Маши есть диван?

2. У Маши есть кастрюля?

3. У Маши есть холодильник?

4. У Маши есть чайник?

5. У Маши есть пылесос?

6. У Маши есть утюг?

7. У Маши есть микроволновка?

8. У Маши есть кресло?

9. У Маши есть тумбочка?

10. У Маши есть ковёр?

- б. 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 some of the sentences **есть** has been omitted as the focus is on describing something a person is already known to have.

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. _____ игрáть в ша́хматы.
3. _____ дéлать домáшние задáния.
4. _____ слúшать мýзыку.
5. _____ гуля́ть в па́рке.
6. _____ чита́ть но́вости в интерне́те.
7. _____ смотре́ть телеви́зор.
8. _____ игрáть 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. смотре́й | к. of course |
| ___ | 11. совсе́м | л. that means |
| | | м. unfortunately |

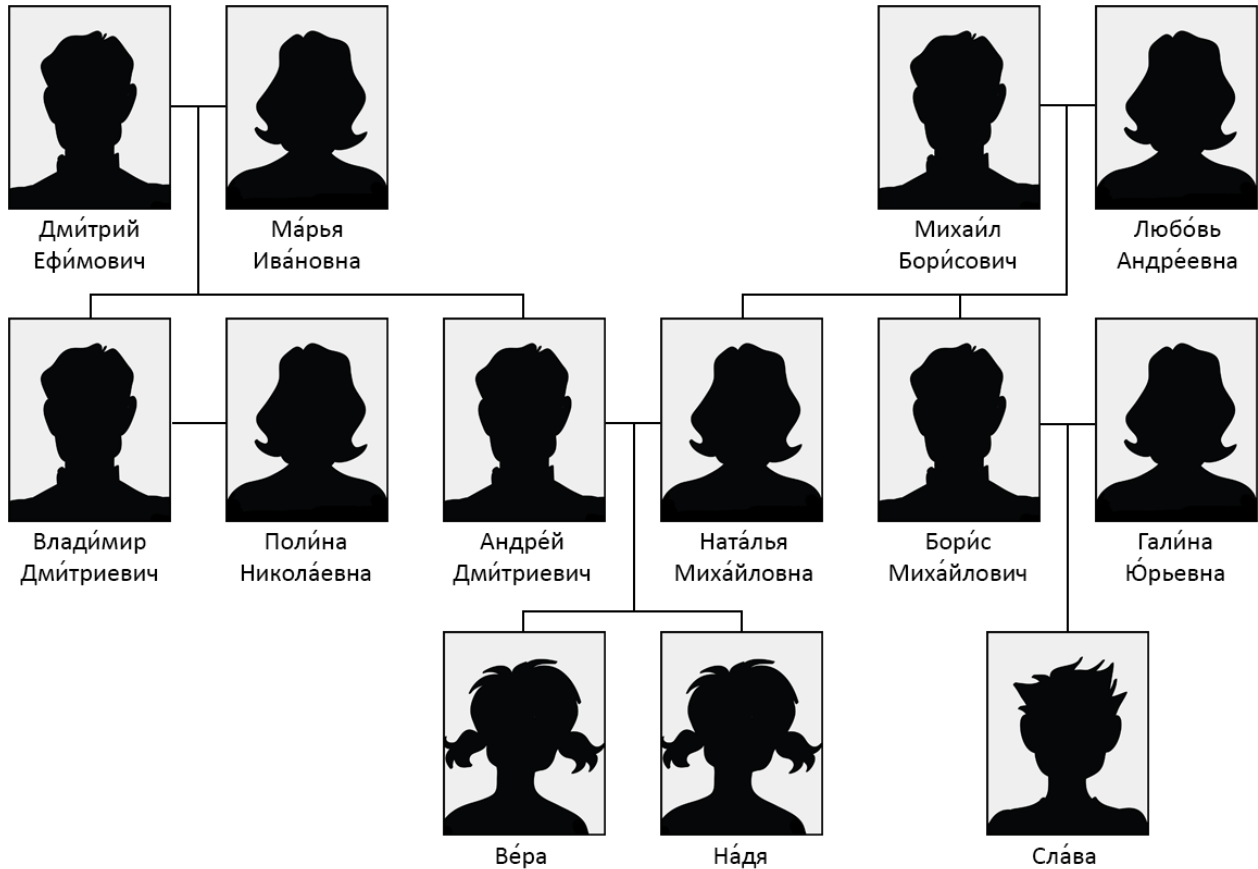
4.3 УПРАЖНЕНИЕ А. ЖЭНЯ КУЗНЕЦОВ

Match the beginning of each sentence to 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

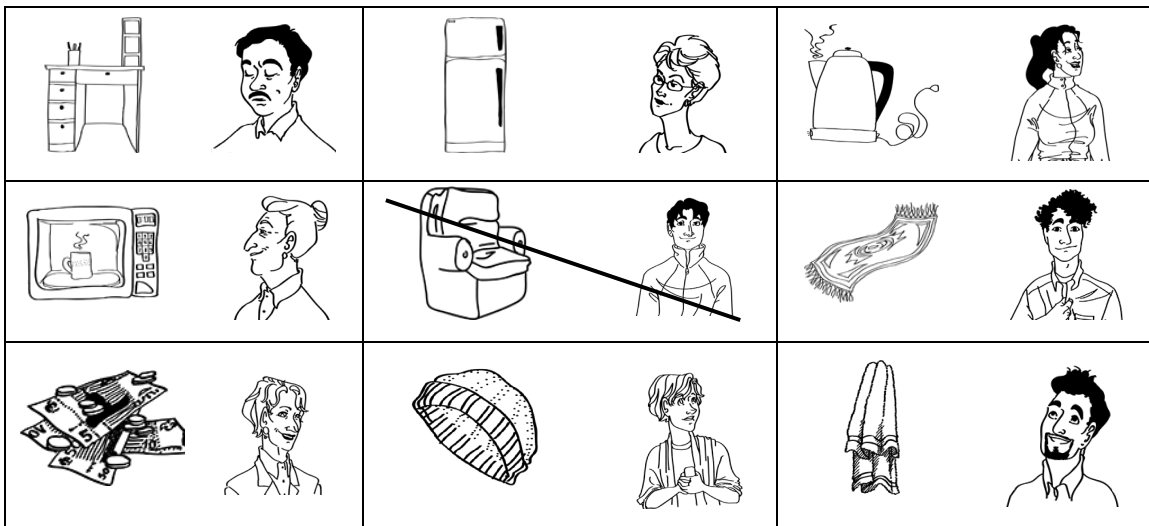
In Урок 2, you learned how to talk about family relationships using possessive pronouns (e.g., Liza is my sister; Elena Nikolaevna is his mother). In this exercise you will express relationships between members of Natalya Mikhailovna's family with the 's form (e.g., Slava is Galina Yur'evna's son). Complete 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 are 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 before you decide which case ending to use:

- Nominative (subject)
- 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 больша́я фирм____.

Я очень люблю нашу новую кварти́р____. Она́ находится на у́лиц____ Кали́нина. Кварти́ра на седьмо́м этаж____. В большо́й ко́мнат____ у нас дива́н____, кресл____, телеви́зор____. А на ку́хн____ у нас но́вый холоди́льник____, микроволно́вк____ и но́вые сту́л____.

В ко́мнат____ Ке́йтлин____ кроват____, комо́д____ и пи́сьменный стол____. Там нет шка́ф____, и нет вентиля́тор____. Ке́йтлин — хоро́шая де́вушк____. Она́ изуча́ет ру́сский язы́к____ и ру́сскую культу́р____.

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 indicate what you would say in Russian in the following situations. Note that all of these prompts are connected.

1. Ask your classmate Igor' if you may borrow a pen. [*Use the accusative case 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.

Имя и фамилия: _____

Число: _____

4.3 УПРАЖНЕНИЕ Е. СОЧИНЕНИЕ: СЕЙЧАС Я ЖИВУ...

Imagine that you have set up an account on ВКонтакте (vk.com), the Russian equivalent of Facebook. Write a post in Russian of approximately 50 words talking about where you are currently living, what kind of place it is, and what kinds of items you have there. You might also note a couple of things that you are lacking and need to buy. Begin by stating whether you live in an apartment or a dorm.

УРОК 4: ЧАСТЬ 2










4.4 УПРАЖНЕНИЕ А. ПЕТРОГРАДСКАЯ СТОРОНА

Number the sentences below so that they reflect the order in which Amanda and Zhenya encounter things on their walk in this episode. 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 «Спортíвная».
- ___ в. Амáнда и Жéня видят бассéйн и фíтнес-цéнтр.
- ___ г. Амáнда и Жéня видят Инститúт рúсского языка́ и культу́ры.
- ___ д. Амáнда и Жéня видят стадиóн.
- ___ е. Амáнда и Жéня видят ры́нок.
- ___ ж. Амáнда и Жéня видят останóвку автóбуса.
- ___ з. Амáнда и Жéня видят суперма́ркет.
- ___ 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 jotted down some quick notes. Now that he is going over them, he realizes that he cannot tell whether the items in the list were in the area or not. Fortunately he wrote down the correct grammatical form for each item. 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 of 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 a contrast between Aleksandrovka and 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 decline). Note the different prepositional case forms.

0. 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 (not) _____.
[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	<u>House of Music</u>	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 often be 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 verbs provided.

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 the Russian that 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. Он её любит, 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 of 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?

- a. 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! | a. 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 |

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

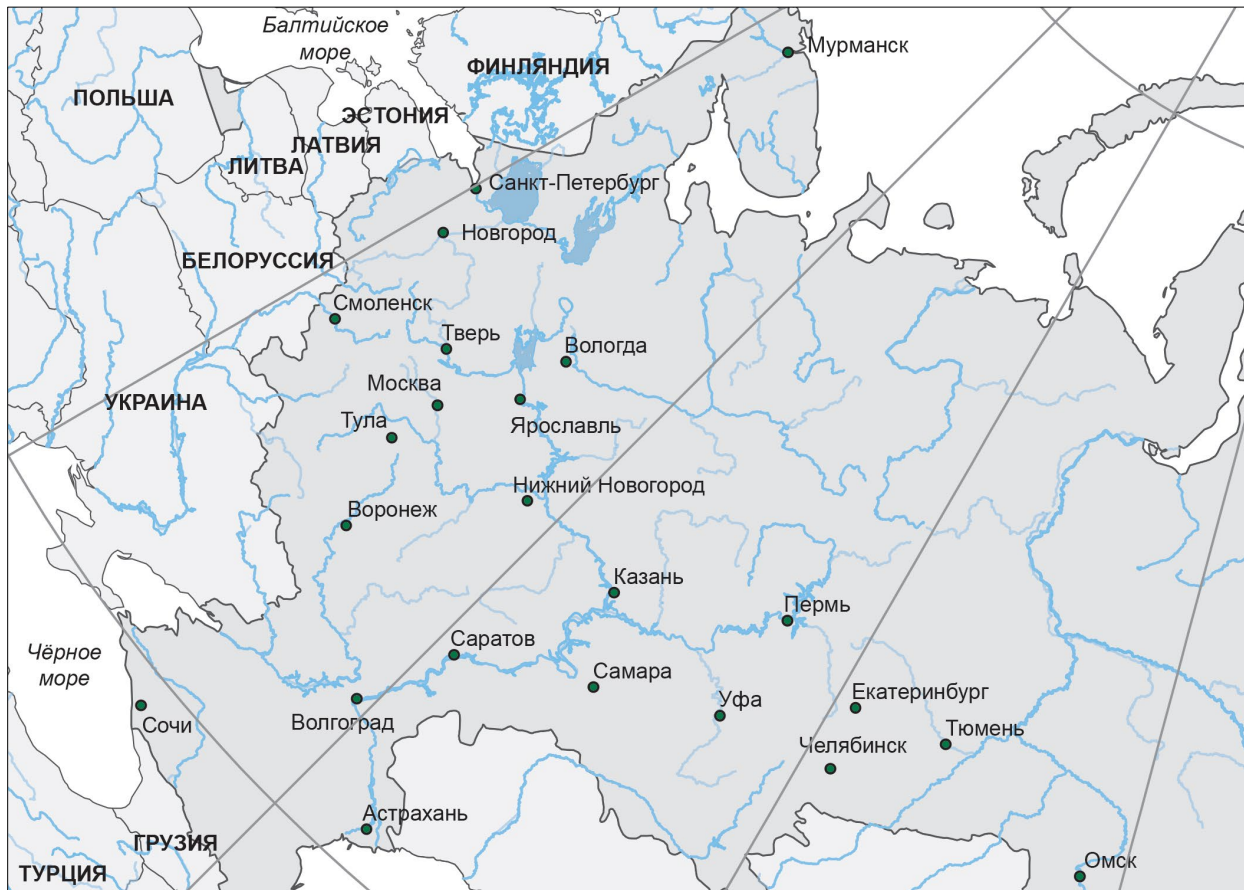
city: _____

state: _____

country: _____

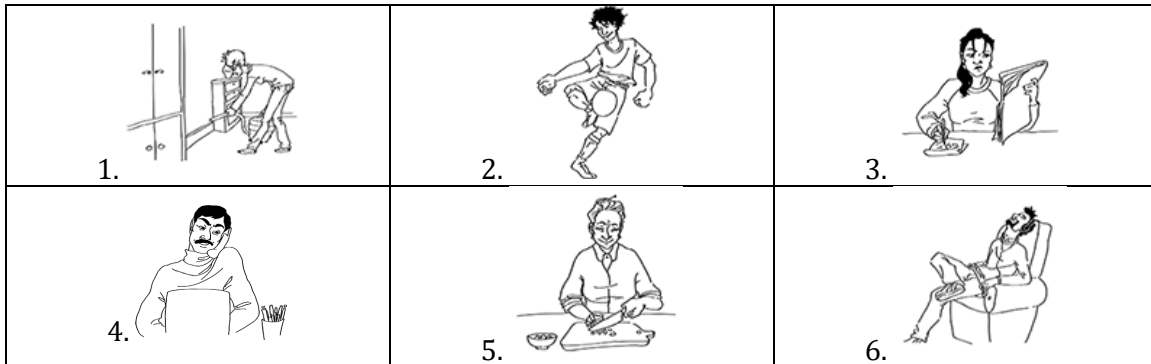
🎧 4.5 УПРАЖНЕНИЕ В. ОТКУДА ЭТИ ОТКРЫТКИ (POSTCARDS)?

Some friends of Svetlana Borisovna are traveling around the European part of Russia. Listen to the six audio “postcards” they leave her as voicemail, and number 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(А) 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.

- a. 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?

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

Имя и фамилия: _____

Число: _____

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

1. _____
2. _____
3. _____

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

4.5 УПРАЖНЕНИЕ Ж. НЕМНОГО О СЕМЬЕ

1. Robert is showing a picture of his family 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 model above as a guide.

4.5 УПРАЖНЕНИЕ З. МАЛЕНЬКИЕ СЛОВА

Match each Russian word to its English equivalent.

- | | |
|-----------------------|---------------------|
| 1. ____ Молодѐц! | 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?

- a. 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.

0. Натáлья Михáйловна знáет Амáнду ?
1. Амáнда знáет Зó____ Степáновн____ ?
2. Тóни знáет Олэг____ Пáнченко?
3. Жéня Кузнецóв знáет Кáт____ и Лén____ ?
4. Кéйтлин знáет Тóни и Джóш____ ?
5. Денís знáет Юри____ Николáевич____ ?
6. Натáлья Михáйловна знáет Марáт____ Азáтович____ ?
7. Амáнда, Джош, Кéйтлин и Тóни знáют Натáль____ Михáйловн____ Зáйцев____ и Денís____ Гúрин____ ?
8. Амáнда знáет Жén____ Кузнецóв____ ?

- b. 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).

0. Да, она её знает. _____
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 the following 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

- 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 include in her email. Read the list, and in the left-hand column number the elements in the order that you think they would appear in the email

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

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

CHECKING CONTENT IN DETAIL

- 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**.

а. _____

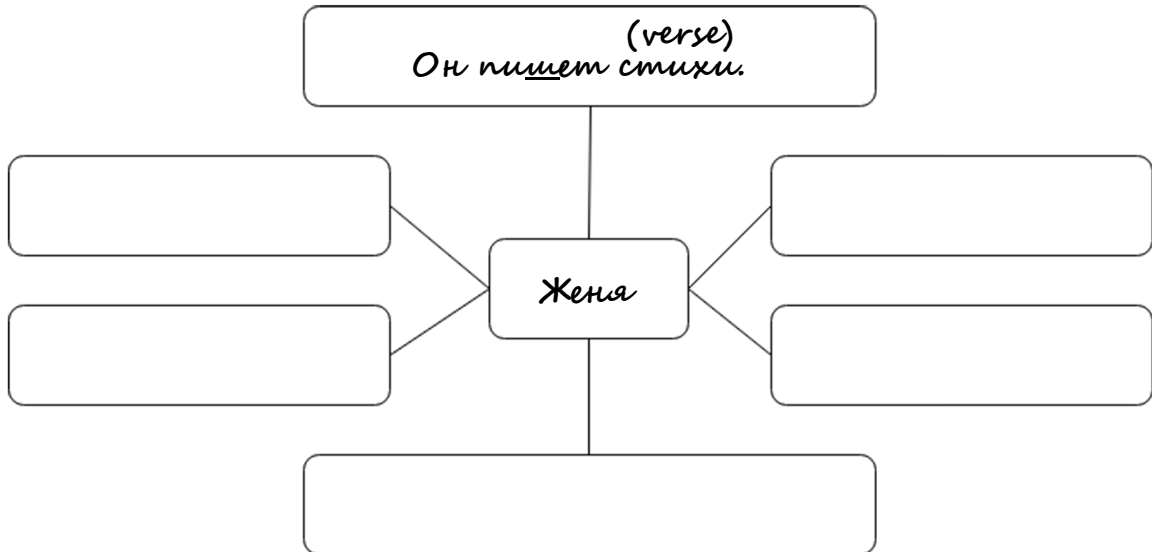
б. _____

в. _____

г. _____

- 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 questions 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, singer and 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 with roommates, and now he is recalling the things that they 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 forms of the 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 about which our characters read, write, think, and talk. 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 / чита́ть / о / ру́сский / иску́ство.

2. То́ни / и / Джош / ду́мать / о / интере́сный / му́зыка.

3. Ке́йтлин / писа́ть / сочи́ние / о / тата́рский / культу́ра.

4. Ма́рат Аза́тович / чита́ть / мно́го / о / спорт / и / биз́нес.

5. Светла́на Бори́совна / и / Со́ня / разгова́ривать / о / Джош.

6. Де́нис / писа́ть / статья́ / о / исто́рия Росси́и.

7. Ка́тя / и / Оле́г / ча́сто / разгова́ривать / о / жи́знь.

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, which are all given 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	новая литература
работа	университетская баскетбольная команда	телевидение

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/this is a) or the modifier **этот** (this). 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

- a. Fill in the adjective endings for **который** to make these sentences about characters from our story grammatically correct.

	вѣрно / невѣрно
1. Амáнда — студѣнтка, котор____ живѣт в Петербурге в ѣтом году.	_____
2. Тóни — америкáнский студѣнт, котор____ учится в Ярославле в ѣтом году.	_____
3. Кѣйтлин и Джош — студѣнты, котор____ сейчáс живут в Россii.	_____
4. Светлáна Борiсовна — хозяйка, котор____ работáет в ресторáне.	_____
5. Амáнда живѣт в общежитии, котор____ нахóдится недалекó от магазiна Эльдорáдо.	_____
6. Ярослáвль — красiвый гóрод, котор____ нахóдится на рекѣ Вóлге.	_____
7. Олѣг не знáет студѣнта, котор____ показáл Амáнде магазiн Эльдорáдо.	_____
8. Дени́с не знáет америкáнскую студѣнтку, котор____ учится в Казáни.	_____
6. Now go back and read the sentences above and indicate whether they agree with what you know from the story line. Write B for вѣрно , or H for невѣрно in the right-hand column.	

4.6 УПРАЖНЕНИЕ К. МАЛЕНЬКИЕ СЛОВА

Match each Russian word to its English equivalent.

- | | |
|---------------------|---------------------------|
| 1. ____ вчера́ | а. although |
| 2. ____ где? | б. because |
| 3. ____ какой? | в. before |
| 4. ____ кто? | г. day before yesterday |
| 5. ____ надею́сь | д. from where? |
| 6. ____ отку́да? | е. I hope |
| 7. ____ позавче́ра | ж. what kind?; which one? |
| 8. ____ потому́ что | з. what? |
| 9. ____ поче́му? | и. where? |
| 10. ____ ра́ньше | 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?

1. "Apothecary symbol" is in the public domain. Last accessed October 28, 2015.
<http://www.clipartbest.com/clipart-9TRo4LeTe>
2. "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
3. "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
4. "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
5. "Swimmer" by Freepik is licensed under CC BY 3.0. Last accessed October 28, 2015.
http://www.flaticon.com/free-icon/swimmer_47743
6. "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
7. "Fork and knife in cross" by Freepik is licensed under CC BY 3.0. Last accessed October 28, 2015.
http://www.flaticon.com/free-icon/fork-and-knife-in-cross_45552
8. "Stadium" by Freepik is licensed under CC BY 3.0. Last accessed October 28, 2015.
http://www.flaticon.com/free-icon/stadium_53213
9. "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

4.5 Упражнение В. Откуда эти открытки (postcards)?

Map created by Di Shi, Director of Cartographic Services Lab, University of Kansas. Released under a CC BY license.

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	

0. А какой день восьмье? Восьмье — четвёрг _____.
1. А какой день пятое? _____.
2. А какой день вторье? _____.
3. А какой день четвёртое? _____.
4. А какой день десятое? _____.
5. А какой день седьмье? _____.
6. А какой день тринадцатое? _____.

5.1 УПРАЖНЕНИЕ Б. МЕСЯЦЫ

Unscramble the letters below to spell out the name of the months in Russian. Then number them in the order in which they occur on the calendar.

- | | | |
|--------------|-------------|-------------|
| ___ льюи | ___ борьян | ___ йам |
| _____ | _____ | _____ |
| ___ арельфв | ___ трам | ___ тябокрь |
| _____ | _____ | _____ |
| ___ ньястреб | ___ юньи | ___ стугав |
| _____ | _____ | _____ |
| ___ пларье | ___ бекрадь | ___ рьянав |
| _____ | _____ | _____ |

🎧 5.1 УПРАЖНЕНИЕ В. В КАКОЙ ДЕНЬ?

You put your activities for this week on sticky notes, but cannot remember on which day the events will happen. Fortunately, your friend remembers all of the events and when they are scheduled. Listen and write in the day on which each event will take place using the preposition **в** and the day of the week in the accusative case. The first one has been done for you.

спать весь
день

днём
работа

фильм
«Стиляги»

ужин в кафе
«Пицца Хат» в
6 часов

контрольная
работа

встреча
Русского
клуба
в понедельник

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 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 this description of the daily activities of two students. 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.



Я _____



Я _____



Я _____



Я _____



Я _____



Вечером я _____



Я _____



Я _____



Я _____

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

Write five sentences describing the habits of a good roommate. One has been done for you as an example.

0. По-мбему, хорóший сосёд по квартирe 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 behavior. 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 appropriate 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

Анатолій 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 appropriate 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. ИМЕЙЛ КЕЙТЛИН

PRE-READING ACTIVITIES: SKIMMING

- a. The words «Пишú из Казáни» begin the first of the 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 each blank to indicate the paragraph in which 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

- b. 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 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.	

- v. 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
	<ul style="list-style-type: none"> • • • 	

г. Write down in English two or three points about what Caitlin does differently on the weekends.

1. _____
2. _____
3. _____

д. 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**

е. О культуре: To get a sense of how well-known the phrase **великий и могучий русский язык** is, search for it at google.ru. Make sure to put it in English quotation marks to search for the exact phrase. You will need to use a laptop or desktop for this activity as most mobile devices do not provide the total number of results found during a search.

I found _____ [write in number] results.

The 19th-century writer Ivan Sergeevich Turgenev 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 below. Read the paragraph and fill in each blank 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 to 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 in the evening?

УРОК 5: ЧАСТЬ 2

5.4 УПРАЖНЕНИЕ А. СКОЛЬКО СЕЙЧАС ВРЕМЕНИ?

Write out the times shown below 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 this episode, complete the sentences below with the appropriate times. Use the 24-hour clock.

1. Если сейчас в Иркутске пять часов, то в Москвѣ _____.
2. Если сейчас на Камчатке двадцать три часа, то в Москвѣ _____.
3. Если сейчас на Камчатке двенадцать часов, то в Москвѣ _____.
4. Если сейчас во Владивостоке четыре часа, то в Иркутске _____.
5. Если сейчас в Новосибирске пять часов, то в Казани _____.
6. Если сейчас в Екатеринбургѣ восемь часов, то в Петербургѣ _____.

5.5 УПРАЖНЕНИЕ А. МОБИЛЬНАЯ ЖИЗНЬ

a. Fill in the subject of each sentence below to accurately reflect the events of the episode.

1. _____ сегодня едет на экскурсию.
2. _____ спрашивает, едет Кейти в Москву или нет.
3. _____ отвечает, что Кремль есть и в Казани.
4. _____ не знает, что в Казани есть Кремль.
5. _____ говорит, что в его городе тоже есть Кремль.
6. _____ спрашивает, сколько сейчас времени в Иркутске.
7. _____ сегодня идет на концерт группы Би-2.
8. _____ завидует, что Джош идет на такой интересный концерт.

b. 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.	_____

v. 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

г. 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 of the words that 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** for a train. Since word order is flexible in Russian, you will need to look at the grammatical endings to determine whether the city is the location where the person bought the 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 from the city where the person bought their ticket to their final destination. Label the arrow with the number of the sentence. The first one has been done for you.



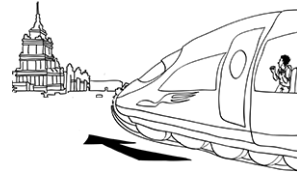
0. В Петербурге Сергей купил билет в Мурманск.
1. Нина купила в Туле билет в Москву.
2. В Уфу Андрей купил билет в Саратове.
3. В Москве Аня купила билет в Нижний Новгород.
4. Тбля купил билет в Воронеже в Волгограде.
5. В Смоленске Маша купила билет в Казани.
6. В Новгороде Юрий Николаевич купил билет в Тверь.

5.5 УПРАЖНЕНИЕ Г. ЧТО ДЕЛАЮТ НА ЭТОЙ 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 to 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 to 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 _____.



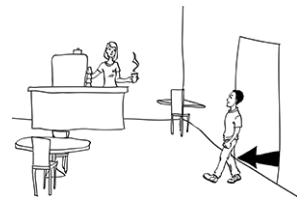
7. Дети _____ в школ _____.



8. Турист _____ в Москв _____.



9. Дети _____ в клас _____.



10. Мальчик _____ в кафэ _____.

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	понеде́льник	у́тром днём вече́ром но́чью	я мой сосе́д мой друг мо́я подру́га мо́й друзы́я ??	идти́ éхать	в на	Рабо́та
	вто́рник					кафе́
	среда́					магази́н
	четве́рг					университе́т
	пя́тница					за́нятия
	суббо́та					библиоте́ка
	воскресе́нье					столова́я
						парк
	теа́тр					
	кино́					
	це́рковь					
	Бо́стон					
	Чи́каго					
	Сан-Францы́ско					
	??					

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

5.5 УПРАЖНЕНИЕ Е. NEW VERBS IN -ОВА-ТЬ

Complete each of the following sentences with an appropriate form of **фотографировать** or **целовать** in the present tense. Then indicate the picture that best illustrates the sentence.

	Какая картинка?
1. На экскурсии в Казанском кремле мы _____ Спасскую башню.	_____
2. Я _____ мужа.	_____
3. Другие студенты в нашей группе _____ старинную башню Сююмбике.	_____
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 _____ Жёню.	_____



а.



б.



в.



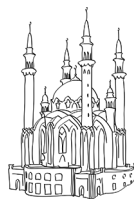
г.



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
1. парковать	_____
2. аплодировать	_____
3. экспортировать	_____
4. анализировать	_____
5. гарантировать	_____
6. демонстрировать	_____
7. танцевать	_____
8. контролировать	_____
9. регулировать	_____
10. рекомендовать	_____
11. флиртовать	_____

5.5 УПРАЖНЕНИЕ 3. ПЛАНЫ: ТЫ МОЖЕШЬ ...?

Complete the following 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?

Кейтлин: Хорошó.

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.

5.5 УПРАЖНЕНИЕ И. ВОТ КАКИЕ У НАС ПРАВИЛА!

Your task is to make a set of rules for one of the locations listed below. Place a check mark next to the location you choose.

- ___ Это правила театра. ___ Это правила библиотеки.
 ___ Это правила общежития. ___ Это правила музея.

Now come up with at least three actions that are allowed (**можно**) and three that are prohibited (**нельзя**) in that location. For example:

У нас в общежитии нельзя курить. (In our dormitory one may not smoke.)

You can use different times of the day and days of the week to give nuance to your rules. If you need some ideas about what actions you might allow or prohibit, consult the word bank below.

play an instrument	play soccer	drink coffee
talk loudly at night	sleep	eat supper
Study	listen to music	read text messages
Smoke	take pictures	applaud
Dance	flirt	eat breakfast

1. У нас в _____ можно _____.

 можно _____.

 можно _____.

2. У нас в _____ нельзя _____.

 нельзя _____.

 нельзя _____.

5.6 УПРАЖНЕНИЕ А. ДЕНИС ЕДЕТ В ЯРОСЛАВЛЬ

Find and correct the eight factual mistakes in the following summary. There may be more than one way to correct a mistake, but make sure that your correction fits the grammatical context.

Денис едет в Ярославль в субботу. Он едет туда на поезде, потому что это недорого. Он будет у Зои Степановны три дня. В пятницу вечером Тони будет дома. Зоя Степановна говорит, что это не проблема, и что завтрак уже готов.

Аманда думала ехать в Ярославль в субботу, потому что там открывается новая выставка русского искусства. Денис говорит, что не надо идти в первый день работы выставки, потому что там будет мало народу. Аманда понимает, что Денис, наверное, рад.

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 the events.

The times you hear will be in **официальный стиль** (24-hour clock format). Write out the numbers as words along with the preposition **в** and the appropriate form of **час**. Then, in the column on the right, write out the time in digits using the 12-hour clock (a.m. and p.m.). The first one has been done for you as an example.

	12-hour clock
0. Концерт классической музыки начинается _____ в девятнадцать часов _____.	7 p.m.
1. Лекция о русском искусстве начинается _____.	_____
2. Экскурсия в Кремль начинается _____.	_____
3. Фильм «Брат» начинается _____.	_____
4. Новости (the news) начинаются _____.	_____
5. В субботу опера «Евгений Онегин» начинается _____.	_____
6. Выставка в Историческом музее открывается _____.	_____

2. If you were Caitlin, which activity would you most want to do, and why? You may answer in English.

5.6 УПРАЖНЕНИЕ В. SHORT-FORM ADJECTIVES

Fill in each blank with an appropriate word from the word bank. Note that there are two extra words.

Прав	гото́ва	свободна
Свободен	ра́ды	заня́та
Гото́в	права́	за́няты
	ра́да	

1. У Андре́я все за́нятия в понеде́льник, сре́ду и пя́тницу. Зна́чит, во вто́рник и четве́рг он _____.
2. В суббо́ту Га́ля _____ весь день — у неё рабо́та в магази́не. Рабо́та начина́ется в 7.00 часо́в утра́, и она́ идёт домо́й то́лько в 9.00 часо́в ве́чера.
3. Ма́ма пи́шет в имей́ле, что она́ _____, что у меня́ всё в по́рядке.
4. Ама́нда тепе́рь зна́ет, что Ка́тя _____. В магази́не Эльдо́радо мо́жно купи́ть всё, что ну́жно.
5. Же́ня говори́т, что на фотогра́фии — Не́вский проспéкт. Но он не _____, э́то ведь не Не́вский проспéкт, а Лите́йный проспéкт.
6. Марáт, где ты? За́втрак уже́ _____, а ты ещё одева́ешься.
7. Мы о́чень _____, что ещё есть билéты на конце́рт.
8. К сожа́лению, кварта́ра не _____. Там ещё де́лают ремо́нт.

5.6 УПРАЖНЕНИЕ Г. ДИАЛОГИ

Fill in the blanks with the appropriate 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.

1. — Рймма Юрьевна, вы _____?
[ready]
— Да, я ужé _____.
[ready]
2. — Зóя, ты _____ сегодня вéчером?
[free]
— Нет, я _____.
[busy]
3. — Антóн, ты _____.
[right]
— Конéчно, я _____. Этй музыкáнты отличнó играють.
[right]
4. — Лéна, ты _____, что слúшала концéрт вчерá?
[glad]
— Конéчно, я _____.
[glad]

5.6 УПРАЖНЕНИЕ Д. Зóя СТЕПÁНОВНА ГОВОРИТ ПО ТЕЛЕФÓНУ

- a. Complete the dialog below using forms of the verb **быть** in the future tense.

— Аллó. Дóбрый вéчер, Серёжа. Как Лéна?

— Зóя! Рад тебá слúшать. У нас всё в порýдке, спасйбо.

— Слушай, Серёжа. Вы _____ в Ярославле в воскресéнье?

— Нет. Мы ещё _____ на дáче. А почему ты спрашиваешь?

— У меня в воскресéнье днём _____ мой внук Денйс. Я _____ дóма и хочú пригласйть (invite) вас на обéд.

— Как жаль! Мы не мóжем в этó воскресéнье. Мóжет быть в понедéльник? Ты _____ свободна в понедéльник?

— Жаль, что вы не мóжете в воскресéнье. Конéчно, я _____ дóма и в понедéльник. К сожалéнию, Денйс ужé _____ в Москвё.

— Понятно.
- b. Summarize the main point of Zoya Stepanovna's phone call in a single English sentence.

5.6 УПРАЖНЕНИЕ Е. ТРАНСПОРТ

Everyone in our story is on the way somewhere. Use the elements between the slashes to create sentences that 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 and 5.6, and then match each Russian word with its English equivalent.

- | | | |
|-----|----------------|----------------------|
| ___ | 1. Билёт | a. tomorrow |
| ___ | 2. время | б. (it's) expensive |
| ___ | 3. Дёшево | в. opens, is opening |
| ___ | 4. долго | г. I'm in a rush. |
| ___ | 5. Дóрого | д. ticket |
| ___ | 6. зáвтра | е. (it's) late |
| ___ | 7. Здóрово | ж. a long time |
| ___ | 8. куда́ | з. (to) here |
| ___ | 9. Открывáется | и. (it's) cheap |
| ___ | 10. Пóздно | к. (to) where |
| ___ | 11. Спешú | л. time |
| ___ | 12. сюда́ | м. cool |

5.6 УПРАЖНЕНИЕ 3. СИТУАЦИИ

Review all of the episodes in Часть 2 and indicate 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. You and a fellow student have just come out of the library. How would you ask her 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 of this episode, Caitlin's 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 two extra words in the word bank. You do not need to change the forms of any words.

Спят	но́чью	слы́шали
Извѣстные	вре́мя	танцевáли
Хотя́т	ѣздят	пра́вы
Гото́вы	до́ма	ходи́ли
Танцую́т	забывáют	города́х

Мила, это целая история. Вчера я узнала (found out), что сосѣди Риммы Юрьевны и Марата Азатовича — _____ музыканты. Они́ вчера были _____, и _____ они́ громко играли на разных инструментах и _____.

Марат Азатович говорит, что они́ всё время играют и _____, не только́ ночью, когда нормальные люди _____.

Но это неправда. Эти сосѣди теперь редко быва́ют (are rarely) дома, потому́ что они́ много _____ и выступáют (perform). У них концерты не только́ в больш́их _____ Росси́и, но и в Евро́пе. Раньше мой хозяева́ часто _____ на их концерты, а теперь нет. Мила, мо́жет быть, вы _____ о них?

Хотя́ сосѣди — прекра́сные музыканты, Римма Юрьевна и Марат Азатович _____ . Это пробле́ма, когда́ сосѣди начина́ют играть ночью и _____, что в это́ время другие люди _____ спать.

5.7 УПРАЖНЕНИЕ Б. TALKING ABOUT PEOPLE

Find all of the adjectives and noun phrases that are used to describe the neighbors in this episode. 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 Ohio, has just started studying Russian. She wants to send a note to Caitlin about her schedule, but has not yet learned the frequency expressions. Help Sandra complete her sentences by filling in the blanks below.

	Я тоже
1. Я _____ встаю в семь часoв. [usually]	_____
2. Я _____ принимаю душ. [every morning]	_____
3. Я _____ завтракаю дома. [rarely]	_____
4. Я _____ пью кофе в кафе. [sometimes]	_____
5. Я _____ _____ опаздываю на занятия. [never]	_____
6. У меня русский язык _____ _____ в десять часoв. [every day]	_____
7. Я _____ _____ смотрю телевизор. [every evening]	_____
8. Я _____ _____ пишу эсэмэски. [all the time]	_____
9. _____ _____ я ужинаю дома у мамы. [every Saturday]	_____
10. _____ _____ я занимаюсь в библиотеке. [every Sunday]	_____

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 the **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 _____ работает. Она на пенсии.
[not anywhere]
2. Денис _____ смотрит телевизор. Времени нет!
[never]
3. Сегодня Аманда отдыхает. Она _____ делает!
[not anything]
4. Джош сегодня _____ идёт. Он очень устал после концерта.
[(to) nowhere]
5. В сентябре Тони _____ знал в России, а теперь он знает Олега.
[no one]
6. Сейчас конец семестра. Все устали, и _____ хочет заниматься.
[no one]

5.7 УПРАЖНЕНИЕ Д. ХОББИ

Caitlin is talking about her and her friends' interests. Fill in the blanks with appropriate forms of the verb **ходить** to complete her description.

- Вы уже знаете, что я люблю музыку, и поэтому часто _____ на концерты. Здесь в Казани моя подруга Сара любит джаз, и иногда мы вместе _____ в клуб. Аманда любит искусство и часто _____ в Русский музей. Тони теперь знает Юрия Николаевича, дядю Дениса, который работает в театре. Они вместе _____ на спектакли.
- Мила, куда вы _____, если не секрет?

5.7 УПРАЖНЕНИЕ Е. БИЗНЕС

Marat Azatovich is discussing all of the traveling that he does for work. Fill in the blanks with appropriate present-tense forms of the verb **ездить** to complete his description.

- Жизнь бизнесмена в России очень трудная. Я часто _____ в разные города. Мой партнёр в бизнесе тоже много _____. Иногда мы вместе _____, если это серьёзный клиент. Жена часто спрашивает меня: «Марат, почему ты так часто _____ в небольшие города?» Я отвечаю, что бизнесмены _____ туда, где находятся клиенты.

5.7 УПРАЖНЕНИЕ Ж. НАШИ ТЕМЫ

a. The sentences below suggest topics that you and your friends might discuss. Fill in the blanks with frequency adverbs (e.g., **никогда не**, **редко**, **иногда**, **часто**, **все 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.

b. Review the sentences above and circle the nouns that are in the prepositional plural.

5.8 УПРАЖНЕНИЕ А. СВОБОДНОЕ ВРЕМЯ

Match the beginning of each sentence with a conclusion that reflects comments made in this episode.

- | | |
|---------------------------------------|-------------------------------|
| ___ 1. Расскажите, пожалуйста, что вы | а. в интернете. |
| ___ 2. Кэйтлин фотографирует | б. неинтересная жизнь. |
| ___ 3. Дёма Марша каждый день | в. свободного времени. |
| ___ 4. Другие студенты всё время | г. церкви, мечети, памятники. |
| ___ 5. Синди говорит, что у них нет | д. делаете в свободное время. |
| ___ 6. Хозяева Бобби ездят на | е. ездит на природу. |
| ___ 7. Кэйтлин говорит, какая у Синди | ж. дачу, где работают в саду. |
| ___ 8. Когда погода хорошая, Мила | з. бегает. |

5.8 УПРАЖНЕНИЕ Б. СВОБОДНОЕ ВРЕМЯ

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 (to shop) |
| ___ | 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 appropriate 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

a. Listen to the recording and fill in the missing blank 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.	___	___	___

б. 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?

a. 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.

	Верно или неверно
1. Кéйтлин [была / ходила] на рабóту.	_____
2. Джош [был / ходил] на хорóшем концéрте.	_____
3. Амáнда [была / ездила] в Чебоксáры.	_____
4. Тóни [был / ходил] на экскúрсию.	_____
5. Рíмма Юрьевна [была / ходила] на рабóте.	_____
6. Марáт Азáтович [был / ездил] в командирóвке.	_____
7. Зóя Степáновна [была / ходила] дóма.	_____
8. Светлáна Борíсовна [была / ездила] на вы́ставку.	_____

б. Write in **В** (for **Верно**) in the right-hand column above if the content of the sentence matches the events in the text or **Н** (for **Неверно**) if it does not match the events in the text.

5.9 УПРАЖНЕНИЕ Б. СИТУАЦИИ

Review all of the episodes in Часть 3 and indicate 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.

On mezhdunami.dropmark.com you will find links that advertise various public events. 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?

5.9 УПРАЖНЕНИЕ Г. СОЧИНЕНИЕ

You work with an international student exchange group, and a student from Russia will be visiting your campus soon. The student has written you an email asking about a typical weekday for you, and what you do on weekends. Write a response that includes information on your class schedule as well as what you do in your free time.

Caitlin's email letter in episode 5.3 is an excellent model for your response. Organize your answer into logical sections describing your morning routine, your classes, and your evening activities. Be sure to include time expressions and adverbs of frequency.

Your response should be at least 75-words long and should include a greeting and a closing. Stay within the bounds of the Russian that you know.

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?

“Analogue clock face.svg” by Tkgd2007 is licensed under CC by 3.0. Last accessed October 28, 2015.
https://commons.wikimedia.org/wiki/File:Analogue_clock_face.svg

5.5 Упражнение В. Билеты (Tickets)?

Map created by Di Shi, Director of Cartographic Services Lab, University of Kansas. Released under a CC BY license.

