

# Междú нами

## Домáшние задáния Homework Assignments

### Units 1-5

Last Revised: June 2, 2020

by  
**William J. Comer**  
Portland State University

with **Lynne deBenedette**  
Brown University

and **Alla Smyslova**  
Columbia University



Except as otherwise noted, this work is licensed under a  
[Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.](https://creativecommons.org/licenses/by-nc-nd/4.0/)

## **Междú нами**

Домáшние задáния (Homework Assignments): Units 1-5

Last Revised: June 2, 2020



2015. This work was originally published by the Ermal Garinger Academic Resource Center at the University of Kansas. Editions subsequent to 2018 are published by the Open Language Resource Center (<http://olrc.ku.edu/>).

Illustrations: Anna Boyles

Production/Layout Coordinator: Keah Cunningham

Project Assistant: Kayla Grumbles

Project Manager: Jonathan Perkins

Printed by Jayhawk Ink

University of Kansas



Except as otherwise noted, this work is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).

**You are free to copy and redistribute the material in any medium or format under the following terms:**

- **Attribution** — You must give [appropriate credit](#), provide a link to the license, and [indicate if changes were made](#). You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- **NonCommercial** — You may not use the material for [commercial purposes](#).
- **NoDerivatives** — If you [remix, transform, or build upon](#) the material, you may not distribute the modified material.
- **No additional restrictions** — You may not apply legal terms or [technological measures](#) that legally restrict others from doing anything the license permits.

To view a full copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, 444 Castro Street, Suite 900, Mountain View, California, 94041, USA.

**ISBN:** 978-1611950298

## **СОДЕРЖАНИЕ**

---

<b>Введение.....</b>	<b>v</b>
<b>Урок 1 .....</b>	<b>1</b>
Часть 1.....	1
Часть 2 .....	19
Часть 3 .....	33
<b>Урок 2 .....</b>	<b>49</b>
Часть 1.....	49
Часть 2 .....	63
Часть 3 .....	77
<b>Урок 3 .....</b>	<b>93</b>
Часть 1.....	93
Часть 2 .....	109
Часть 3 .....	125
<b>Урок 4 .....</b>	<b>143</b>
Часть 1.....	143
Часть 2 .....	159
Часть 3 .....	173
<b>Урок 5 .....</b>	<b>185</b>
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 *Междұнами* program, which also includes an online textbook ([mezhdunami.org](http://mezhdunami.org)) and *Рабóта в аудитóрии* (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 *Междұнами* 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 *Междұнами* website. Since words can often have multiple meanings and usages, working with the *Междұнами* 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.

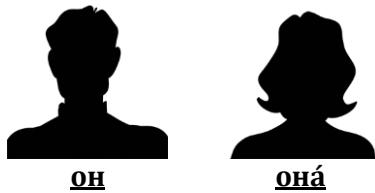
4. As you review your first attempt at doing a written exercise, pay attention to spelling. Have you confused **o** / **a**? Are there tails on the letters **ц** and **ш**? And a hook over **й**?
5. When doing the open-ended writing exercises, do not look up new and unknown words and phrases in online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

## 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.



1. Стив	<input type="checkbox"/>	<input type="checkbox"/>
2. Росс	<input type="checkbox"/>	<input type="checkbox"/>
3. Родни	<input type="checkbox"/>	<input type="checkbox"/>
4. Кáрен	<input type="checkbox"/>	<input type="checkbox"/>
5. Эрика	<input type="checkbox"/>	<input type="checkbox"/>
6. Виктория	<input type="checkbox"/>	<input type="checkbox"/>
7. Дэвид	<input type="checkbox"/>	<input type="checkbox"/>
8. Мэри	<input type="checkbox"/>	<input type="checkbox"/>
9. Грета	<input type="checkbox"/>	<input type="checkbox"/>
10. Лора	<input type="checkbox"/>	<input type="checkbox"/>
11. Саманта	<input type="checkbox"/>	<input type="checkbox"/>

**1.1 УПРАЖНЕНИЕ Б. NOTICE THE DIFFERENCE**

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

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 <b>m</b> .                               | Print letter   |
|  | <input type="checkbox"/> м <input checked="" type="checkbox"/> т |
| 1. is "tall" and comes up to the top line.                                       | <input type="checkbox"/> в <input type="checkbox"/> к            |
| 2. has a circle on the lower left and a tail that rises and points to the right. | <input type="checkbox"/> д <input type="checkbox"/> б            |
| 3. rises into a single curve on top, and comes down into a second curve.         | <input type="checkbox"/> г <input type="checkbox"/> ч            |
| 4. starts with a hook and has a single pointed peak.                             | <input type="checkbox"/> л <input type="checkbox"/> п            |

- |   |         |         |
|---|---------|---------|
| 5. looks like an English cursive letter <b>g</b> .            | _____ д | _____ г |
| 6. starts with a hook and has two pointed peaks.              | _____ м | _____ т |
| 7. rises into a broad flat horizontal line and then descends. | _____ г | _____ ч |

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

Match the cursive 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>  | <u>и́лүг</u> | a. так    |
| 1. <u>—</u>  | <u>ма́к</u>  | б. ёвро   |
| 2. <u>—</u>  | <u>дало</u>  | в. ла́па  |
| 3. <u>—</u>  | <u>е́вро</u> | г. лйга   |
| 4. <u>—</u>  | <u>ми́на</u> | д. вал    |
| 5. <u>—</u>  | <u>та́к</u>  | е. до́лго |
| 6. <u>—</u>  | <u>да́л</u>  | ж. мак    |
| 7. <u>—</u>  | <u>ла́па</u> | з. да́л   |
| 8. <u>—</u>  | <u>э́ра</u>  | и. и́лүг  |
| 9. <u>—</u>  | <u>ва́л</u>  | к. гйда   |
| 10. <u>—</u> | <u>и́нда</u> | л. ё́ра   |

## 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

К К

---

---

М м

М М

---

---

Т т

Т Т

---

---

А а

А А

---

---

О о

О О

---

---

### Notes on individual letters:

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

атом

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**.

так

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

атом

кокá-кóла

**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.

мáма \_\_\_\_\_

(mama) *Máma* \_\_\_\_\_

áтом \_\_\_\_\_

(atom) *átom* \_\_\_\_\_

кот \_\_\_\_\_

(cat) *kot* \_\_\_\_\_

ком \_\_\_\_\_

(lump) *kom* \_\_\_\_\_

так \_\_\_\_\_

(thus, so) *taK* \_\_\_\_\_

мак \_\_\_\_\_

(poppy) *mak* \_\_\_\_\_

там \_\_\_\_\_

(there) *taM* \_\_\_\_\_

мат \_\_\_\_\_

(checkmate) *mam* \_\_\_\_\_

кто \_\_\_\_\_

(who) *Kto* \_\_\_\_\_**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.

Ім'я і фамілія: \_\_\_\_\_ Число: \_\_\_\_\_

### 1.1 УПРАЖНЕННІЕ Е. УЧИМСЯ ПИСАТЬ БУКВЫ

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

В в

Bb

Р р

Pp

Н н

Hh

С с

Cc

Ү ү

Үү

Э э

Ээ

#### A note on individual letters:

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

### 1.1 УПРАЖНЕННІЕ 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

мáсса

(mass)

мáсса

трон

трон

(throne)

трон

éра

ера

(era)

ера

Марс

Марс

(Mars)

Марс

Имя и фамилия: \_\_\_\_\_ Числó: \_\_\_\_\_

сúмма

(sum)

*Сумма*

Варвáра

(Barbara)

*Варвара*

### 1.1 УПРАЖНÉНИЕ 3. УЧИМСЯ ПИСÁТЬ 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 ѹ

*Й ѹ*

#### 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 **шалáш** (hut) and the English word "wallow":

*шалáш*

*wallow*

2. The "hook" over **յ** is not optional.

Имя и фамилия: \_\_\_\_\_ Число: \_\_\_\_\_

### 1.1 УПРАЖНЕНИЕ И. УЧИМСЯ ПИСАТЬ БУКВЫ

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

Я я

Я я

Е е

Е е

Ю ю

Ю ю

И и

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.

Амáнда Ли

Антóнио Морáлес

Денíс Гúрин

[Your Name]

Ім'я и фамілія: \_\_\_\_\_

Число: \_\_\_\_\_

### 1.1 УПРАЖНЕНІЕ 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)

Ялта

лампа  
(lamp)

лампа

Мáша  
(Masha)

Мáша

май  
(May)

май

Ю́рий  
(Yuri)

Ю́рий

июня  
(of June)

июня

август  
(August)

август

дóлго  
(a long  
time)

долго

Ура!  
(hurray!)

Ура!

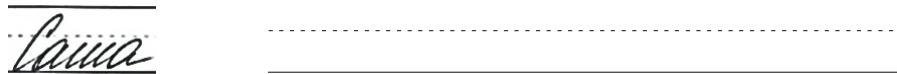
дрáма  
(drama)

драма

грамм  
(gram)

грамм

Имя и фамилия: \_\_\_\_\_ Числó: \_\_\_\_\_

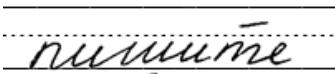
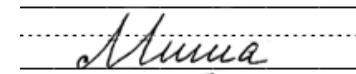
Сáша  
(Sasha) 

**Notes on connecting letters in words:**

- 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 **Мáльта** (Malta) and **мáгма** (magma) how important the hooks are on the **л** and the **м** in the middle of the words.

- When the letter **и** 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 **Мíша**. Some Russians will draw a bar line under the "scoops" that are part of the **и** to distinguish it from the other letters:

## 1.2 УПРАЖНÉНИЕ А. УЧИМСЯ ПИСАТЬ БУКВЫ

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

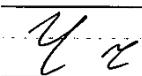
Б б



З з



Ч ч



ы



ъ



**Notes on individual cursive letters:**

- 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.

Эзóп (Aesop) 

Золá (Zola) 

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*

*бы*

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>  | a. начал  |
| 2. ____  | <i>балами</i> | b. побьёт |
| 3. ____  | <i>нагаи</i>  | c. нагáн  |
| 4. ____  | <i>пovъёи</i> | d. малýш  |
| 5. ____  | <i>Ялта</i>   | e. шалáш  |
| 6. ____  | <i>подъём</i> | f. бáлами |
| 7. ____  | <i>валами</i> | g. Альпы  |
| 8. ____  | <i>нагаи</i>  | h. вáлами |
| 9. ____  | <i>шалами</i> | i. повъём |
| 10. ____ | <i>малыши</i> | j. Ялта   |

## 1.2 УПРАЖНЕННІЕ 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

зéбра

(an animal)

зéбра

вы

(you)

вы

Чарльз

(a male name)

Чарльз

Чебурáшка

(a cartoon character)

Чебурáшка

Читá

(a city)

Читá

мяч

(ball)

мяч

óчень

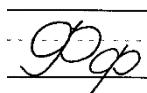
(very)

очень

### 1.3 УПРАЖНЕНИЕ А. УЧИМСЯ ПИСАТЬ БУКВЫ

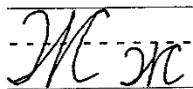
Practice writing the cursive letter as many times as you can in the space provided.

Ф ф



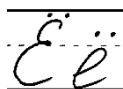
\_\_\_\_\_

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 УПРАЖНЕННІЕ 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. ____  | <i>жирный</i>   | a. пьёт     |
| 2. ____  | <i>фотограф</i> | b. журнál   |
| 3. ____  | <i>телефон</i>  | c. жирный   |
| 4. ____  | <i>новый</i>    | d. телефон  |
| 5. ____  | <i>лыёт</i>     | e. нóвый    |
| 6. ____  | <i>флéйта</i>   | f. флéйта   |
| 7. ____  | <i>фонетика</i> | g. льёт     |
| 8. ____  | <i>журнал</i>   | h. фотóграф |
| 9. ____  | <i>пьёт</i>     | i. лы́жи    |
| 10. ____ | <i>макси</i>    | j. фонéтика |

### 1.3 УПРАЖНЕННІЕ 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)	<i>тиграп</i>	_____
ёжик (hedgehog)	<i>ёжик</i>	_____

Имя и фамилия: \_\_\_\_\_ Числó: \_\_\_\_\_

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 \_\_\_\_\_.

Имя и фамилия: \_\_\_\_\_ Число: \_\_\_\_\_

### Диалог 2



What is your name?

My name is Slava.

My name is Andrei.

Very nice to meet you.

Как \_\_\_\_\_ зовут?

\_\_\_\_\_ зовут Слава.

\_\_\_\_\_ зовут Андрей.

Очень \_\_\_\_\_.

### Диалог 3



What is her name?

Nina.

Is she an undergraduate?

No, she is a graduate student.

Как \_\_\_\_\_ зовут?

\_\_\_\_\_.

Она \_\_\_\_\_?

Нет, она \_\_\_\_\_.

### 1.3 УПРАЖНЕНИЕ Д. СИТУАЦИИ (SITUATIONS)

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?

---

Имя и фамилия: \_\_\_\_\_ Число: \_\_\_\_\_

### 1.3 УПРАЖНЕНИЕ E. PUTTING IT ALL TOGETHER

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

Write your dialogue out in Russian cursive.

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

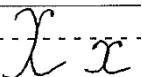
\_\_\_\_\_ : \_\_\_\_\_

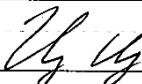
\_\_\_\_\_ : \_\_\_\_\_

## УРОК 1: ЧАСТЬ 2

### 1.4 УПРАЖНЕНІЕ А. УЧИМСЯ ПИСАТЬ БУКВЫ

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

Х х 

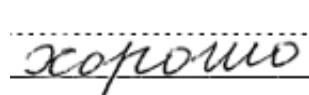
Ц ц 

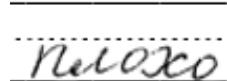
Щ щ 

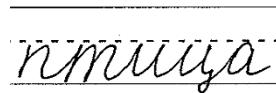
ъ 

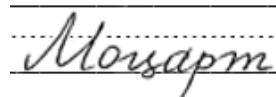
### 1.4 УПРАЖНЕНІЕ Б. УЧИМСЯ ПИСАТЬ СЛОВА

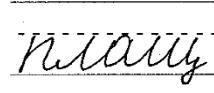
Now practice writing words using these letters in cursive. The English equivalents are given in parentheses. Your instructor may ask you to write in the stress marks.

хорошо 

плохо 

птица  
(bird) 

Моцарт 

плащ  
(raincoat) 

Имя и фамилия: \_\_\_\_\_ Числó: \_\_\_\_\_

щенок (puppy)	<u>щенок</u>	
объект	<u>объект</u>	
субъект	<u>субъект</u>	

#### 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 ...

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

##### Print letter

#### 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/](http://wordreference.com/enru/).

<u>Словá</u>	<u>Cursive</u>	<u>Which picture?</u>
0. щётка	.....	<u>н</u>
1. царь	.....	—
2. цирк	.....	—
3. борщ	.....	—

Ім'я и фамілія: \_\_\_\_\_

Число: \_\_\_\_\_

**Словá**

**Cursive**

**Which picture?**

4. пíцца

.....

\_\_\_\_\_

5. концéрт

.....

\_\_\_\_\_

6. аттракциóн

.....

\_\_\_\_\_

7. яхта

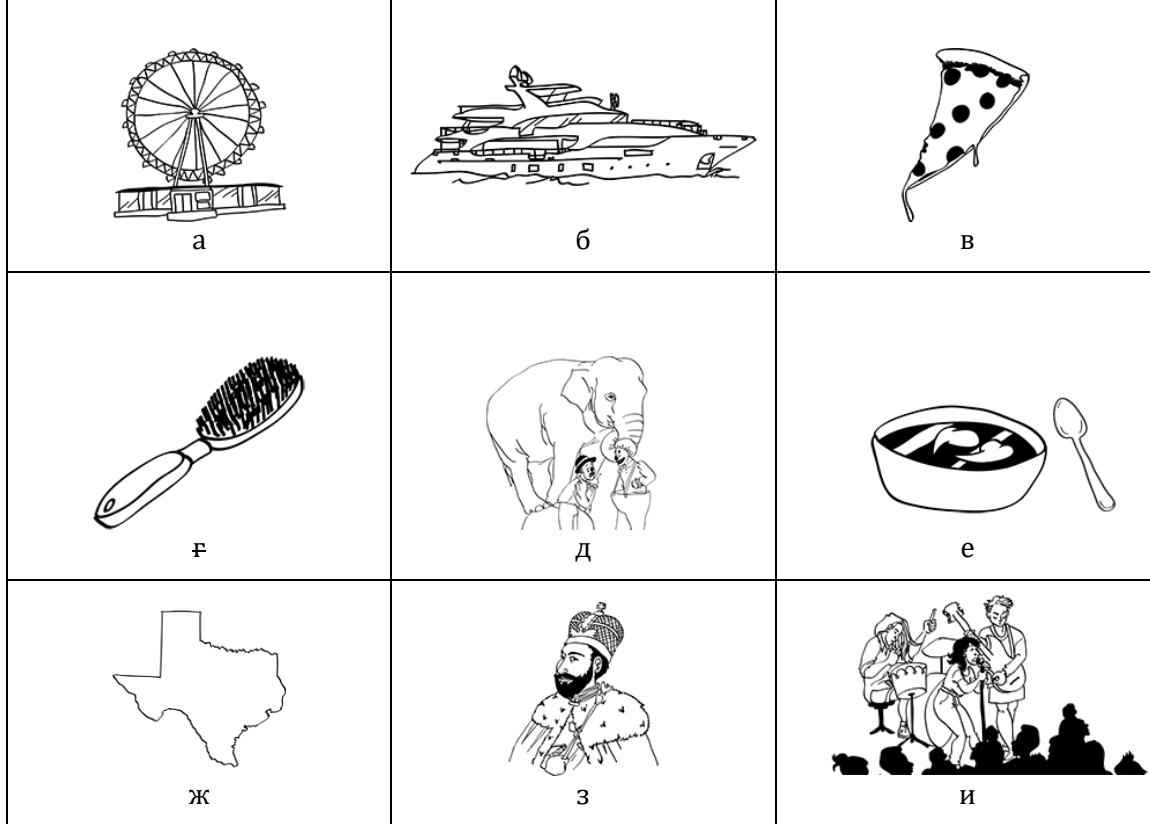
.....

\_\_\_\_\_

8. Техáс

.....

\_\_\_\_\_



#### 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.

1. Summarize the dialogue in English.

---

2. Now fill in the blanks with the missing letters.

– Как \_\_лá?

– Хор\_\_шó, с\_\_асí\_\_ о.

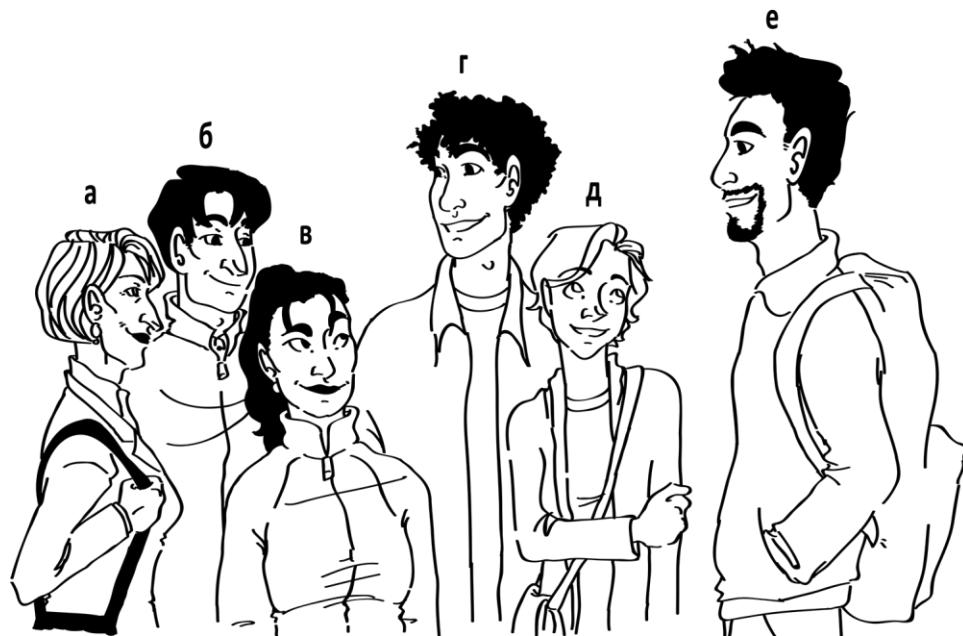
– Нá\_\_и аме\_\_икáн\_\_ы ужé зд\_\_ \_\_ь?

– Да, \_\_ от \_\_ \_\_й.

– Отл\_\_ \_\_ но.

#### 1.4 УПРАЖНЕНІЕ Ж. НÁШИ 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 УПРАЖНЕНІЕ А. Вопрóсы и отвéты (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 устáли?           | а. Спасíбо, хорошó. |
| _____ 2. Где ваш багáж?       | б. Онó там.         |
| _____ 3. Где кафé?            | в. Немнóго.         |
| _____ 4. Как делá?            | г. Вот он.          |
| _____ 5. Где нáши америкáнцы? | д. Онá здесь.       |
|                               | е. Вот онý.         |

**1.5 УПРАЖНЕННІЕ 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	Извинíте	познакóмимся
прóсто	зовúт	Очень
приятно	багáж	

**Áнна Ивáновна:** Здравствуйте! Давайте \_\_\_\_\_. Меня зовут Анна Ивáновна. Вас \_\_\_\_\_ Вéра, да?

**Béра:** Да, меня зовут Вéра. Очень \_\_\_\_\_. Анна Ивáновна, вот наш \_\_\_\_\_. Его зовут Анто́нио Морáлес.

**Áнна Ивáновна:** \_\_\_\_\_, что вы сказали?

**Béра:** Морáлес. Анто́нио Морáлес.

**Тóни:** Анто́нио, или \_\_\_\_\_ Тóни. \_\_\_\_\_ приятно, Анна Ивáновна.

**1.5 УПРАЖНЕННІЕ В. СИТУАЦІИ**

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. кóфе
- б. эспрессо
- в. капучíно
- г. айс капучíно
- д. лáтте
- е. чай
- ж. молокó
- з. минерáльная водá
- и. пýво
- к. сок
- л. салáты
- м. пýцца
- н. бутербрóды
- о. лимонáд
- п. америкáно

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 УПРАЖНЕННЯ 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 + **-овиch**.  
For girls, the patronymic is the father's name + **-овна**.



Father's name	мáльчик	дéвочка
0. Антóн	Вадíм <u>Антóнович</u>	Светláна <u>Антóновна</u>
1. Степáн	Алексéй _____	Людмíла _____
2. Ивáн	Сергéй _____	Елéна _____
3. Максíм	Евгéний _____	Óльга _____
4. Владíмир	Дмítрий _____	Райса _____
5. Алексáндр	Юрий _____	Ирýна _____
6. Марк	Геóргий _____	Татья́на _____
7. Михáйл*	Илья́ Михáйл_____	Сóфья Михáйл_____

\*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 **-евиch / -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	Вадíм _____	Светláна <u>Сергéевна</u>
2. Николáй	Евгéний <u>Николáевич</u>	Óльга _____
3. Геóргий	Сергéй _____	Елéна <u>Геóргиевна</u>
4. Васíлий	Ивáн <u>Васíльевич</u>	Марýя _____
5. Юрий	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.

— Толстой

— Достоевский

— Писецкая

— Тургенев

— Пушкин

— Понарева

— Толстой

— Тургенев

— Уланова

— Цветаева

— Чехов

— Шагал

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

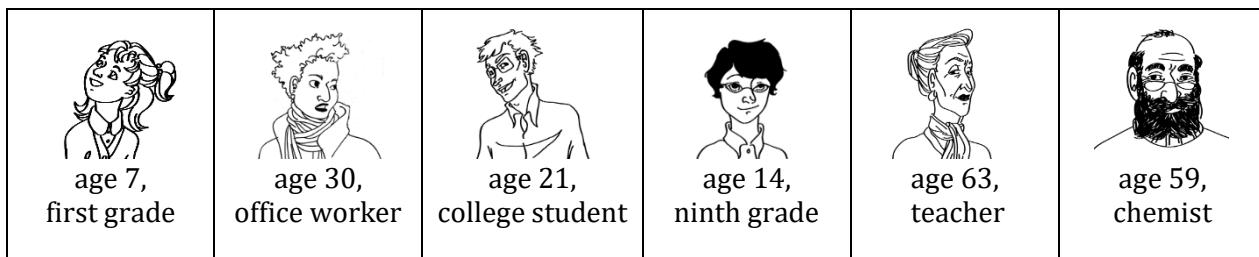
This activity deals with **ім'я-отчество** combinations of famous Russians or characters from Russian literature. Most of these names are fairly common and could easily belong to anyone, but a few are unusual, and one is meant to be amusing. All of them are so strongly associated with a famous person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

1. Go to [briefly/namesearch](http://briefly/namesearch) and use the links you find to search google.ru for the **ім'я-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 **фамілія** in the space provided.

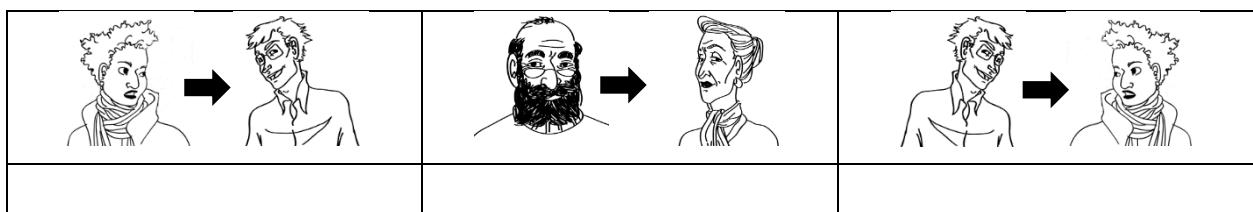
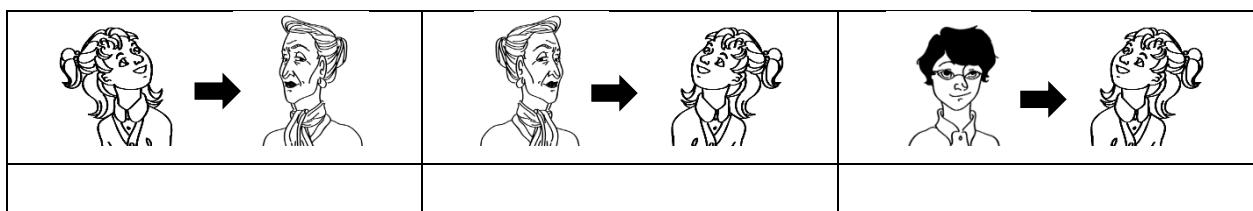
ім'я-отчество	фамілія
2 Алекса́ндр Серге́евич	Пу́шкин _____
— Ака́кий Ака́киевич	_____
— А́нна Андре́евна	_____
— Анто́н Пáвлович	_____
— Владíмир Владíмирович	_____
— Владíмир Ильíч	_____
— Лев Николáевич	_____
— Надéжда Константíновна	_____
— Настáсья Фiliíпповна	_____
— Пётр Ильíч	_____
— Ра́йса Максýмовна	_____
— Со́фья Андрéевна	_____

### Кто это?

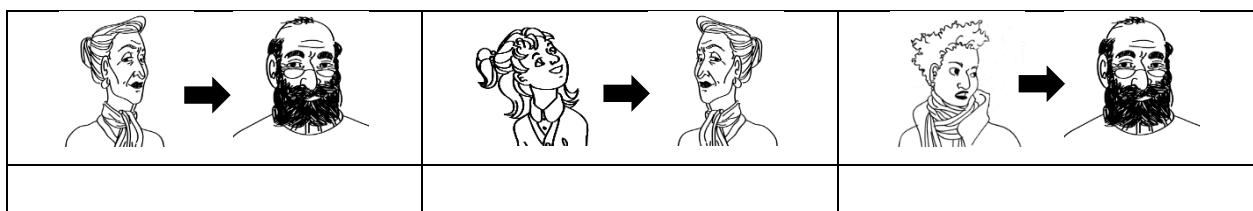
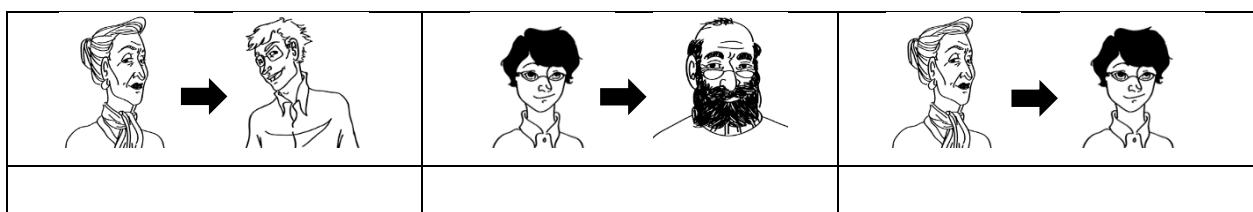
- |  |  |   |
|--|--|---|
| 1. Heroine of the novel <i>The Idiot</i>                   | 2. Writer of prose and poetry, including <i>Boris Godunov</i>      | 3. Composer of <i>Swan Lake</i>                         |
| 4. Author of <i>War and Peace</i>                          | 5. Bolshevik and first Soviet leader                               | 6. 20 <sup>th</sup> 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**

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.

<b>Вопросы</b>	<b>Ответы</b>	
— Где _____? [they]	— _____ здесь, а _____ там.	[She] [he]
— Где _____, Маша? [you]	— _____ здесь.	[I]
— Где _____, Таня и Мыша? [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: \_\_\_\_\_ Числó: \_\_\_\_\_

### 1.6 УПРАЖНЕНИЕ 3. ТЕПÉРЬ 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.

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

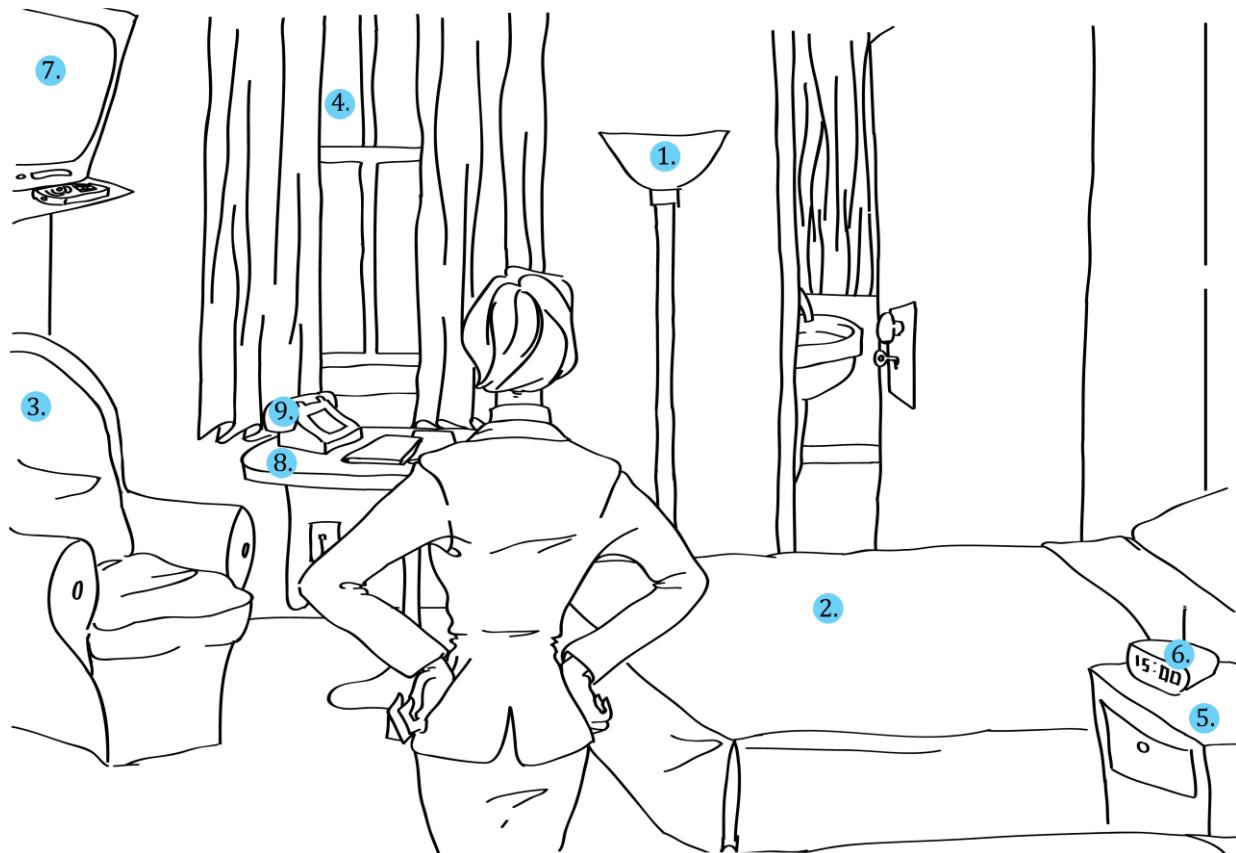


## УРОК 1: ЧАСТЬ 3

### 1.7 УПРАЖНЕНІЕ 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	кровáть	лámпа
окнó	радиобудíльник	телевíзор
тýмбочка	телефóн	стол

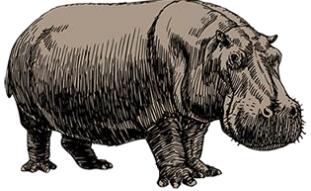


1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. тýмбочка  
 6. \_\_\_\_\_  
 7. \_\_\_\_\_  
 8. \_\_\_\_\_  
 9. \_\_\_\_\_

6. \_\_\_\_\_  
 7. \_\_\_\_\_  
 8. стол  
 9. \_\_\_\_\_

### 1.7 УПРАЖНЕННЯ Б. КТО ЄТО ТАКОЙ? ЧТО ЄТО 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.

 <input checked="" type="checkbox"/> Кто єто такої? <input type="checkbox"/> Что єто такое? 0. Єто <u>Чайкóвский</u> . <small>[Он композитор.]</small>	 <input type="checkbox"/> Кто єто такої? <input type="checkbox"/> Что єто такое? 1. Єто _____.	 <input type="checkbox"/> Кто єто такої? <input type="checkbox"/> Что єто такое? 2. Єто _____.
 <input type="checkbox"/> Кто єто такої? <input type="checkbox"/> Что єто такое? 3. Єто _____.	 <input type="checkbox"/> Кто єто такої? <input type="checkbox"/> Что єто такое? 4. Єто _____.	 <input type="checkbox"/> Кто єто такої? <input type="checkbox"/> Что єто такое? 5. Єто _____.

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

2. Єто норуپт; 3. Єто тигр, снігопекний тигр; 4. Єто камбап; 5. Єто кінномогутам; 6. Єто собака.

Ім'я і фамілія: \_\_\_\_\_ Число: \_\_\_\_\_

### 1.7 УПРАЖНЕННIE 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 УПРАЖНЕННIE 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. пианист	—	—
2. отчество	—	—
3. фамилия	—	—
4. слово	—	—
5. словарь	—	—
6. чай	—	—
7. буква	—	—
8. администратор	—	—
9. дядя	—	—
10. кровать	—	—

### 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 УПРАЖНÉНИЕ 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 depends on the gender and number of the object. The first one has been done for you.

Лéна:

0. Где твой джинсы?
1. Где твой чемодáн?
2. Где твоя футбóлка?
3. Где моё плáтье?
4. Где моя юбка?
5. Где твоё пальто?
6. Где мой сапогý?
7. Где мой телефон?
8. Где мой словарь?

Дíма:

- Вот они \_\_\_\_\_.  
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 УПРАЖНÉНИЕ 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** = одéжда (clothing); **Л** = люді (people); **Ч** = чтéние (reading material).

<b>Singular</b>	<b>Plural</b>	<b>Theme</b>
рубáшка	_____	—
аспиráнтка	_____	—
тетráдь	_____	—
шарф	_____	—
журnál	_____	—
газéта	_____	—
студéнт	_____	—
тýфля	_____	—
юбка	_____	—
учéбник	_____	—
мáйка	_____	—
словáрь	_____	—
журнали́ст	_____	—

**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 **Ø**. 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. джíнс_____   | 6. юбк_____    | 10. рубáшк_____ |
| 3. футбóлк_____ | 7. свýтер_____ | 11. кúртк_____  |
| 4. пиджак_____  | 8. плащ_____   | 12. шáпк_____   |

### 1.9 УПРАЖНЕНІЕ 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 УПРАЖНЕНІЕ 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.

Имя и фамилия: \_\_\_\_\_ Числó: \_\_\_\_\_

### 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. \_\_\_\_\_

6. 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. \_\_\_\_\_

Ім'я и фамілія: \_\_\_\_\_ Число: \_\_\_\_\_

b. 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 докумéнты? Это  
пáспорт Тони, да?  
Наталья Михайловна: Да, это \_\_\_\_\_ пáспорт. А Кейтлин и Аманда —  
где \_\_\_\_\_ докумéнты?  
Денис: Вот онý.

Имя и фамилия: \_\_\_\_\_ Число: \_\_\_\_\_

### 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-восьемь-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 УПРАЖНÉНИЕ 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](http://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 \_\_\_\_\_

---

Íмя и фамíлия: \_\_\_\_\_ Числó: \_\_\_\_\_

6. Познакомьтесь — это извéстные рýсские. Use a Russian search engine (e.g., [google.ru](http://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: **фамíлия íмя óтчество**. Note that, unlike in English, there is no comma between the surname and first name.

Это извéстные рýсские мужчýны (famous Russian men):

- a. Бары́шников Михаил Николáевич
- b. Высоцкий Владíмир Семёнович
- c. Гагáрин Юрий Алексéевич
- d. Ломонóсов Михаил Васильевиch
- e. Пúшкин Алексáндр Сергеéвич

—	—	—	—	—
филóсоф, филóлог, хýмик, фýзик, поéт	поéт, актёр, певéц	поéт	артист балéта, балетмéйстер	космонáвт

© information on images at end of unit.

Імя и фамілия: \_\_\_\_\_ Число: \_\_\_\_\_

А это известные русские женщины (famous Russian women):

- a. Ахматова Анна Андреевна
- b. Плисецкая Майя Михайловна
- c. Пугачёва Алла Борисовна
- d. Хакамада Ирина Муцюновна
- d. Шарапова Мария Юрьевна

				
спортсменка, теннисистка	балерина	поэт	певица	политик

## IMAGE INFORMATION

---

### 1.7 Упражнение Б. Кто это тако́й? Что это тако́е?

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](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](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](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](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](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](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\\_Hakamada1.jpg](http://en.wikipedia.org/wiki/Irina_Khakamada#/media/File:Irina_Hakamada1.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.

	<b>Denis</b>		<b>Me</b>
1.	____	сестр́а	____
2.	____	брат	____
3.	____	д́ядя	____
4.	____	брáтья	____
5.	____	тётя	____
6.	____	сёстры	____
7.	____	д́едушка	____
8.	____	дéти	____
9.	____	бáбушка	____

### 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...

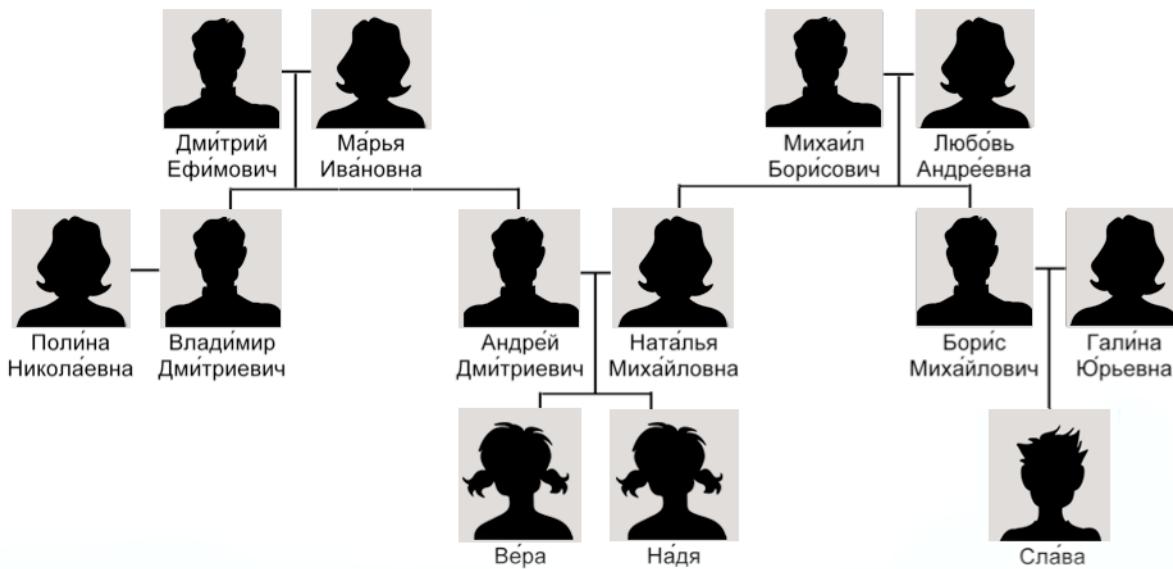
1.	____	сестр́а	____	сёстры
2.	____	д́ядя	____	д́яди
3.	____	тёти	____	тётя
4.	____	дво́родные сёстры	____	дво́родная сестр́а
5.	____	дво́родный брат	____	дво́родные брáтья
6.	____	бáбушки	____	бáбушка

## 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 its 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.



Ім'я и фамілія: \_\_\_\_\_ Число: \_\_\_\_\_

## 2.1 УПРАЖНЕНИЕ Г. НАТАЛЬЯ МИХАЙЛОВНА 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. Нáдя / Натáлья Михáйловна

Это моя мать.

1. Слáва / Борýс Михáйлович

\_\_\_\_\_

2. Натáлья Михáйловна / Андрéй Дмýтриевич

\_\_\_\_\_

3. Вéра / Нáдя

4. Андрéй Дмýтриевич / Владíмир Дмýтриевич

\_\_\_\_\_

5. Máрья Ивáновна / Вéра

6. Слáва / Михайл Борýсович

\_\_\_\_\_

7. Вéра / Борýс Михáйлович

8. Нáдя / Полíна Николáевна

\_\_\_\_\_

9. Дмýтрий Ефýмович / Máрья Ивáновна

10. Нáдя / Любóвь Андрéевна

\_\_\_\_\_

11. Любóвь Андрéевна / Слáва

## 2.1 УПРАЖНÉНИЕ 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 женá**), brother and sister (**брат и сестрá**) or some other relationship? There may be more than one way to fill in the blank.

1. Михаил Бори́сович и Любóвь Андрéевна — \_\_\_\_\_.
2. Натáлья Михáйловна и Бори́с Михáйлович — \_\_\_\_\_.
3. Владíмир Дмýтриевич и Полíна Николáевна — \_\_\_\_\_.
4. Бори́с Михáйлович и Сláва — \_\_\_\_\_.
5. Máрья Ивáновна и Нáдя — \_\_\_\_\_.
6. Натáлья Михáйловна и Béра — \_\_\_\_\_.

## 2.1 УПРАЖНÉНИЕ 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. Владíмир Дмýтриевич и Андрéй Дмýтриевич — \_\_\_\_\_. Полíна Николáевна и Натáлья Михáйловна — их \_\_\_\_\_.
2. Máрья Ивáновна: Владíмир Дмýтриевич и Андрéй Дмýтриевич — мой \_\_\_\_\_.  
\_\_\_\_\_.
3. Натáлья Михáйловна: Béра и Нáдя — мой \_\_\_\_\_.  
\_\_\_\_\_.
4. Béра и Нáдя — \_\_\_\_\_.  
\_\_\_\_\_.
5. Натáлья Михáйловна и Полíна Николáевна: Владíмир Дмýтриевич и Андрéй Дмýтриевич — наши \_\_\_\_\_.  
\_\_\_\_\_.
6. Béра, Нáдя, и Сláва — \_\_\_\_\_, а Натáлья Михáйловна, Андрéй Дмýтриевич, Бори́с Михáйлович и Гали́на Йорьевна — их \_\_\_\_\_.  
\_\_\_\_\_.

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

## 2.2 УПРАЖНЕНІЕ Б. ТЕКСТ «ТОНИ ЄДЕТ 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.

<b>внук</b>	<b>фамилия</b>	<b>дедушка</b>	<b>дядя</b>
<b>семья</b>	<b>город</b>	<b>младшая</b>	<b>имя</b>



Кто это? Это Денис Гурин и его  
\_\_\_\_\_. Здесь его родители и его  
сестра Лиза. А вот его  
\_\_\_\_\_. Юрий. Он художник.  
Тони думает, что (thinks that) Елизавета  
очень красивое \_\_\_\_\_.

А вот Зоя Степановна. Её  
\_\_\_\_\_ тоже Гурина. Она и  
Денис — бабушка и \_\_\_\_\_.

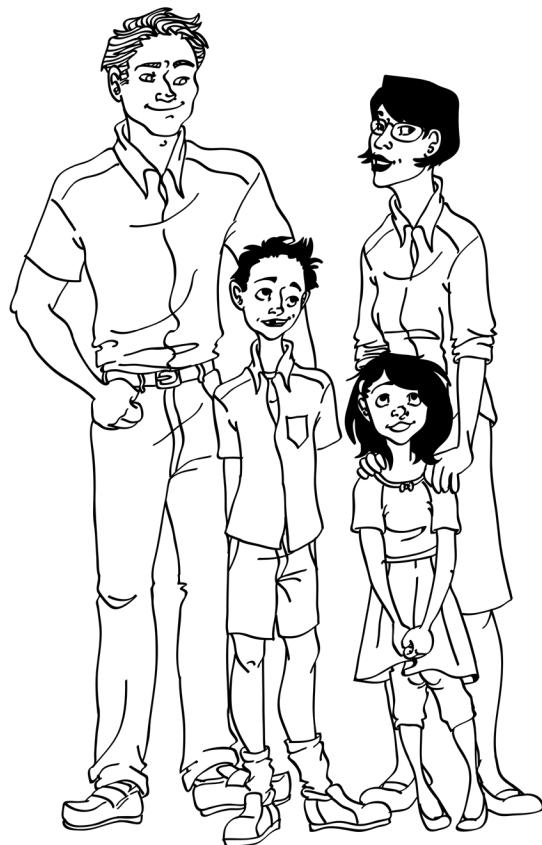


Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

 **2.2 УПРАЖНÉНИЕ В. ВОТ НÁША 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 УПРАЖНЕНІЕ 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 [ <b>и</b> / <b>а</b> / <b>но</b> ] Кéйтлин — американцы.	—	—
2. Ярославль — маленький [ <b>и</b> / <b>а</b> ] некрасивый город.	—	—
3. Елена Николаевна Гурина — мать [ <b>и</b> / <b>а</b> / <b>но</b> ] женá.	—	—
4. Макс [ <b>и</b> / <b>а</b> / <b>но</b> ] Настя — муж [ <b>и</b> / <b>а</b> / <b>но</b> ] женá.	—	—
5. Это Тони. Изабель — его старшая сестра, [ <b>и</b> / <b>а</b> / <b>но</b> ] Сандра — его младшая сестра.	—	—
6. Денис — русский, [ <b>и</b> / <b>а</b> / <b>но</b> ] Аманда — американка.	—	—
7. Вот Зоя Степановна. Её дом старый, [ <b>а</b> / <b>но</b> ] красивый.	—	—
8. Наталья Михайловна: «Что вы, Кéйтлин! Это не катастрофа, [ <b>и</b> / <b>а</b> / <b>но</b> ] это проблема.»	—	—

**2.3 УПРАЖНЕНІЕ 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.

Кéйтлин, 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.

<b>А</b> Петрóв Йóрий Геóргиевич Яросlávskaya ýлица, дом 15, кóрпус 4 квартíра 6 Москá	<b>Б</b> Андрéева Зóя Васíльевна Ямскáя ýлица, дом 10, квартíра 8 Яросláвль
<b>В</b> Нóвикова Марíя Олéговна Песóчная ýлица, дом 15, квартíра 6 Владивостóк	<b>Г</b> Щáпова Ирíна Анатóльевна Колхóзная ýлица, дом 51, квартíра 15 Иркутск
<b>Д</b> Алексéев Дмýтрий Ивáнович Большáя Красnая ýлица, дом 52, квартíра 12 Казáнь	<b>Е</b> Николáев Пётр Васíльевич Базárная ýлица, дом 50, квартíра 8 Яросláвль
<b>Ж</b> Исаев Борíс Михáйлович Песóчная ýлица, дом 11, квартíра 17 Владивостóк	<b>З</b> Щáпова Áлла Анатóльевна Колхóзная ýлица, дом 51, квартíра 15 Иркутск
<b>И</b> Иváнов Анатóлий Алексéевич Яросlávskaya ýлица, дом 17, квартíра 10 Москá	

\_\_\_\_\_ 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)?

Ім'я и фамілія: \_\_\_\_\_ Число: \_\_\_\_\_

### 2.3 УПРАЖНЕНИЕ 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.



Ім'я: \_\_\_\_\_

отчество: \_\_\_\_\_

фамілія: \_\_\_\_\_

По національності: \_\_\_\_\_

По професії: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Ім'я: \_\_\_\_\_

\_\_\_\_\_

отчество: \_\_\_\_\_

\_\_\_\_\_

фамілія: \_\_\_\_\_

\_\_\_\_\_

По національності: \_\_\_\_\_

\_\_\_\_\_

По професії: \_\_\_\_\_

\_\_\_\_\_

Имя и фамилия: \_\_\_\_\_

Число: \_\_\_\_\_

### 2.3 УПРАЖНЕНИЕ Г. КТО ОН/ОНА 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 (**наверное**) 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      Он, наверное, француз. .
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! | a. Скажите, пожалуйста. |
| 2. ____ | I know.                     | б. Вот смотрите.        |
| 3. ____ | I understand.               | в. Спасибо большое.     |
| 4. ____ | Of course.                  | г. Что ты!              |
| 5. ____ | Please tell me.             | д. Вот это да!          |
| 6. ____ | Wow!                        | е. Прáвда?              |
| 7. ____ | Look here.                  | ж. Я знаю.              |
| 8. ____ | Really?                     | з. Конечно.             |
| 9. ____ | Thanks a lot.               | и. Я понимаю.           |

### 2.3 УПРАЖНÉНИЕ Е. МОЙ СЕСТРÁ ТÓЖЕ ЖИВЁТ ЗДЕСЬ

Listen to Natalya Mikhailovna give Caitlin the contact information for her sister, who also lives in Moscow. Write all numbers as numerals.

Куту́зовский проспéкт, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

тел. + \_\_\_\_\_

моб. + \_\_\_\_\_

### 2.3 УПРАЖНÉНИЕ 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.

- Match each Russian word to its English equivalent.

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

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

- Яросláвль и Казáнь — \_\_\_\_\_.
- Это Санкт-Петербúрг. Там \_\_\_\_\_ Невá.
- Это Каспíйское \_\_\_\_\_.
- Это Лáдожское \_\_\_\_\_.
- Москвá — \_\_\_\_\_.
- Беларúсь и Эстóния — не óчень большíе \_\_\_\_\_.

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

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

Имя и фамилия: \_\_\_\_\_

### **2.3 УПРАЖНЕНИЕ И. РАСКАЖИТЕ 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., **музыка́нт**, **амери́канец**, or **дóбрый** or **инте́ресный**). After introducing your family, you might also mention your city and address.

**Образéц:** Э́то мой брат. Е́го зову́т Мáiкл. Он .... А́ 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 УПРАЖНÉНИЕ А. НÓВЫЕ СЛОВÁ: КВАРТИРÁ

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 бесстыдная** (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 reponse 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!» \_\_\_\_\_

Имя и фамилия: \_\_\_\_\_

Число: \_\_\_\_\_

## 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	ый	ый

1. Туалéт мáленьк\_\_\_\_\_.
2. Кúхня красíв\_\_\_\_\_.
3. Кóмната свéтл\_\_\_\_\_.
4. Хозя́ева нóв\_\_\_\_\_.
5. Телевíзор больш\_\_\_\_\_.
6. Телевíзор стáр\_\_\_\_\_.
7. Ѝмя интерéсн\_\_\_\_\_.

## 2.5 УПРАЖНЕНИЕ В. MAKING ADJECTIVES AND NOUNS AGREE

1. 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. стáрый	кóшкa	дом	машина
1. интересное	фóто	дéвшки	студéнт
2. красíвые	кóмнаты	машина	америкáнец
3. стáрые	балко́н	задáние	родíteli
4. нóвое	стул	стúлья	сочинéние
5. интересная	семьá	музыка́нты	президéнт
6. нóвый	часы	кровáть	рюкзáк
7. красíвый	вáнная	лифт	кóмната
8. стáрая	крéсло	туалéт	lámpa
9. интересный	двéри	окно	дом
10. нóвая	домá	общежитие	кухня
11. нóвые	адресá	кварти́ра	rádio

2. 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.
3. 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 **словáрная фóрма** (dictionary form), so you will need to change the endings so that the adjectives agree with the nouns they modify.

<b>рúсский</b>	<b>талáнтильный</b>	<b>стáрый</b>
<b>америкáнский</b>	<b>хорóший</b>	<b>но́вый</b>

1. — Кто такáя Кéйтлин?  
— Кéйтлин — \_\_\_\_\_ студéнтка.
2. — Кто такóй Денíс?  
— Денíс — \_\_\_\_\_ студéнт.
3. — Амáнда — аспиráнтка?  
— Да, аспиráнтка. Онá — óчень \_\_\_\_\_.
4. — Кто такíе Джош и Тóни?  
— Тóни и Джош — \_\_\_\_\_ студéнты.
5. — Кто такáя Зóя Степáновна?  
— Зóя Степáновна — \_\_\_\_\_ хозя́йка Тóни.
6. — Ты дúмаешь, что квартíра, где живёт Кéйтлин, плохáя?  
— Нет, что ты! Квартíра óчень \_\_\_\_\_, и дом тóже  
\_\_\_\_\_.

**2.5 УПРАЖНЕНИЕ Д. THE CONJUNCTIONS И AND НО**

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.

**Образéц:** Тóни: Нáша семья́ (больш<sup>'</sup>\_\_ / интересн\_\_ \_\_)

Тóни: Нáша семья́ большáя и интересная.

1. Кейтлин: Моя семья́ (óчень мáленьк\_\_ \_\_ / хорóш\_\_ \_\_).

\_\_\_\_\_

2. Амáнда: Общежítие, гдé я живý, (óчень стár\_\_ \_\_ / неплох<sup>'</sup>\_\_ \_\_ ).

\_\_\_\_\_

3. Денíс: Наш университéт (очень больш<sup>'</sup> / интересн<sup>'</sup>)  
\_\_\_\_\_
4. Тóни: Гóрод, где я живу́ дома, (небольш<sup>'</sup> / очень интересн<sup>'</sup>).  
\_\_\_\_\_
5. Джош: Моя́ хозяйка здесь (краси́в<sup>'</sup> / очень приятн<sup>'</sup>)  
\_\_\_\_\_
6. Кейтлин: Кварти́ра, где я живу́, (нов<sup>'</sup> / больш<sup>'</sup>)  
\_\_\_\_\_
7. Кейтлин: Наш сосéд (краси́в<sup>'</sup> / плох<sup>'</sup>)  
\_\_\_\_\_

## 2.5 УПРАЖНÉНИЕ Е. 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.

**Образéц:**      Наш гóрод — большой **и** интересный.  
                        Наш гóрод — маленький, **но** интересный.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**2.6 УПРАЖНЕНІЕ 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.

<b>большой</b>	<b>высокий</b>	<b>интересный</b>
<b>красивый</b>	<b>маленький</b>	<b>небольшой</b>
<b>новый</b>	<b>старый</b>	<b>ужасный</b>
	<b>хороший</b>	

Ярославль — \_\_\_\_\_ город. Дом, где живёт Тони, \_\_\_\_\_, но \_\_\_\_\_ . Его хозяйка — Зоя Степановна. Её квартира \_\_\_\_\_. Здесь \_\_\_\_\_ потолкі 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 УПРАЖНЕНІЕ Б. КАКІЕ СЛОВА – ОНІ?**

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.

<b>singular</b>	<b>plural</b>
0. <input checked="" type="checkbox"/> потолок	<input checked="" type="checkbox"/> потолки
1. <input type="checkbox"/> окно	<input type="checkbox"/> окна
2. <input type="checkbox"/> сосед	<input type="checkbox"/> соседи
3. <input type="checkbox"/> зеркало	<input type="checkbox"/> зеркала
4. <input type="checkbox"/> тумбочка	<input type="checkbox"/> тумбочки
5. <input type="checkbox"/> кровать	<input type="checkbox"/> кровати
6. <input type="checkbox"/> полотенце	<input type="checkbox"/> полотенца
7. <input type="checkbox"/> шкаф	<input type="checkbox"/> шкафы

**2.6 УПРАЖНÉНИЕ 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. _____	балконы
3. _____	домá
4. дверь	_____
5. _____	зеркалá
6. квартира	_____
7. _____	кóмнаты
8. крéсло	_____
9. кровáть	_____
10. _____	кухни
11. окнó	_____
12. _____	потолкí
13. стол	_____
14. _____	стулья
15. туалéт	_____
16. тумбочка	_____

**2.6 УПРАЖНЕННІЕ 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.

	<b>Furniture store</b>	<b>Unfurnished apartment</b>
1. Како́й большо́й _____!	—	—
2. Кака́я больша́я _____!	—	—
3. Э́то большо́е _____.	—	—
4. Каки́е больши́е _____!	—	—
5. Э́то хоро́ший _____.	—	—
6. Кака́я хоро́шая _____!	—	—
7. Како́е хоро́шее _____!	—	—
8. Каки́е хоро́шие _____!	—	—
9. Э́то плохо́й _____.	—	—
10. Э́то плохи́е _____.	—	—
11. Э́то ма́ленькое _____.	—	—
12. Каки́е ма́ленькие _____!	—	—

**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. Какáя красíвая кóмната!
1. \_\_\_\_\_ кúхня!
2. \_\_\_\_\_ балкóн!
3. \_\_\_\_\_ дом!
4. \_\_\_\_\_ óкна!
5. \_\_\_\_\_ картíны!
6. \_\_\_\_\_ фотогráфии!
7. \_\_\_\_\_ зéркало!
8. \_\_\_\_\_ кréсло!

**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:

**ремо́нт** = remodeling      **рядом** = nearby      **далекó** = 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 УПРАЖНÉНИЕ 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 УПРАЖНÉНИЕ 3. МÁЛЕНЬКИЕ СЛОВÁ И ФРÁЗЫ**

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?     | a. навéрное            |
| 2. ____ It works.             | б. как прáвило         |
| 3. ____ on the right          | в. слéва               |
| 4. ____ as a rule             | г. А там что?          |
| 5. ____ It's a big advantage. | д. Как éто пишется?    |
| 6. ____ unfortunately         | е. Он рабóтает.        |
| 7. ____ probably              | ж. Как éто назывáется? |
| 8. ____ What is that called?  | з. Это большóй плюс.   |
| 9. ____ How is that spelled?  | и. спráва              |
| 10. ____ on the left          | к. к сожалéнию         |

## 2.6 УПРАЖНЕНИЕ И. СИТУАЦИИ

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

1. A young woman has stopped and asked you about two buildings. You point 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 Petrovskaia.

---

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.]*

---

## 2.6 УПРАЖНЕННІЕ К. Сочиненіе

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

Вот [ **дом** / **общежитие** / **квартира** / **комната** ] [circle one], где я живу.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## УРОК 2: ЧАСТЬ 3

### 2.7 УПРАЖНЕНІЕ А. ДЖОШ ПІШЕТ 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 —...       | a. работает.              |
| 2. ____ Её ім'я-отчество —...            | б. его хозяйка — русская. |
| 3. ____ Хозяйка говорит, что Черных —... | в. сибирский город.       |
| 4. ____ Её машина —...                   | г. мексиканская.          |
| 5. ____ Его любимая кухня —...           | д. белый.                 |
| 6. ____ Джош — американец, а...          | е. сибирская семья.       |
| 7. ____ Его хозяйка много...             | ж. красная Тойота.        |
| 8. ____ Иркутск — интересный...          | з. Светлана Борисовна.    |

### 2.7 УПРАЖНЕНІЕ Б. РОССІЯ И НАЦІОНÁЛЬНОСТИ

- 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. нуакицры | _____ | 7. емарня   | _____ |
| 4. зукибе   | _____ | 8. ыусролеб | _____ |

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

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

## 2.7 УПРАЖНÉНИЕ 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. Ренó — францúзская машина, а Лáда — рýссская машина.
1. Ленд рóвер — \_\_\_\_\_ машина.
2. Мерседéс — \_\_\_\_\_ машина.
3. Шевролé — \_\_\_\_\_ машина.
4. Фýат — \_\_\_\_\_ машина.
5. Хóнда — \_\_\_\_\_ машина.

## 2.7 УПРАЖНÉНИЕ 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., **америкáнский**). 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. \_\_\_\_\_ ресторáн\_\_\_\_\_
2. \_\_\_\_\_ ресторáн\_\_\_\_\_
3. \_\_\_\_\_ ресторáн\_\_\_\_\_
4. \_\_\_\_\_ ресторáн\_\_\_\_\_
5. \_\_\_\_\_ ресторáн\_\_\_\_\_
6. \_\_\_\_\_ ресторáн\_\_\_\_\_

Моя любýмая кўхня — \_\_\_\_\_.

## 2.7 УПРАЖНÉНИЕ 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 **íмя** in Russian is always neuter. If you get stuck, you can consult [behindthename.com](http://behindthename.com).

0. John — это англýйское íмя.
1. Juan — это \_\_\_\_\_ íмя.
2. Jean — это \_\_\_\_\_ íмя.
3. Giovanni — это \_\_\_\_\_ íмя.
4. Johannes — это \_\_\_\_\_ íмя.
5. Ивáн — это \_\_\_\_\_ íмя.
6. Elizabeth — это \_\_\_\_\_ íмя.
7. Élisabeth — это \_\_\_\_\_ íмя.
8. Elisabetta — это \_\_\_\_\_ íмя.
9. Isabel — это \_\_\_\_\_ íмя.

Имя и фамилия: \_\_\_\_\_ Числб: \_\_\_\_\_

## 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 бўдёт (=) \_\_\_\_
  2. тройдцать три мінус двадцать бўдёт \_\_\_\_
  3. двенадцать плюс десять бўдёт \_\_\_\_
  4. шестнадцать плюс двадцать два бўдёт \_\_\_\_
  5. девятнадцать плюс девять бўдёт \_\_\_\_
  6. тройдцать восемь мінус девятнадцать бўдёт \_\_\_\_
  7. шесть плюс семь плюс восемь плюс девять бўдёт \_\_\_\_
  8. двадцать два плюс семнадцать бўдёт \_\_\_\_

## 2.8 УПРАЖНЕНИЕ А. Амáнда пишет имéйл: нóвые сосéди

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. аспиráнтка            | Это _____. |
| 2. приýтные дéвушки      | Это _____. |
| 3. францúженка           | Это _____. |
| 4. сосéдка по кóмнате    | Это _____. |
| 5. студéнтки             | Это _____. |
| 6. хорошо́ знаёт рýсский | Это _____. |

**2.8 УПРАЖНЕНИЕ Б. Студéнты пíшут, 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.

слéва	конéчно	кráсная
блíзко	бéлый	недалекó
кráсный	францúженка	много
японка	тóлько	замечáтельно
рядом	спráва	чёрная

- Амáнда пíшет, что Нéвский проспéкт \_\_\_\_\_, и университéт тóже \_\_\_\_\_.
- Джош пíшет, что дом, где он живёт, \_\_\_\_\_, а дверь — \_\_\_\_\_.
- Амáнда пíшет, что \_\_\_\_\_ живёт Кáтя Никóльская.
- Джош пíшет, что егó хозя́йка Светлáна Борýсова \_\_\_\_\_ работает.
- Амáнда пíшет, что Монíк, \_\_\_\_\_, не рýсское юмя.
- Джош пíшет, что на фóто (in the photo) егó хозя́йка Светлáна Борýсова и её \_\_\_\_\_ машина.
- Амáнда пíшет, что на фóто Монíк — \_\_\_\_\_, а Кáтя и Лéна — \_\_\_\_\_.
- Джош пíшет, что там есть не \_\_\_\_\_ китáйский ресторáн, но и мексикáнский.
- Джош пíшет, 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 **хорóший** and **большóй** to reflect Lyuba's optimistic viewpoint. Pay careful attention the spelling rules as you write your adjective endings.

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1. Мýша: Кóмната маленькая.   | Люба: Да что ты! Кóмната _____.   |
| 2. Мýша: Общежítие плохóе.    | Люба: Да что ты! Общежítие _____. |
| 3. Мýша: Словáрь плохóй.      | Люба: Да что ты! Словáрь _____.   |
| 4. Мýша: Машíны маленькие.    | Люба: Да что ты! Машíны _____.    |
| 5. Мýша: Полотénце маленькоe. | Люба: Да что ты! Полотénце _____. |
| 6. Мýша: Мýзыка плохáя.       | Люба: Да что ты! Мýзыка _____.    |
| 7. Мýша: Ресторáны плохíе.    | Люба: Да что ты! Ресторáны _____. |
| 8. Мýша: Шкаf маленький.      | Люба: Да что ты! Шкаf _____.      |

Ім'я и фамілія: \_\_\_\_\_ Число: \_\_\_\_\_

## 2.8 УПРАЖНЕНІЕ Г. ЧИСЛІТЕЛЬНІЕ 1-199

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

- |                         |       |                       |       |
|-------------------------|-------|-----------------------|-------|
| 1. сорок восьмь         | _____ | 7. сімдесят чотири    | _____ |
| 2. пятьдесят три        | _____ | 8. восьмидесят сім    | _____ |
| 3. сто двадцять дев'ять | _____ | 9. сто тридцять шість | _____ |
| 4. шістдесят п'ять      | _____ | 10. двадцять сім      | _____ |
| 5. девяносто дев'ять    | _____ | 11. сто тринадцять    | _____ |
| 6. восемнадцать         | _____ | 12. п'ятнадцять       | _____ |

## 2.8 УПРАЖНЕНІЕ 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. Москвá, Профсоóзная ўлица, дом \_\_\_, кóрпус \_\_\_\_
2. Москвá, Профсоóзная ўлица, дом \_\_\_\_
3. Москвá, Варшáвское шоссé, дом \_\_\_\_
4. Москвá, Профсоóзная ўлица, дом \_\_\_\_
5. Москвá, Варшáвское шоссé, дом \_\_\_\_
6. Москвá, Варшáвское шоссé, дом \_\_\_\_ а
7. Москвá, Варшáвское шоссé, дом \_\_\_\_
8. Москвá, Лéнінський проспéкт, дом \_\_\_\_
9. Москвá, Ленинградское шоссé, дом \_\_\_\_
10. Москвá, Проспéкт мýра, дом \_\_\_, кóрпус \_\_\_\_
11. Люберецы, Октябрьский проспéкт, дом \_\_\_\_
12. Люберецы, Октябрьский проспéкт, дом \_\_\_\_ а
13. Москвá, Шоссé Энтузиáстов, дом \_\_\_\_
14. Москвá, Шоссé Энтузиáстов, дом \_\_\_\_

6. What is located at the addresses you just completed? What do the streets and buildings look like? Use [maps.yandex.ru](https://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 ( <b>Почта России</b> )    |
| 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                        |

- b. 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 Е. 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.

<b>кúхня большáя</b>	<b>Москáвá большóй гóрод</b>	<b>Кéйтлин вéжливая девушка</b>
<b>машина мáленькая</b>	<b>общежитие нóвое</b>	<b>машина плохáя</b>
<b>Кéйтлин серьёзная девушка</b>	<b>Москáвá красíвый гóрод</b>	<b>общежитие большóе</b>
<b>общежитие хорóшее</b>	<b>кúхня стáрая</b>	<b>Кéйтлин бестáктная девушка</b>
<b>машина японская</b>	<b>Москáвá интересный гóрод</b>	<b>кúхня нóвая</b>

0. Кúхня не только нóвая, но и большáя. OR Кúхня и нóвая, и большáя.
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Имя и фамилия: \_\_\_\_\_ Числó: \_\_\_\_\_

## 2.8 УПРАЖНЕНИЕ Ж. НÁША СЕМЬЯ ДОВОЛЬНО БОЛЬШÁЯ

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 толькo ..., но и

1. Это Аманда. \_\_\_\_\_  
\_\_\_\_\_
2. Это Джош. \_\_\_\_\_  
\_\_\_\_\_
3. Это Кейтлин. \_\_\_\_\_  
\_\_\_\_\_
4. Это Тони. \_\_\_\_\_  
\_\_\_\_\_

## 2.8 УПРАЖНÉНИЕ 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 / большой / общежитие / , / where / я / жив- / .
- 

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

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

5. Мой / соседи / интересный / . / Он / канадец / .
- 

6. Дома / жив- / родители / .
- 

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

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

## 2.8 УПРАЖНÉНИЕ 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.
- 
-

Имя и фамилия: \_\_\_\_\_

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.

---

www.nature.com/scientificreports/

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.

---

Digitized by srujanika@gmail.com

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

---

Digitized by srujanika@gmail.com

## **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 *Рабóта в аудитóрии* and *Домáшние задáния*, 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: белый, красный and чёрный. To find out more color words, watch the video provided at [mezhdunami.dropmark.com](http://mezhdunami.dropmark.com) and write down the English equivalents of the words below:

жёлтый \_\_\_\_\_

зелёный \_\_\_\_\_

фиолетовый \_\_\_\_\_

коричневый \_\_\_\_\_

розовый \_\_\_\_\_

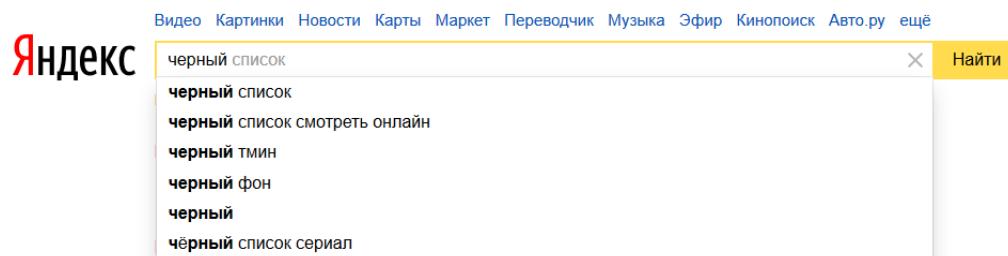
серый \_\_\_\_\_

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

синий \_\_\_\_\_

голубой \_\_\_\_\_

3. Type the word **черный** (without a ё) into the search box at [yandex.ru](http://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.

---

---

6. Now do the same thing again, but use the form **чёрный**. Note any differences in the results below.

---

---

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

---

---

- г. What results do you get for a similar search with the neuter forms: **чорнє / 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 **сіний** has a soft -**н**, so its forms are spelled: **сіний / сіняя / сінєе / сініє**

---

---

5. Explain the cultural significance of the following items.

- a. Чёрный квадрат/Красный квадрат are both \_\_\_\_\_

---

---

- b. Белое солнце пустыни refers to \_\_\_\_\_

---

---

- c. Иван Царевич и серый волк is \_\_\_\_\_

---

---

- d. 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.

бéлая ворóна the Russian version of Little Red Riding Hood

## the Russian version of Little Red Riding Hood

Бéлая гвáрдия

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

## Кráсная шáпочка

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 A

- a. Room layout designed using [floorplanner.com](http://floorplanner.com). Used with explicit written permission granted April 23, 2015.

### 2.8 Упражнение M. 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/](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 \_\_\_\_\_ уробы?
2. Ты \_\_\_\_\_ кімнату?
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	дёлаешь	думаю	что
журнал	знаешь	играю	убираю
пишет	привёт	работаю	салаты

1. Катя: Аманды, что ты \_\_\_\_\_?  
Аманды: Я читая \_\_\_\_\_ и пишу эссе.
2. 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.
3. 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.
4. Денис: \_\_\_\_\_, бабушка, что ты делаешь?  
Зоя Степановна: Ничего. Я дома. Сейчас делаю \_\_\_\_\_.  
Денис: Бабушка, Тони сейчас дома? Кейтлин \_\_\_\_\_ эсэмэски, 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)**

- a. 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. Онá ужé не \_\_\_\_\_. Онá на  
[live] [work]

пéнсии (retired). Онá \_\_\_\_\_, что её квартира стáрая, но óчень хорóшая.  
[think]

Район — хорóший, почтý (almost) центр. Рядом красíвый парк, где онá

\_\_\_\_\_. Онá \_\_\_\_\_, где магазíны (stores) и поликлíника♦.  
[stroll] [know]

Утром (in the mornings) Зоя Степановна \_\_\_\_\_ ráдио и \_\_\_\_\_  
[listen to] [tidy]

квартиру. Потóм (later) онá \_\_\_\_\_ суп♦ или салáты. Иногда (sometimes)  
[make]

онá \_\_\_\_\_ пíсьма (letters). Её дéти и их сéмья \_\_\_\_\_ далекó.  
[write] [live]

6. 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.

«Гóрод, где мы \_\_\_\_\_, Казáнь. Я — шкóльная учíтельница, а мой муж  
[live]

— небольшóй бизнесмén. Муж мнóго \_\_\_\_\_. Он чáсто \_\_\_\_\_  
[work] [write]

пíсьма, контráкты♦, докумéнты. Я, конéчно, \_\_\_\_\_ сочинéния и  
[read]  
\_\_\_\_\_ комментáрии♦.  
[write]

Тóлько в уíк-энд♦ мы дóма. Я \_\_\_\_\_ квартиру. Я \_\_\_\_\_ суп и  
[tidy] [make]

салáты. Вéчером (in the evening) мы немнóго \_\_\_\_\_ и \_\_\_\_\_  
[relax] [listen to]

музыку. Рядом большóй зал♦, где мы чáсто \_\_\_\_\_ концéрты♦. Сейчáс  
[listen to]

здесь \_\_\_\_\_ Кéйтлин, америкáнская студéнтка. Мы \_\_\_\_\_,  
[live] [think]

что Кéйтлин óчень хорошо \_\_\_\_\_ по-рúсски. Тéперь онá хорошо  
[understand]

\_\_\_\_\_ центр, потому что (because) онá чáсто там \_\_\_\_\_.»  
[know] [stroll]

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

Зоя Степáновна и Кéйтлин \_\_\_\_\_.

Марáт Азáтович и Рýмма Юрьевна \_\_\_\_\_.

Зоя Степáновна и Марáт Азáтович \_\_\_\_\_.

Зоя Степáновна и Рýмма Юрьевна \_\_\_\_\_.

### 3.1 УПРАЖНЕНИЕ Д. КТО ГОВОРЫТ? (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 мнóго _____, потому что я _____.	_____
2. Я сейчáс _____ мýзыку, а моя хозяйка _____ на кúхне.	_____
3. Я _____ здесь ужé мéсяц (for a month), и тепéрь я неплóхо _____ Иркутск.	_____
4. _____ на фотографии и рекá Невá и музéй Эрmitáж. Я чáсто здесь _____.	_____
5. Сегóдня суббóта. Сегóдня я _____ рабóтаю, сегóдня я тóлько _____.	_____
6. Сегóдня суббóта. Я _____ квартиру.	_____
7. Я _____ спортсмéн. Я _____ и в футбóл, и в волейбóл, и в бейсбóл.	_____
8. Я _____, что я неплохóй бизнесмéн. Сейчáс я _____ большóй контráкт.	_____

Ім'я и фамілія: \_\_\_\_\_ Число: \_\_\_\_\_

### 3.2 УПРАЖНЕНІЕ А. АМАНДА МНОГО ІЛИ МАЛО РАБОТАЕТ?

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

1. \_\_\_\_\_ всë врëмѧ рабóтает.
2. \_\_\_\_\_ пíшет эсэмэску.
3. \_\_\_\_\_ никогдá не отдыхаеt.
4. \_\_\_\_\_ дўмаeт, что \_\_\_\_\_ очень серъёзная!
5. \_\_\_\_\_ знают нóвый нóмер телефóна Кáти.
6. \_\_\_\_\_ гуляюt.
7. \_\_\_\_\_ дўмаeт, что \_\_\_\_\_ очень любопытный.

### 3.2 УПРАЖНЕНІЕ Б. МАЛЕНЬКІЕ СЛОВА

Match each Russian word or phrase to its English equivalent.

- |     |             |                        |
|-----|-------------|------------------------|
| ___ | 1. много    | a. simply              |
| ___ | 2. мало     | b. in my opinion       |
| ___ | 3. ведь     | c. of course           |
| ___ | 4. прóсто   | d. a lot               |
| ___ | 5. по-мóему | e. little              |
| ___ | 6. сегóдня  | f. hi                  |
| ___ | 7. почемú   | g. bye                 |
| ___ | 8. привéт   | z. why                 |
| ___ | 9. покá     | i. today               |
| ___ | 10. конéчно | k. after all; you know |

### 3.2 УПРАЖНÉНИЕ В. ПЕРЕВÓД (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.

Тóни: \_\_\_\_\_

Джош: \_\_\_\_\_

Тóни: \_\_\_\_\_

Джош: \_\_\_\_\_

Тóни: \_\_\_\_\_

### 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 нόмер дёвять, где живёт Зоя Степановна. А рядом дом нόмер одыннадцать,

где живёт Тамара Ивановна Соловьёва. Тамара Ивановна хорошо знает Зою Степановну.

Она хорошие соседки. Тамара Ивановна знает, что Зоя Степановна утром слушает радио

и потом читает газету.

Зоя Степановна часто пишет письма.

Зоя Степановна неплохо знает Тамару Ивановну. Она знает, что Тамара Ивановна — преподаватель. Её специальность — русская история. Она сейчас пишет новый учебник. Когда (when) Тамара Ивановна отдыхает, она читает рома́ны. Её любимый рома́н — «Мастер и Маргарита».

Но сегодня — типичная суббота. Значит, и Зоя Степановна, и Тамара Ивановна дома и убирают квартиру.

Имя и фамилия: \_\_\_\_\_

Число: \_\_\_\_\_

### 3.3 УПРАЖНЕНИЕ Б. КТО 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

Нáдя — эколóгия

Мýша — истóрия

Тáня — медицина

Тóля — финáнсы

Íгорь — релíгия

Андрéй — класси́ческая мýзыка

Ирýна — 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.

#### словáрная фóрма

1. _____ читáет книгу «Арáльское мóре и проблéмы эколóгии».	_____
2. _____ читáет газéту «Коммерсáнть».	_____
3. _____ читáет биогráфию «Áнна Политкóвская».	_____
4. _____ читáет статью «Аллергíя и иммúнная систéма».	_____
5. _____ читáет журnál «Óпера+».	_____
6. _____ читáет книгу «Бúдда и буддíзм».	_____
7. _____ читáет учéбник «Шкóла и дéти».	_____
8. _____ читáет энцикlopéдию «Совéтская Россíя: 1917-1941».	_____

6. Once you have decided who is reading each item, go back and underline all the direct objects of the verb **читáет**. 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 **словáрная фóрма** 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 УПРАЖНÉНИЕ В. А ЧТО ВЫ ЧИТАЕТЕ, ПÍШЕТЕ, 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 пишú \_\_\_\_\_ блог.
1. \_\_\_\_\_ кнýги.
2. \_\_\_\_\_ статьй.
3. \_\_\_\_\_ эссé.
4. \_\_\_\_\_ газéты.
5. \_\_\_\_\_ мýзыку.
6. \_\_\_\_\_ эсэмэски.
7. \_\_\_\_\_ учéбники.
8. \_\_\_\_\_ ромáны.
9. \_\_\_\_\_ журнáлы.
10. \_\_\_\_\_ пéсни.

### 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 / млáдший / брат / слúшай- / мýзыка / .

---

2. Мой / стárший / сестрá / читáй- / журнál / .

---

3. Мой / млáдший / сестрá / дéлай- / урóки / .

---

4. Мой / родýтели / отдыkháй- / здесь / .

---

5. Мой / бráтья / игрáй- / в / футбól / .

---

6. Мой / дáдя / пиш- / пéсня / .

---

7. Вот / мы / и / наш / нóвый / телефóны / . / Мы / пиш- / эсэмéски / .

---

8. Вот / мы / все / гулáй- / .

---

### 3.3 УПРАЖНÉНИЕ Д. СТУДÉНТЫ 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       | a. Аня    |
| _____ 2. wrestling team  | б. Волόдя |
| _____ 3. basketball team | в. Дýма   |
| _____ 4. volleyball team | г. Жéня   |
| _____ 5. golf team       | д. Лéна   |
| _____ 6. tennis team     | е. Марк   |
| _____ 7. hockey team     | ж. Máша   |
|                          | з. Пéтя   |
|                          | и. Тáня   |
|                          | к. Тóля   |

### 3.3 УПРАЖНÉНИЕ 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 Урóк 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 слышае́те америка́нскую музы́ку?
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.

N

0. Там живёт нóвая сосéдка, Нýна Петрóвна.
1. Интерéсно, кто здесь читáет рýсск\_\_\_\_ газéту?
2. Мой сосéдки ча́сто читáют америкáнск\_\_\_\_ журнáлы.
3. «Огонёк» — популáрн\_\_\_\_ рýсск\_\_\_\_ журнáл.
4. Денíс знаёт, где интерéсн\_\_\_\_ статья́.
5. Вы знаете нóв\_\_\_\_ студéнтку?
6. Нáша сосéдка пишет интерéсн\_\_\_\_ и оригинáльн\_\_\_\_ статьё.
7. Студéнты сейчáс слúшают америкáнск\_\_\_\_ пéсню.
8. Вот нáша вáнная. Зéркало здесь небольш\_\_\_\_.
9. Нáша хозяйка сейчáс убираёт больш\_\_\_\_ кóмнату.

**3.3 УПРАЖНÉНИЕ 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	читáй-	рў́сская пéсня
ты	знай-	мáле́нькая кóмната
Джош	понимáй-	инте́рéсныи блóг
Тóни	пиш-	хорóшая кни́га
Кéйтлин	убирáй-	америкáнские ромáны
Амáнда	дéлай-	большáя кварти́ра
Зóя Степáновна	слúшай-	но́вое сочинéние
мы	игráй-	инте́рéсная мýзыка
вы		рў́сская истóрия
студéнты		«Рў́сское ráдио»
аспирапtы		«Нóвая газéта»

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.
-

Ім'я і фамілія: \_\_\_\_\_ Число: \_\_\_\_\_

### 3.3 УПРАЖНЕННIE K. Сочинение

Write a short (40-50 word) paragraph that describes your reading, writing and listening habits. Use genre words like **роман** 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 УПРАЖНЕНІЕ А. ТÓНИ В УНИВЕРСИТЕТÉ

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. Добрó пожаловать в             | а. библиотéка.                   |
| _____ 2. Извините,                      | б. где студéнты слúшают лéкции.  |
| _____ 3. Говорите                       | в. здесь, в аудитóрии, нóмер 19. |
| _____ 4. Вы, навéрное, ещё не понимáете | г. мéдленно, пожáлуйста.         |
| _____ 5. Вам здесь нráвится?            | д. наш рýсский юмор.             |
| _____ 6. Сейчáс небольшáя               | е. наш яросláвский Гárвард.      |
| _____ 7. Здесь аудитóрии,               | ж. Óчень.                        |
| _____ 8. Вáши занáтия всегда            | з. с вáми познакóмиться.         |
|   | и. экску́рсия.                   |
|   | к. я не пónял.                   |

### 3.4 УПРАЖНЕНІЕ 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	понялá	прóсто
óчень	пóняли	рад
познакóмиться	простíте	ráды

1. *Tóni и Геóргий Владíмирович*

— Вы Антóнио Морáлес?

— Да.

— Ушакóв Геóргий Владíмирович. Óчень \_\_\_\_\_ познакóмиться, Антóнио.

— \_\_\_\_\_ приятно, Геóргий Владíмирович. Мóжно прóсто Тóни.
2. *Кéйтлин и Абдúловы*

— Кéйтлин, это мой супrúг Марáт Азáтович.

— \_\_\_\_\_, я не \_\_\_\_\_. Что такóе «супrúг»?

— Мой муж.

— Óчень ráда \_\_\_\_\_, Марáт Азáтович.

— Кéйтлин, вы америкáнка, да?

— Да, я америкáнка. Мóжно \_\_\_\_\_ Кéйти.

Íмя и фамíлия: \_\_\_\_\_

Числó: \_\_\_\_\_

3. Европéйский университéт в Санкт-Петербúрге. Общежýтие.

- Здрáвствуйте, мы вáши сосéдки. Менá \_\_\_\_\_ Амáнда, а это Монíк.  
— Я — Кáтя. А это Лéна. Óчень приятно.  
— Мы тóже óчень \_\_\_\_\_ познакóмиться.

**3.4 УПРАЖНÉНИЕ В. ШКОЛА ЙЛИ УНИВЕРСИТÉТ? 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](http://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.



- a. Э́то не студéнт, а преподавáтель.  
b. Э́то нáша шкóла.  
v. Э́то наш универсиtéт.  
g. На фóто наш пéрвый класс в пéрвый день шкóлы. Тут ученикý, а там их родýтели.  
d. На фóто наш класс, ученикý грúппы «10-Б» и нáша учýтельница.  
e. Э́то óчень большáя аудитóрия.  
ж. Э́то Москóвский универсиtéт.  
з. Э́то учýтельница и ученикý в совéтской шкóле.  
и. Какóй там сейчáс урóк?  
к. На фóто — я, мо́й подrúга Нáдя, и нáша учýтельница, Ольга Николáевна.  
л. Какáя там сейчáс лéкция?

**3.4 УПРАЖНÉНИЕ Г. СИТУÁЦИИ**

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.

Какóй éто университéт?

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 УПРАЖНÉНИЕ Д. RECOGNIZING GENDER AND NUMBER OF NOUNS ENDING IN -ИЯ AND -ИЕ**

Review the information about gender and number of nouns that end in – **и́я** and – **и́е** in this episode, and circle the adjective or possessive form that makes each of the sentences below grammatically correct. Be sure you know the **словáрная фóрма** of the noun before you make your choice. The first sentence has been done for you as a model.

0. Вот [ мой / мо́й / **моё**] задáние.
1. Где [ на́ша / на́ше / на́ши ] занýтия?
2. Это [ но́вая / но́вое / но́вые ] аудитóрия.
3. Студéнты пишут [ но́вая / но́вую / но́вые ] сочинéния.
4. Петróв — [ рúсская / рúсское / рúсские ] фамíлия.
5. Это не óчень [ интересна / интересно / интересны ] упражнéния.
6. Э́тот шкóльник всегдá пишет [ интересную / интересное / интересны ] сочинéние.

**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.

<b>аудитóрия</b>	<b> междунарóдный</b>	<b>упражнéние</b>
<b>биогráфия</b>	<b> сочинéние</b>	<b>фамíлия</b>
<b>занýтие</b>		<b>фотогráфия</b>

1. — Что ты сейчáс дéлаешь? Пíшешь домáшнее задáние?  
— Да, я дéлаю \_\_\_\_\_. Онó óчень трúдное!
2. — Ты студéнтка?  
— Да, студéнтка.  
— А что ты изучáешь?  
— Я изучáю \_\_\_\_\_ отношéния.
3. — А что дéлают эти студéнты? Онí читáют текст?  
— Нет, онí пíшут небольшóе \_\_\_\_\_.
4. — Кéйтлин, это \_\_\_\_\_ нóмер 12. Вáши \_\_\_\_\_ всегдá здесь.
5. — Кто это? [pointing to a book cover]  
— Это Никýта Сергéевич Хрущёв. Я читáю его \_\_\_\_\_.  
— Кни́га интересная?  
— Не óчень, но \_\_\_\_\_ здесь óчень интересные.

Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

### 3.5 УПРАЖНЕНИЕ А. “ВЫ ГОВОРÍТЕ ПО-ИСПÁНСКИ?”

The words **он** and **егó** 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 говорít по-немéцки. \_\_\_\_\_
2. Егó семья живёт в Техáсе. \_\_\_\_\_
3. Егó бра́тья и сёстры говорят и по-английски и по-испáнски. \_\_\_\_\_
4. Он пишет ма́ло и поэ́тому пишет не оче́нь хорошо. \_\_\_\_\_
5. Он лю́бит языки. \_\_\_\_\_
6. Он смо́трит ру́сские фíльмы и слúшаает ру́сское ráдио в интернáте. \_\_\_\_\_
7. Егó роди́тели говорят по-испáнски. \_\_\_\_\_
8. Он ду́мает, что все в Аме́рике знают испáнский язы́к. \_\_\_\_\_
9. Он изучáет и междунаро́дные отноше́ния, и ру́сский язы́к. \_\_\_\_\_
10. Он ду́мает, что немéцкая грамма́тика трúдная. \_\_\_\_\_

### 3.5 УПРАЖНЕНИЕ Б. МÁЛЕНЬКИЕ СЛОВÁ

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

- |       |                    |                        |
|-------|--------------------|------------------------|
| _____ | 1. отку́да         | a. many people         |
| _____ | 2. почемý          | б. difficult           |
| _____ | 3. навéрное        | в. easy                |
| _____ | 4. трúдный         | г. everyone            |
| _____ | 5. то́лько         | д. great/excellent job |
| _____ | 6. мнóгие          | е. little, too little  |
| _____ | 7. молодéц         | ж. not badly at all    |
| _____ | 8. ма́ло           | з. only                |
| _____ | 9. лёгкий          | и. probably            |
| _____ | 10. совсéм неплóхо | к. therefore           |
| _____ | 11. поэ́тому       | 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 ѿли \_\_\_\_\_?

— Да.

— Что «да»? Не понимáю.

— Что ты не понимáешь? И дóма, и здесь в Россíи я, конéчно, \_\_\_\_\_ рýсский язы́к и рýсскую \_\_\_\_\_. Но дóма я \_\_\_\_\_ и антрополóгию. В США э́то мóжно.

— А твой друзъя (friends)? Онý тóже \_\_\_\_\_ рýсский язы́к?

— Нет. Дóма Сэм и Cáра \_\_\_\_\_ междунарóдные отношéния. Но сейчáс онý не в США. Сэм сейчáс в Китáе, он там \_\_\_\_\_ китáйский язы́к. А Cáра лóбит Фráнцию, онá сейчáс в Парíже. Там онá изучáет и францúзский язы́к и \_\_\_\_\_.

Мо́я подrúга (female friend) Лóра изучáет америка́нскую \_\_\_\_\_, но онá \_\_\_\_\_ и испáнский язы́к. Онá сейчáс в Мадри́де. Но там, конéчно, онá не \_\_\_\_\_ америка́нскую истóрию, там онá изучáет тóлько \_\_\_\_\_ истóрию.

А Кéвин в Гермáнии, в Берлíне. Он тóже истóрик, как Лóра. В Гермáнии он \_\_\_\_\_ немéцкий язы́к. А дóма и Кéвин, и Лóра \_\_\_\_\_ истóрию.

6. 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.

	<b>During study abroad</b>	<b>At home in the U.S.</b>
Caitlin	Russian and _____	Russian and _____
Sara	_____ and _____	_____
Kevin	_____	Economics and _____
Laura	_____ and _____	History and _____
Sam	_____	_____

Имя и фамилия: \_\_\_\_\_ Числó: \_\_\_\_\_

### 3.5 УПРАЖНÉНИЕ Г. PERSONALIZED SENTENCES

Complete the sentences below with the verb **изучáй-** and an academic subject in the accusative case. Try to use the general academic subjects presented in the **Немнóго 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) \_\_\_\_\_ [имя] и \_\_\_\_\_ [имя] \_\_\_\_\_.

Здесь многие (many people) \_\_\_\_\_.

### 3.5 УПРАЖНÉНИЕ Д. КТО ЧТО ДÉЛАЕТ? (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. НÁША СЕМЬЯ

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

Нáша семья́ очень интересная. Мы — это я, мой брат Кóля, мо́й сестрá Кáтя и на́ши роди́тели. Кóля \_\_\_\_\_ рок-музыку и игра́ет на гитáре. Кáтя не [likes] \_\_\_\_\_ на инструмéнте, но онá \_\_\_\_\_ всё — и рок, и класси́ческую [play] [listens to] музыку, и джаз, и рэп. Онá всегда́ \_\_\_\_\_, какáя музыка хорóшая, а какáя [says] плохáя. А роди́тели \_\_\_\_\_, что в семье́ Кóля — музыка́нт, а Кáтя — критик. [say]

Мы все очень \_\_\_\_\_ спорт и ча́сто \_\_\_\_\_ в тéннис вмéсте. А [like] [play] на́ши сосéди не \_\_\_\_\_ спорт. Онí не \_\_\_\_\_, как мόжно любить [like] [understand] спорт. А наш пáпа \_\_\_\_\_ и футбóл. Он \_\_\_\_\_ все футбóльные [likes] [watches] матчи (games) по телевíзору юли на стадио́не.

А вы \_\_\_\_\_ спорт? Что вы \_\_\_\_\_ по телевíзору?  
[like] [watch]

6. At the end of her email your keypal 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. КАКІЕ ЯЗЫКИ ВЫ ЗНАЕТЕ?**

- a. You are at a party in the **филологіческий факультэт**, 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.

<b>а. на хінди</b>	<b>д. по-итальянски</b>	<b>и. по-португальски</b>
<b>б. по-англійски</b>	<b>е. по-китайски</b>	<b>к. по-руссски</b>
<b>в. по-арабски</b>	<b>з. по-корейски</b>	<b>л. по-французски</b>
<b>г. по-испански</b>	<b>ж. по-немецки</b>	<b>м. по-японски</b>

1. Кристіна \_\_\_\_\_ 5. Джейн \_\_\_\_\_
2. Хироши \_\_\_\_\_ 6. Чен \_\_\_\_\_
3. Маргаріта \_\_\_\_\_ 7. Антón \_\_\_\_\_
4. Жером \_\_\_\_\_
6. 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. Тóни изучáет междунаро́дные отноше́ния и \_\_\_\_\_.
2. Оле́г ду́мае́т, что он не оче́нь хоро́шо говори́т \_\_\_\_\_.
3. Оле́г филóлог. Он изучáет \_\_\_\_\_.
4. Оле́г говори́т \_\_\_\_\_.
5. Оле́г ду́мае́т, что Тóни оче́нь непло́хо говори́т \_\_\_\_\_.
6. Оле́г ду́мае́т, что все америка́нцы зна́ют \_\_\_\_\_.
7. Тóни говори́т, что он пло́хо пи́шет \_\_\_\_\_.
8. Тони говори́т, что его бра́тья и сёстры зна́ют \_\_\_\_\_ и \_\_\_\_\_.

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

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

1. По-моему \_\_\_\_\_ тру́дный предмéт.
2. По-моему \_\_\_\_\_ лёгкий предмéт.
3. По-моему \_\_\_\_\_ интерéсный предмéт.
4. По-моему \_\_\_\_\_ вáжный (important) предмéт.
5. По-моему \_\_\_\_\_ нетру́дный предмéт.
6. По-моему \_\_\_\_\_ неинтересный предмéт.
7. По-моему \_\_\_\_\_ полéзный (useful) предмéт.
8. По-моему \_\_\_\_\_ нелёгкий предмéт.

### 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. Йоки / говор- / Japanese / . / Он / изучай- / Spanish / .

2. Ніна / понима́й- / Spanish / и / знай- / Portuguese / .

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

4. Анто́ния / понима́й- / и / говор- / Portuguese / . / Онá / изучай- / Japanese / .

5. Кароли́на / изучай- / Spanish / . / Дома / онá / говор- / French / .

6. Дома / Ігорь / говор- / Russian / . / Он / изучай- / Portuguese / .

6. 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. Натáлья Михáйловна лóбит \_\_\_\_\_ салáты.
2. Её стárшая дочь Вéра лóбит \_\_\_\_\_ на гитáре.
3. А млáдшая дочь Нáдя лóбит \_\_\_\_\_ языки.
4. Онá дóмает, что легко \_\_\_\_\_ пéсни по-англýйски.
5. Муж Андрéй Дмýтриевич — большóй спортсмéн. Он лóбит \_\_\_\_\_ и хоккéй и футбóл по телевíзору.
6. Натáлья Михáйловна лóбит \_\_\_\_\_ в Москвé (in Moscow), а её дóчери лóбят \_\_\_\_\_ и \_\_\_\_\_ в пárке.

### 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: \_\_\_\_\_

Числó: \_\_\_\_\_

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.

Ім'я і фамілія: \_\_\_\_\_ Число: \_\_\_\_\_

### 3.6 УПРАЖНЕННIE 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**

**мало**

**немного**

**хорошо**

**плохо**

**только**

**совсем не**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## 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...        | a. в гóроде Колúмбусе |
| _____ 2. Джош живёт...          | б. в Иркúтске         |
| _____ 3. Кéйтлин живёт...       | в. в Казáни           |
| _____ 4. Тóни живёт...          | г. в Калифóрнии       |
| _____ 5. Иркúтск нахóдится...   | д. в Нью-Йóрке        |
| _____ 6. Казáнь нахóдится...    | е. в Огáйо            |
| _____ 7. Ярослáвль нахóдится... | ж. в Россíи           |
| _____ 8. Петербúрг нахóдится... | з. в Санкт-Петербúрге |
|                                 | и. в Сибири           |
|                                 | к. в Татарстáне       |
|                                 | л. в Texáce           |
|                                 | м. на рекé Невé       |
|                                 | н. на рекé Вóлге      |

### 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 [ɸ]. If it is pronounced as [Φ], write **Φ** 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](http://ostranah.ru/lists/capitals.php). Be careful! Not all the places are countries!

- |                        |                       |
|------------------------|-----------------------|
| 1. _____ в Гермáнии.   | 7. _____ в Texáce.    |
| 2. _____ в Калифóрнии. | 8. _____ в Джóрджии.  |
| 3. _____ в Перý.       | 9. _____ в Дáнии.     |
| 4. _____ в Беларусý.   | 10. _____ в Сéрбии.   |
| 5. _____ в Китáе.      | 11. _____ в Зáмбии.   |
| 6. _____ в Чýли.       | 12. _____ в Хорвáтии. |

**3.7 УПРАЖНЕНИЕ В. ВЫ ЗНАЁТЕ, 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.

оркéстр	университéт	фýтнес-цéнтр
теáтр	лаборатóрия	музéй
поликлíника	шкóла	банк
	ресторáн	

1. Учýтель рабóтает \_\_\_\_\_. .
2. Преподавáтель рабóтает \_\_\_\_\_. .
3. Официáнт (waiter) рабóтает \_\_\_\_\_. .
4. Врач (doctor) рабóтает \_\_\_\_\_. .
5. Банкíр рабóтает \_\_\_\_\_. .
6. Гид (tour-guide) рабóтает \_\_\_\_\_. .
7. Музыка́нт рабóтает \_\_\_\_\_. .
8. Хýмик рабóтает \_\_\_\_\_. .
9. Тréнер рабóтает \_\_\_\_\_. .
10. Актёры рабóтают \_\_\_\_\_. .

**3.7 УПРАЖНЕНИЕ Г. ГДЕ МÓЖНО НАЙТИ ЭТИ ВÉЩИ? (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 **учýтель**, some possible locations might be:

- в шкóле
- в клáссе
- на лéкции
- на рабóте

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

словá	_____	_____	_____	_____
учéбники	_____	_____	_____	_____
стол	_____	_____	_____	_____
_____	_____	_____	_____	_____

[your choice here]

**3.8 УПРАЖНЕНИЕ А. TEXT 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.

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

Имя и фамилия: \_\_\_\_\_ Числó: \_\_\_\_\_

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 / стáрший / брат / сейчáс / жить / в / Россíя / , / в / Сибíрь / .

---

2. Он / учýться / в / Иркутск / .

---

3. Там / он / изучáть / рúсский / язы́к / и / эколóгия / .

---

4. Он / писáть / , / что / егó / хозя́йка / рабóтать / в / реклáмный / агéнтство / .

---

5. Мой / млáдший / брат / и / я / учýться / в / шкóла / .

---

6. Я / в / деся́тый / класс / , / а / Бен / в / шестóй / класс / .

---

7. Наш / пáпа / рабóтать / в / большóй / фýрма / .

---

8. А / наш / мáма / рабóтать / в / городскóй / библиотéка / .

---

Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

### 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.



---



---



---



---



---



---



---



---

6. 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 слышите?

---

Ім'я і фамілія: \_\_\_\_\_

Число: \_\_\_\_\_

### 3.8 УПРАЖНЕННІЕ 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 / Индианский / университет / .

2. — Игорь / ужé / работать / ?

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

3. — Вы / учиться / в / Казанский / государственный / университет / ?

— Нет /, / мы / музыканты /. / Мы / учиться / в / Петербургский / консерватория / .

4. — Ваш / дети / ещё / маленький / ?

— Нет /, / он / ужé / учиться / в / школа / .

Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

### 3.8 УПРАЖНЕНИЕ Д. НЕМНОГО О СЕБÉ (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 гóрод нахóдится в \_\_\_\_\_ [name of state].
3. Я учусь в \_\_\_\_\_.
4. Наш университе́т нахóдится в \_\_\_\_\_.
5. Я люблю́ дéлать домáшние задáния в \_\_\_\_\_.
6. Я люблю́ гулять в \_\_\_\_\_.
7. Мой родíтели живу́т в \_\_\_\_\_.
8. Бáбушка и дéдушка (родíтели отцá) живу́т в \_\_\_\_\_.
9. Бáбушка и дéдушка (родíтели мáмы) живу́т в \_\_\_\_\_.

Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

### 3.8 УПРАЖНЕНИЕ Е. КАКАЯ КÓШКА ВÁША?

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 команда (team) играют Коля, Толя, Макс, Илья и я. А в другой

команде играют Костя, Гриша, Пётя, Паша и Федя. Федя и я учимся в \_\_\_\_\_ [5]

классе. Коля и Костя учатся в \_\_\_\_\_ классе. Толя учится в \_\_\_\_\_ [6] [7]

классе. Макс и Гриша учатся в \_\_\_\_\_ классе, а Илья учится в \_\_\_\_\_ [8] [9]

классе. Паша учится в \_\_\_\_\_ классе. [10]

**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 \_\_\_\_\_ полу, 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 УПРАЖНÉНИЕ Б. МÁЛЕНЬКИЕ СЛОВÁ

Review episodes 3.8 and 3.9 and match the Russian words to their English equivalents.

- |     |                   |                        |
|-----|-------------------|------------------------|
| ___ | 1. немнóго о себé | a. now                 |
| ___ | 2. ещё            | б. everywhere          |
| ___ | 3. дрого          | в. a bit about oneself |
| ___ | 4. дáже           | г. "Good job!"         |
| ___ | 5. ужé            | д. still, yet          |
| ___ | 6. хóлодно        | е. never               |
| ___ | 7. тепéрь         | ж. cold                |
| ___ | 8. молодéц        | з. already             |
| ___ | 9. никогда        | и. expensive           |
| ___ | 10. вездé         | к. even                |

**3.9 УПРАЖНЕНИЕ В. ГДЕ МОЙ 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. Кроссбóки на ковré.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### 3.9 УПРАЖНЕНИЕ Г. ЧТО ЕЩЁ ГОВОРЫТ 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. \_\_\_\_\_

Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

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?

- а. \_\_\_\_\_ 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 моё семья. Слева — мой отец. Его зовут Роберт, и он работает в школе. Что он делает? Он музыкант. Он играет на рояле и немногого на флейте. Он очень талантливый.

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

А рядом — мой брат Джон и его жену. 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.

---

Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

### **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 Упражнение В. Шкóла Ѯли университт? Какя фотографя?

1. "Никольская школа, 1968 год. Выпускники 10-6" by A. Kovalevskii is licensed under CC BY 2.0. Last accessed October 28, 2015. <https://www.flickr.com/photos/66851595@N04/673739951>
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 Упражнение В. Кто на какм инструмнте игрет?

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\\_%26\\_Sons\\_concert\\_grand\\_piano,\\_model\\_D-274,\\_manufactured\\_at\\_Steinway%27s\\_factory\\_in\\_Hamburg,\\_Germany.png](http://commons.wikimedia.org/wiki/File:Steinway_%26_Sons_concert_grand_piano,_model_D-274,_manufactured_at_Steinway%27s_factory_in_Hamburg,_Germany.png)
2. "Tenorsax.jpg" is in the public domain. Last accessed October 28, 2015. <http://commons.wikimedia.org/wiki/File:Tenorsax.jpg>
3. "Trumpet 1" by PJ is licensed under CC BY-SA 3.0. Last accessed October 28, 2015. [http://commons.wikimedia.org/wiki/File:Trumpet\\_1.jpg](http://commons.wikimedia.org/wiki/File:Trumpet_1.jpg)
4. "Violin-Viola" by Frinck51 is licensed under CC BY-SA 3.0. Last accessed October 28, 2015. <http://commons.wikimedia.org/wiki/File:Violin-Viola.jpg>
5. "Cello front side" by Georg Feitscher is licensed under CC BY-SA 3.0. Last accessed October 28, 2015. [http://commons.wikimedia.org/wiki/File:Cello\\_front\\_side.jpg](http://commons.wikimedia.org/wiki/File:Cello_front_side.jpg)
6. "Clarinet in Eb" by Mezzofortist is licensed under CC BY-SA 3.0. Last accessed October 28, 2015. [http://commons.wikimedia.org/wiki/File:Clarinet\\_in\\_Eb.jpg](http://commons.wikimedia.org/wiki/File:Clarinet_in_Eb.jpg)
7. "Guitar 1" by PJ is licensed under CC BY-SA 3.0. Last accessed October 28, 2015. [http://commons.wikimedia.org/wiki/File:Guitar\\_1.jpg](http://commons.wikimedia.org/wiki/File:Guitar_1.jpg)



## УРОК 4: ЧАСТЬ 1



### 4.1 УПРАЖНÉНИЕ А. ЧТО У КОГÓ 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. \_\_\_\_\_

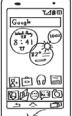
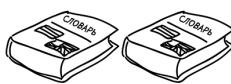
\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_



5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

### 4.1 УПРАЖНÉНИЕ Б. НЕМНОГО О ПÁВЛЕ

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 Павел. Вот мой фотографии. Это мой брат Саша. У \_\_\_\_\_ есть японская машина. А это моя сестра Вера. У \_\_\_\_\_ есть маленькая кошка. Вот здесь на фотографии мой родители. У \_\_\_\_\_ есть большой красивый дом. Вот я на фотографии. У \_\_\_\_\_ есть сосед по комнате. Его зовут Денис. Вот мы вместе в общежитии. По-моему, у \_\_\_\_\_ отличная комната.

А вы? Что есть у \_\_\_\_\_?

Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

#### 4.1 УПРАЖНЕНИЕ В. ВОПРОСЫ

- 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."

---

---

---

---

- 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 what they have. For your hosts, use the formal "you."

---

---

---

---

#### 4.1 УПРАЖНЕНИЕ Г. НÓВОСТИ ИЗ ДÓМА (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.

- I have a nice room.

---

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

---

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

---

- He has a coffeemaker and a microwave.

---

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

---

Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

6. Stephanie lives on the first floor (этáж) . [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 УПРАЖНÉНИЕ 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 менá в кóмнате есть ...
  - У нас в общежитии есть ...
  - У менá в квартире есть ...
  - Дома (там, где живут родители) у менá есть ...
- 
- 
- 
- 
- 
- 
- 
- 
- 
-

**4.2 УПРАЖНЕННІЕ 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.

	<b>What they have</b>	<b>What they do not have</b>
Амáнда		У тебá нет чайника?
Монíк		
Амáнда и Монíк (= мы)		
Кáтя		
Лéна	У Лéны есть холодíльник и кастрóля.	
Йра и Маšа		
Олéг		

**4.2 УПРАЖНЕНІЕ 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 УПРАЖНЕНІЕ В. ЕСТЬ ЙЛИ 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 (**словáрнаа фóрма**) 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.

<b>Вéра говорíт, что ...</b>	<b>Антóн говорíт, что ...</b>
у Петrá Степáновича _____ смартфóн.	у Петrá Степáновича _____ смартфóна.
у Геóргия Владíмировича _____ гаражá.	у Геóргия Владíмировича _____ гараж.
у Марýны Алексéевны _____ пылесóса.	у Марýны Алексéевны _____ пылесóс.
у Лíдии Мárковны _____ кréсло.	у Лíдии Мárковны _____ кréсла.

у Владíмира Пáвловича _____ машýны.	у Владíмира Пáвловича _____ машýна.
у Сергéя Петróвича _____ сýн.	у Сергéя Петróвича _____ сýна.
у Людмíлы Фёдоровны _____ ковrá.	у Людмíлы Фёдоровны _____ ковёр.
у Марíи Олéговны _____ зéркало.	у Марíи Олéговны _____ зéркала.
у Евгéния Максíмовича и Татья́ны Евгéньевны _____ дóчери.	у Евгéния Максíмовича и Татья́ны Евгéньевны _____ дочь.
у Максíма Ивáновича _____ женá.	у Максíма Ивáновича _____ жены́.
у Зóи Денíсовны _____ мýжа.	у Зóи Денíсовны _____ 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 **словáрная фóрма**, it can be harder to recognize the person's gender.

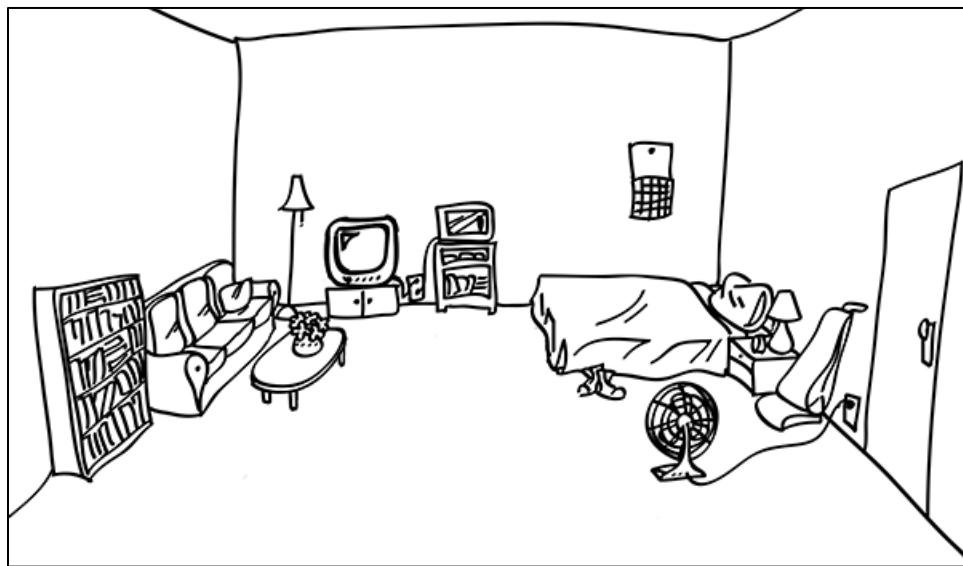
In the left hand margin of the table above, write the letter **М** (мужчýна = man) or **Ж** (жéнщина = woman) above each person's name to indicate his/her gender.

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. Зóя Денíсовна  
 б. \_\_\_\_\_  
 в. \_\_\_\_\_  
 г. \_\_\_\_\_

**4.2 УПРАЖНЕНІЕ Г. КОМНАТА МАШИ**

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



1. У Máши есть дивáн?

2. У Máши есть кастрóля?

3. У Máши есть холодíльник?

4. У Máши есть чáйник?

5. У Máши есть пылесóс?

6. У Máши есть утюг?

7. У Máши есть микроволнóвка?

8. У Máши есть крéсло?

9. У Máши есть тóмбочка?

10. У Máши есть ковёp?

- 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 / женá / и / дети / .

---

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

---

4. Онá / жить / одна (alone) /, / потому что / у / онá / нет / семья / .

---

---

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

---

---

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

---

---

7. У / Юлия Андреевна / новый / стиральная машйна /, / но / у / онá / 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 (**Можна**), which are activities you need to do (**Надо**), and which ones do you not want to do (**Не хочу**)? Write in one of those options before each of the phrases below.

1. \_\_\_\_\_ убира́ть кварти́ру.
2. \_\_\_\_\_ игрáть в шахматы.
3. \_\_\_\_\_ дéлать домáшние задáния.
4. \_\_\_\_\_ слúшать мúзыку.
5. \_\_\_\_\_ гуля́ть в пárке.
6. \_\_\_\_\_ читáть нóвости в интернéте.
7. \_\_\_\_\_ смотрéть телевíзор.
8. \_\_\_\_\_ игрáть на роя́ле.

**4.2 УПРАЖНЕНИЕ Ж. МАЛЕНЬКИЕ СЛОВА**

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

- |      |                 |                    |
|------|-----------------|--------------------|
| ____ | 1. давáй        | a. agreed          |
| ____ | 2. дáже         | б. almost          |
| ____ | 3. договорýлись | в. by the way      |
| ____ | 4. знáчит       | г. completely      |
| ____ | 5. к сожалéнию  | д. even            |
| ____ | 6. мéжду прóчим | е. let's           |
| ____ | 7. нúжно        | ж. let's go        |
| ____ | 8. почтý        | з. look            |
| ____ | 9. пошлý        | и. it is necessary |
| ____ | 10. смотри      | к. of course       |
| ____ | 11. совсéм      | л. that means      |
|      |                 | м. unfortunately   |

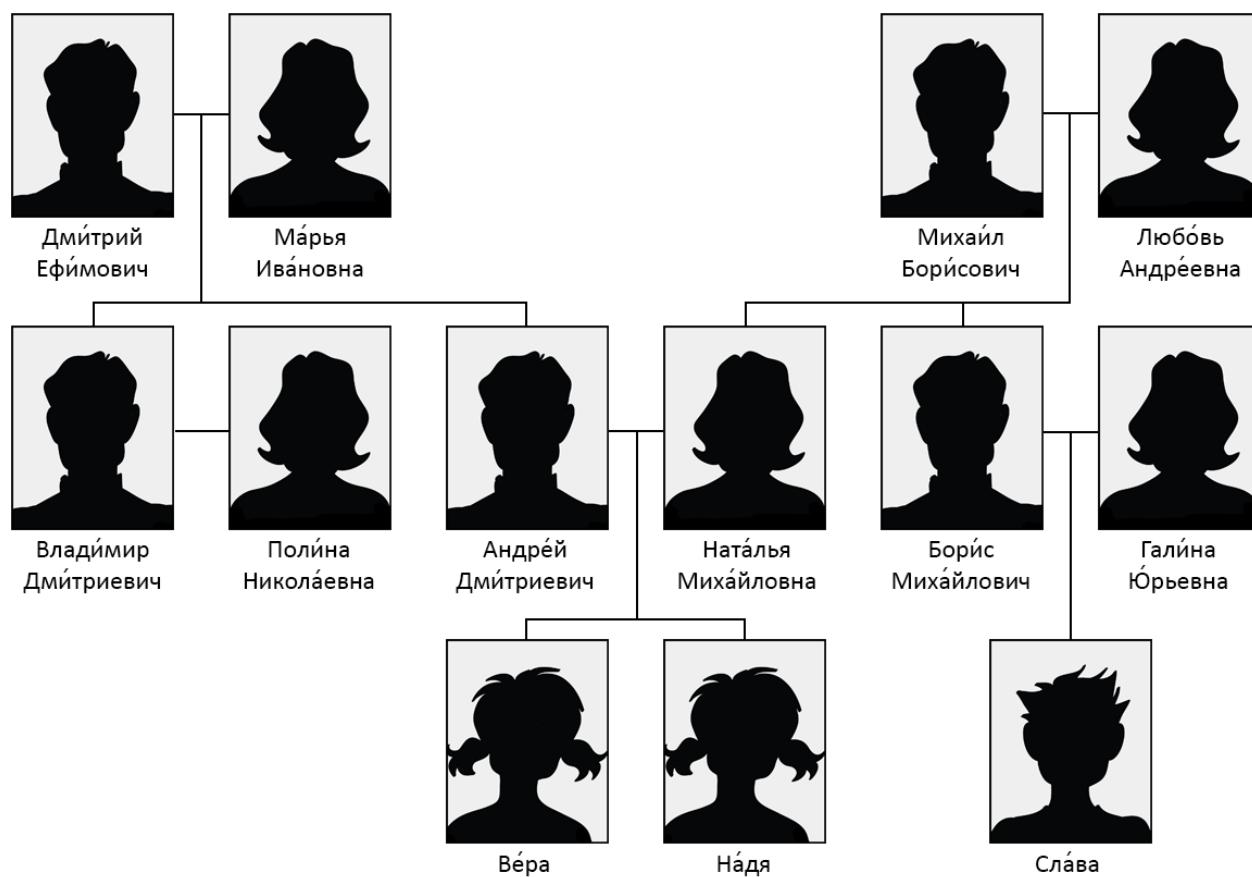
**4.3 УПРАЖНЕНИЕ А. ЖЕНЯ КУЗНЕЦОВ**

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

- |   |                                |
|---|--------------------------------|
| _____ 1. Олéг Пáнченко —                          | a. в магазíне «Эльдорáдо».     |
| _____ 2. Жéня Кузнецóв — студéнт                  | б. где Кáтя.                   |
| _____ 3. Олéг дóумает, что                        | в. друг Кáти.                  |
| _____ 4. Амáнда не пóмнит,                        | г. как называéется магазíн.    |
| _____ 5. У Амáнды óчень                           | д. Кáти нет.                   |
| _____ 6. Амáнда спрáшивает (asks),                | е. на Пионéрской ýлице.        |
| _____ 7. Олéг отвечáет (answers), что             | ж. не знакóмы.                 |
| _____ 8. Амáнда и Жéня                            | з. простáя фамíлия.            |
| _____ 9. Магазíн «Эльдорáдо» нахóдится            | и. математíческого факультéта. |
| _____ 10. Мóжно купýть недорогóй<br>электрочáйник | к. у Амáнды пробléмы.          |

### 4.3 УПРАЖНЕНИЕ Б. СЕМЬЯ НАТАЛЬИ МИХАЙЛОВНЫ

In Упóк 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.



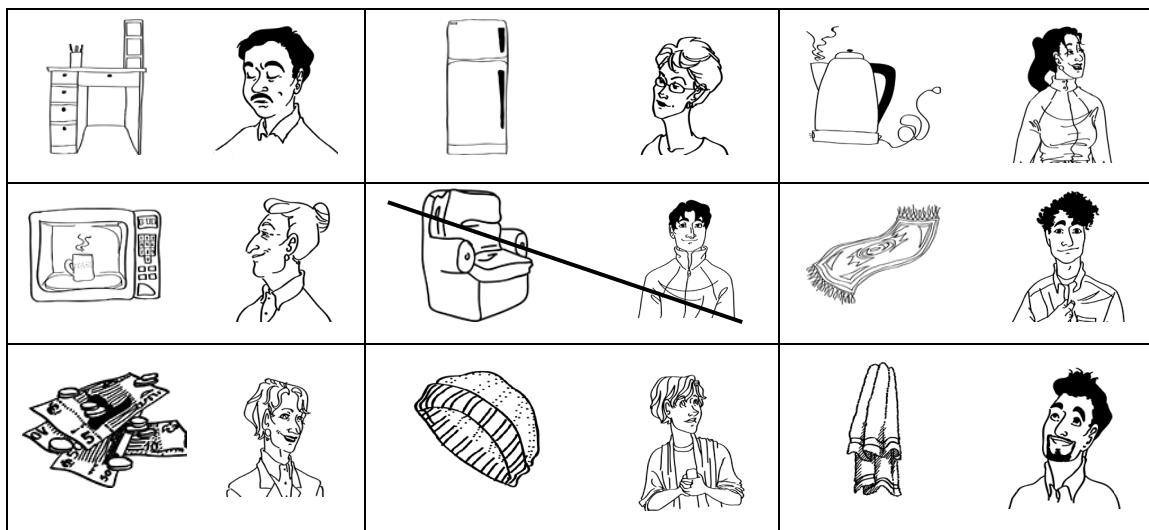
0. Галіна Юр'євна — мать Слáвы.

*Слáвы* is in the genitive case because Galina Yur'evna is Slava's mother.

1. Вéра — сестrá \_\_\_\_\_.
  2. Полíна Николáевна — женá \_\_\_\_\_.
  3. Андрéй Дмýтриевич — отéц \_\_\_\_\_.
  4. Борíс Михáйлович — муж \_\_\_\_\_.
  5. Любóвь Андрéевна — мать \_\_\_\_\_.
  6. Сláва — внуk \_\_\_\_\_.
  7. Галíна Ўрьевна — тётя \_\_\_\_\_.
  8. Натáлья Михáйловна — сестrá \_\_\_\_\_.
  9. Владíмир Дмýтриевич — брат \_\_\_\_\_.

**4.3 УПРАЖНЕНИЕ В. ЧИ ЄТО 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.

*Denisa 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 Рімми 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 *ø* 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 Рімма\_\_\_\_ Юрьевна\_\_\_\_. Я работаю в школе\_\_\_\_.

Мой муж\_\_\_\_ много работает. Фирма муж\_\_\_\_ называется «Татарстрой». Это большая фирм\_\_\_\_.

Я очень люблю нашу новую квартиру\_\_\_\_. Она находится на улице\_\_\_\_ Калинина.  
Квартира на седьмом этаже\_\_\_\_. В большой комнате\_\_\_\_ у нас диван\_\_\_\_, кресло\_\_\_\_,  
телевизор\_\_\_\_. А на кухне\_\_\_\_ у нас новый холодильник\_\_\_\_, микроволновка\_\_\_\_ и  
новые стулья\_\_\_\_.

В комнате\_\_\_\_ Кейтлин\_\_\_\_ кровать\_\_\_\_, комод\_\_\_\_ и письменный стол\_\_\_\_. Там нет  
шкафа\_\_\_\_, и нет вентилятора\_\_\_\_. Кейтлин — хорошая девушка\_\_\_\_. Она изучает  
русский язык\_\_\_\_ и русскую культуру\_\_\_\_.

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

### 4.3 УПРАЖНЕНИЕ Д. СИТУАЦИИ

Review all the episodes in Часть 1 and 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: \_\_\_\_\_ Числó: \_\_\_\_\_

#### 4.3 УПРАЖНЕНИЕ Е. Сочинение: СЕЙЧАС Я ЖИВУ...

Imagine that you have set up an account on ВКонтакте ([vk.com](http://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 вíдят мост.
- \_\_\_\_ б. Амáнда и Жéня вíдят стáнцию метró «Спорти́вная».
- \_\_\_\_ в. Амáнда и Жéня вíдят бассéйн и фýтнес-цéнтр.
- \_\_\_\_ г. Амáнда и Жéня вíдят Инститúт рýсского языка и культуры.
- \_\_\_\_ д. Амáнда и Жéня вíдят стадио́н.
- \_\_\_\_ е. Амáнда и Жéня вíдят ры́нок.
- \_\_\_\_ ж. Амáнда и Жéня вíдят остановку автóбуса.
- \_\_\_\_ з. Амáнда и Жéня вíдят супермаркет.
- \_\_\_\_ и. Амáнда и Жéня вíдят Большóй проспéкт.
- \_\_\_\_ к. Амáнда и Жéня вíдят большóю цéрковь.

Имя и фамилия: \_\_\_\_\_ Число: \_\_\_\_\_

#### 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.

	музéй	аптéка	ресторáн	цéрковь
	останóвка автóбуса	парк	аптéка	цéрковь
	бассéйн	стáнция метрó	кафé	туалéты
	кинотеáтр	цéрковь	ресторáн	магазýн
	магазýн	библиотéка	бассéйн	стáнция метрó
	пóчта	цéрковь	ресторáн	останóвка автóбуса
	аптéка	останóвка автóбуса	ресторáн	магазýн
	университéт	стадион	стáнция метрó	останóвка автóбуса
	музéй	магазýн	парк	аптéка

#### 4.4 УПРАЖНЕНИЕ В. ГÓРОД 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.

Сарáтов — хороший \_\_\_\_\_. У нас в Сарáтове есть академíческий \_\_\_\_\_ опера и балéта и цирк. Кро́ме тогó (moreover), у \_\_\_\_\_ в Сарáтове недалекó от \_\_\_\_\_ Бóлги есть большáя исторíческая \_\_\_\_\_. У нас в гóроде есть и интересные \_\_\_\_\_. Напримéр (for example), есть Дом-музéй рúсского писáтеля \_\_\_\_\_ Чернышéвского. У нас в \_\_\_\_\_ очень любят спорт. В цéнtre есть большóй \_\_\_\_\_. А мы живём не в \_\_\_\_\_. Но э́то не пробléма, потому что рядом нахóдится \_\_\_\_\_ . Есть ещé одíн плюс: на нашей \_\_\_\_\_ есть \_\_\_\_\_ и фйтнес-цéнтр. Но, к \_\_\_\_\_, есть и мíнусы. \_\_\_\_\_ нахóдится далекó от нашего \_\_\_\_\_. Наш гóрод не очень большóй, и поэ́тому у нас нет \_\_\_\_\_.

**4.4 УПРАЖНЕННІЕ Г. ЕСТЬ ЙЛИ 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 **словáрная фóрма** 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.

_____ библиотéка	_____ паркa
_____ цéркви	_____ остановка автобуса
_____ стáнциии метро	_____ бассейн
_____ аптéка	_____ рынка
_____ музéя	_____ стадион

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

---



---



---

**4.4 УПРАЖНЕННІЕ 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 (**Лóренс**, which does decline) and Toronto (**Торóнто**, which does not decline). Note the different prepositional case forms.

0. У нас в Алексáндровке нет теáтра óперы.

У нас в Лóренсе тóже нет теáтра óперы. OR А у нас в Торóнто есть теáтр óперы.

1. У нас в Алексáндровке нет исторíческого музéя.

---

2. У нас в Алексáндровке есть филармónия.

---

3. У нас в Алексáндровке нет рекý.

---

4. У нас в Алексáндровке есть большáя исторíческая цéрковь.

5. У нас в Алексáндрівці є велика міська бібліотéка.

6. У нас в Алексáндрівці є університет.

7. У нас в Алексáндрівці є футбольний клуб (soccer team).

8. У нас в Алексáндрівці є дуже маленький аеропорт.

9. У нас в Алексáндрівці є драматичний театр.

#### 4.4 УПРАЖНÉНИЕ Е. МОЯ НÓВАЯ 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.

Привéт, Máша!

Спасибо за твой имéйл. Ты спрашиваешь о (about) моей квартире. Я живу́ близко от

\_\_\_\_\_ и \_\_\_\_\_,  
[наш] [университет] [большая] [библиотека]

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

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

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

я живу́ далеко от \_\_\_\_\_. И еще один минус —  
[хороший] [супермаркет]

я живу́ далеко от \_\_\_\_\_.  
[университетский] [бассейн]

Покá!

Джéйсон

Имя и фамилия: \_\_\_\_\_ Числó: \_\_\_\_\_

#### 🔍 4.4 УПРАЖНÉНИЕ 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](https://www.google.ru/images)) to see if you can figure out the meaning. One has been done for you as an example.

Дом мúзыки	<u>House of Music</u>	Дом архитéктора	_____
Дом худóжника	_____	Дом актёра	_____
Дом кинó	_____	Дом культу́ры	_____
Дом журнали́ста	_____	Дом юрýста	_____
Дом мóды	_____	Дом йóги	_____

#### 🔍 4.4 УПРАЖНÉНИЕ 3. КАК НАЗЫВÁЕТСЯ ЭТА УЛИЦА?

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

1. For this activity, use an online Russian map ([maps.yandex.ru](https://maps.yandex.ru)) for the city of Kazan'.

The downtown area of Kazan' (a bit to the east of the Kremllyovskaya 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 = \_\_\_\_\_

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

#### 4.4 УПРАЖНÉНИЕ 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 дўмаю, что пéрвая бўкva ётого слóва — ш.

---

2. Ты знаёшь áдрес университéтской библиотéки?

---

3. Я не пóмню фамíлию твоегó дру́га.

4. Тóни читáет пéрвую странíцу интерéсного ромáна.

---

5. На занýтии мы смóтrim начáло нóвого рýссского фýльма.

6. Я не пóмню конéц ётого ромáна.

---

7. Вы пóмните нóмер телефóна нашего преподавáтеля?

---

8. Джош пóмнит, что дверь нашей квартиры краásная.

---

9. На ўлице вы вíдите машíну вашей хозяйки?

#### 4.4 УПРАЖНЕНІЕ 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.

Стáрая сосéдка Зóя Степáновны всегdá всё \_\_\_\_\_ и \_\_\_\_\_. Онá  
[выйдетъ] [помнить]  
\_\_\_\_\_, кто где \_\_\_\_\_, кто что \_\_\_\_\_, кто что \_\_\_\_\_  
[знать] [жить] [делать]  
\_\_\_\_\_, и кто когда \_\_\_\_\_\_. Сосéдка всегdá \_\_\_\_\_: «Я всё  
[смотрѣть] [отдыха́ть] [говорить]  
\_\_\_\_\_, и всё \_\_\_\_\_, а ты, Зóя,ничегó не \_\_\_\_\_ и не  
[выйдетъ] [помнить] [выйдетъ]  
\_\_\_\_\_. Зóя Степáновна не \_\_\_\_\_, что сосéди всё \_\_\_\_\_ и  
[знать] [любить] [выйдетъ]  
\_\_\_\_\_.  
[помнить]

#### 4.4 УПРАЖНЕНІЕ 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 **понима́ть** (to understand) and **пóмнить** (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 тебе́ люблю́, потому́ что ...

ты бчень добрый человéк. OR ты менá так хорошó понимáешь.

1. Онí егó любят, но ...

2. Вы менá понимáете, потому́ что ...

3. Тóни их знае́т, потому́ что ...

4. Сосéди её вýдят, но ...

5. Мы вас не понимáем, потому́ что ...

6. Преподавáтель нас пóмнит, потому́ что ...

**4.5 УПРАЖНЕНИЕ А. КАФÉ «ИДЕÁЛЬНАЯ ЧÁШКА»**

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.

Амáнда	родíтели Амáнды	Жéня
родíтели Жéни		

1. \_\_\_\_\_ ўчится на трéтьем курсе, а \_\_\_\_\_ ўчится в аспирантуре.
2. \_\_\_\_\_ ужé купíла чайник и пьёт чай.
3. \_\_\_\_\_ говорít, что в начáле ноября не óчень хóлодно.
4. \_\_\_\_\_ купíли дом в мáленьком гóроде недалекó от Сан-Францýско.
5. \_\_\_\_\_ óчень лóбит рўсскую литератúру, хотя он изучáет матемáтику.
6. \_\_\_\_\_ родилáсь в Сан-Францýско.
7. \_\_\_\_\_ учíлись в Калифорнийском университéте в Бéркли.
8. \_\_\_\_\_ мáло знаёт о рўсском иску́сстве.
9. \_\_\_\_\_ дўмают, что учиться на филологíческом факультéте непрактично.
10. \_\_\_\_\_ ужé дўмает о рабóте, а \_\_\_\_\_ дўмает о диссертации.
11. \_\_\_\_\_ учíлась в Стэнфордском университéте.

**4.5 УПРАЖНЕНИЕ Б. Откúда они пíшут?**

- 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. Привéт из Ирку́тска!  | а. Амáнда                      |
| _____ | 2. Привéт из Казáни!     | б. Денíс                       |
| _____ | 3. Привéт из Калифóрнии! | в. Джош                        |
| _____ | 4. Привéт из Москвы!     | г. Кéйтлин                     |
| _____ | 5. Привéт из Нью-Йóрка!  | д. Преподавáтель Амáнды в США  |
| _____ | 6. Привéт из Огáйо!      | е. Преподавáтель Джóша в США   |
| _____ | 7. Привéт из Петербóрга! | ж. Преподавáтель Кéйтлин в США |
| _____ | 8. Привéт из Техáса!     | з. Преподавáтель Тóни в США    |
| _____ | 9. Привéт из Яросláвля!  | и. Тóни                        |

Имя и фамилия: \_\_\_\_\_

Число: \_\_\_\_\_

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

city: \_\_\_\_\_

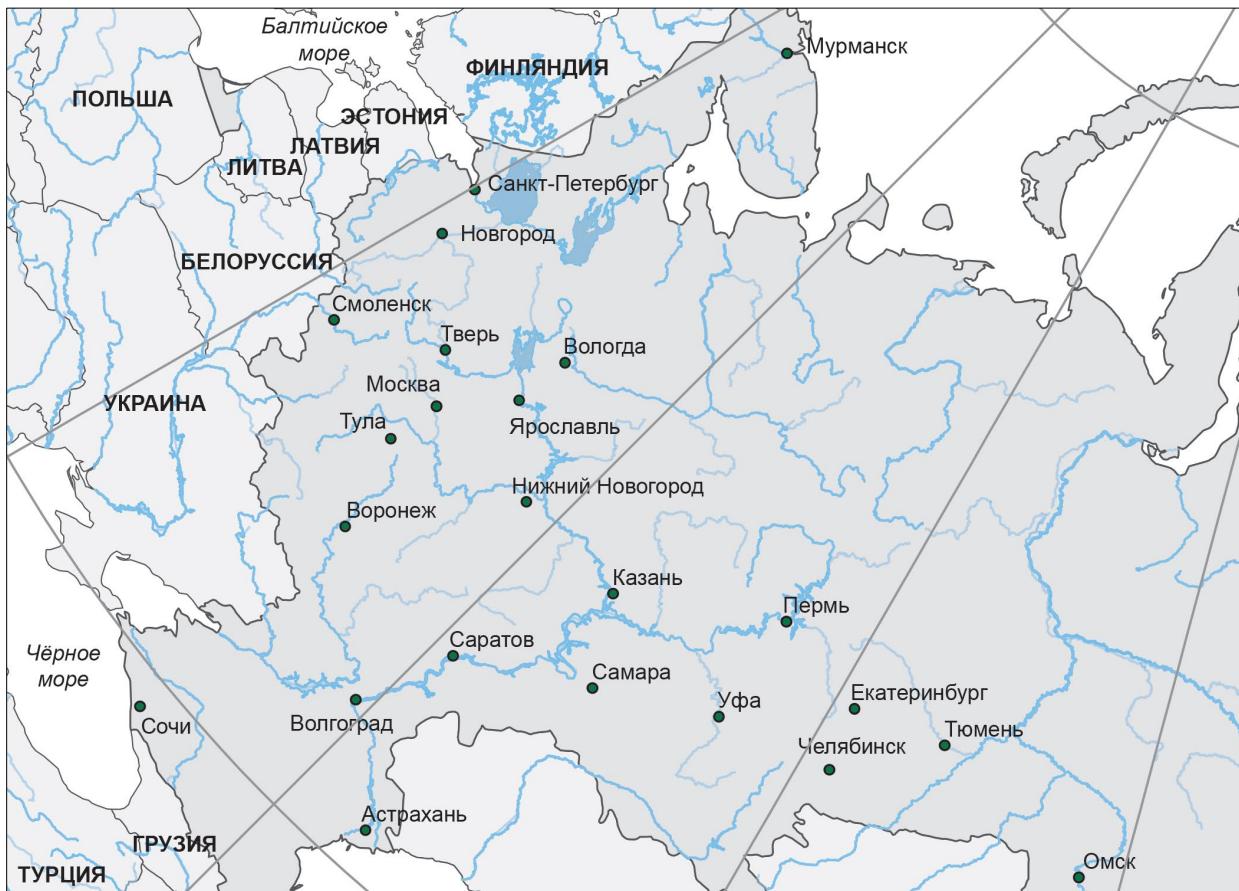
state: \_\_\_\_\_

country: \_\_\_\_\_



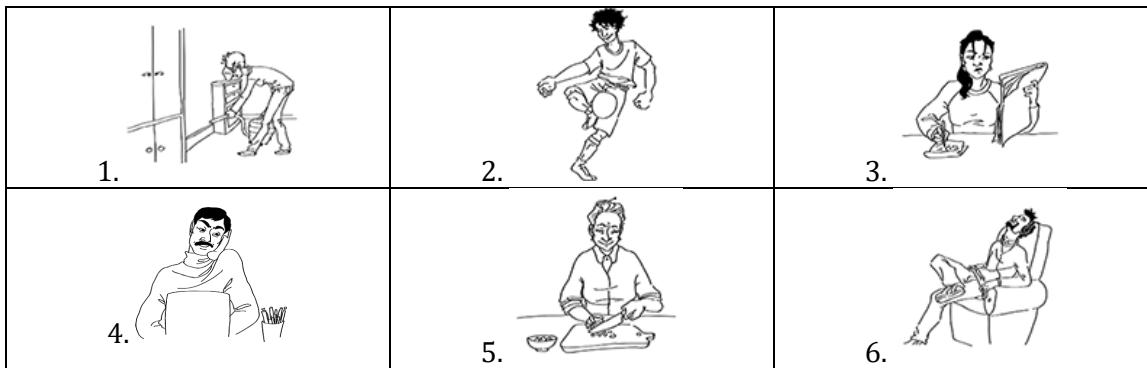
#### 4.5 УПРАЖНЕНИЕ В. ОТКУДА ЭТИ ОТКРЫТКИ (POSTCARDS)?

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 УПРАЖНÉНИЕ Г. ЧТО ВЫ ВЧЕРÁ ДÉЛАЛИ?**

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



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**4.5 УПРАЖНÉНИЕ Д. ЧТО ТЫ ДÉЛАЛ(А) ВЧЕРÁ?**

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.

**Образéц:** Ира, ты вчера́ игрáла на ройле?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Імя и фамілія: \_\_\_\_\_ Числó: \_\_\_\_\_

6. 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 \_\_\_\_\_. Мой папа \_\_\_\_\_ в [родиться]

Пермь, но он \_\_\_\_\_ в Новосибирске. Мама \_\_\_\_\_ в Томске, но она [учиться] [родиться]

тоже \_\_\_\_\_ в Новосибирске. Мама и папа \_\_\_\_\_, [учиться] [познакомиться]

когда они вместе \_\_\_\_\_ в университете на первом курсе.  
[учиться]

#### 4.5 УПРАЖНÉНИЕ Ж. НЕМНОГО О СЕМЬÉ

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

Олéг, смотрý, вот фотогráфия нашей семью́. \_\_\_\_\_

зовут Марк, а \_\_\_\_\_ зовут Сáпа. \_\_\_\_\_

\_\_\_\_\_ зовут Майкл, а \_\_\_\_\_

зовут Дэн. \_\_\_\_\_ зовут Сáша.

- 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 УПРАЖНÉНИЕ 3. МÁЛЕНЬКИЕ СЛОВÁ

Match each Russian word to its English equivalent.

- |          |               |                     |
|----------|---------------|---------------------|
| 1. ____  | Молодéц!      | a. expensive        |
| 2. ____  | мéжду прóчим  | б. Let's do it.     |
| 3. ____  | другóй        | в. recently         |
| 4. ____  | дóрого        | г. Agreed!          |
| 5. ____  | отлíчно       | д. before, formerly |
| 6. ____  | Давáй.        | е. by the way       |
| 7. ____  | зáвтра        | ж. then, later      |
| 8. ____  | Договорíлись! | з. if               |
| 9. ____  | móжет быть    | и. another          |
| 10. ____ | ráньше        | к. Good job!        |
| 11. ____ | недáвно       | л. It is time.      |
| 12. ____ | ýсно          | м. maybe            |
| 13. ____ | éсли          | н. It is clear.     |
| 14. ____ | порá          | о. tomorrow         |
| 15. ____ | потóм         | п. excellently      |

Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

#### 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 знаёт Амáндy?
  1. Амáнда знаёт Зóo Степáновнo?
  2. Тóни знаёт Олéгo Пáнченко?
  3. Жéня Кузнецóв знаёт Кáto и Лéнo?
  4. Кéйтлин знаёт Тóни и Джóшo?
  5. Денíс знаёт Юриo Николáевичo?
  6. Натáлья Михáйловна знаёт Марáтo Азáтовичo?
  7. Амáнда, Джóш, Кéйтлин и Тóни знают Натáльo Михáйловнo Зáйцевo и Денíсo Гúринo?
  8. Амáнда знаёт Жéнo Кузнецóвo?
6. 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 **может быть** (maybe).

0. Да, онá 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
—	greets 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

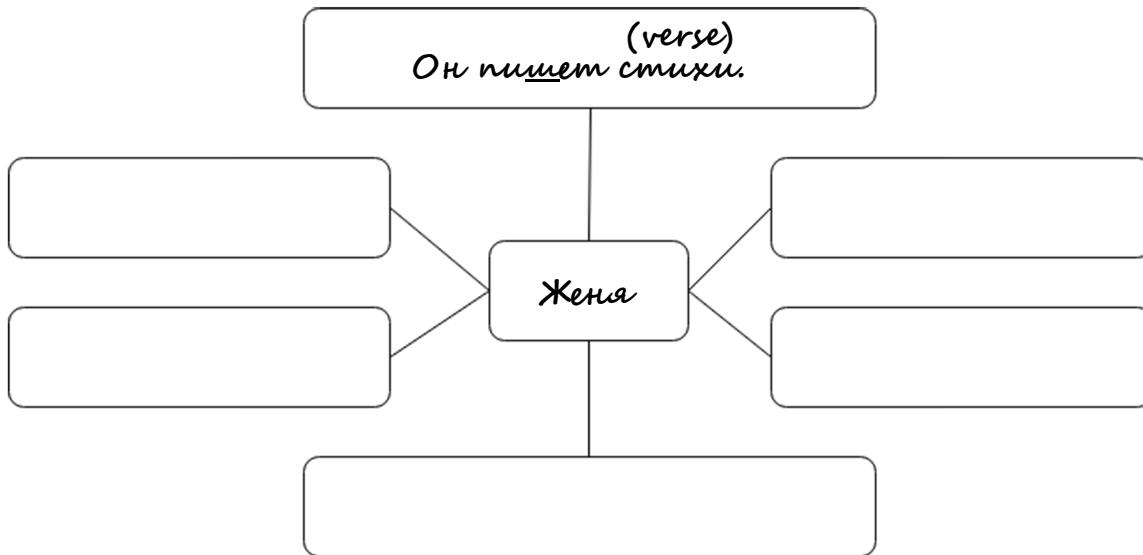
- Make a list in English of four things in the story that happened **позавчера** (the day before yesterday). Focus on phrases with the verbs **познакомились**, **гуляли**, and **показал**.

- a. \_\_\_\_\_
- 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. ____	стихý	a. отвечают
2. ____	спрашивают	б. чай
3. ____	юрист, математик, физик	в. жить
4. ____	искусство	г. художник
5. ____	идéя	д. думать
6. ____	чайник	е. поэт
7. ____	вчера	ж. район
8. ____	жизнь	з. профессии
		и. сегодня

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

- 1703-1914: Санкт-Петербúрг
- 1914-1924: Петрогráд
- 1924-1991: Ленингрáд
- 1991-Present: Санкт-Петербúрг and Петербúрг (and Пýтер, 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.

Журналýст берёт (*is conducting*) интервью у стáрого мужчýны.

Журналýст: Скажите, пожáлуystа, в какóм гóроде вы родилýсь?

- Стáрый мужчýна:
- a. В Санкт-Петербúрге.
  - b. В Ленингрáде

Журналýст: А в какóм гóроде вы учýлись?

- Стáрый мужчýна:
- a. В Петрогráде.
  - b. В Ленингрáде

Журналýст: А в какóм гóроде вы сейчáс живёте?

- Стáрый мужчýна:
- a. В Санкт-Петербúрге.
  - b. В Петрогráде
  - c. В Ленингрáде

Журналýст: А в какóм гóроде вы хотéли бы (*would like to*) жить?

- Стáрый мужчýна:
- a. В Санкт-Петербúрге.
  - b. В Петрогráде
  - c. В Ленингрáде

**4.6 УПРАЖНЕНІЕ Б. КВАРТИРА ТОНІ 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 УПРАЖНЕНІЕ 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.

<b>быть (x3)</b>	<b>живь (x3)</b>	<b>родиться</b>
<b>разговаривать</b>	<b>пить</b>	<b>учиться</b>
	<b>познакомиться</b>	

«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 человечек.

Он из Перу. Он там \_\_\_\_\_.

Мы \_\_\_\_\_ в первый день семестра. Мы часто вместе \_\_\_\_\_ кофе в Старбаксе и \_\_\_\_\_ об американской культуре. Всё \_\_\_\_\_ очень интересно».

**4.6 УПРАЖНЕНІЕ Г. ЎТРО В СЕМЬЇ НАТАЛЬІ МИХАЙЛОВНОЇ**

1. Complete this description of the breakfast habits of Natalya Mikhailovna and her family with appropriate present-tense forms of the verb **пить** [stem: **пьй-**].

У нас больша́я семья́, и утром (in the morning) мы почті не завтракаем (eat breakfast), мы только что-нибудь (something) \_\_\_\_\_. Муж \_\_\_\_\_ чёрный кофе. Бабушка и дедушка всегда́ \_\_\_\_\_ только горячий чай. Я \_\_\_\_\_ только апельси́новый (orange) сок. А младшая дочь Надя всегда́ \_\_\_\_\_ горячее молоко. А что вы \_\_\_\_\_ утром?

2. Answer Natalya Mikhailovna's question for yourself with a complete sentence.
- 

**4.6 УПРАЖНЕНІЕ 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. Аманда / читать / о / русский / искусство.
- 

2. Тони / и / Джош / думать / о / интересный / музыка.
- 

3. Кейтлин / писать / сочинение / о / татарский / культуры.
- 

4. Марат Азатович / читать / много / о / спорт / и / бизнес.
- 

5. Светлана Борисовна / и / Соня / разговаривать / о / Джош.
- 

6. Денис / писать / статья / о / история России.
- 

7. Катя / и / Олег / часто / разговаривать / о / жизнь.
-

**4.6 УПРАЖНЕНІЕ Е. А ви?**

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 **о́б** before words starting with the vowels **а, и, о, у, э**.

мо́й сем’я	ру́сская полíтика	спорт
но́вая мúзыка	америкáнская истóрия	университéт
мо́й друг/мо́я подруга	общежíйтіе	но́вая литератúра
рабóта	университетскáя баскетбольная комáнда	телевíдение

1. Я ча́сто разговáриваю о \_\_\_\_\_.
2. Я люблю читáть о \_\_\_\_\_.
3. Я мнóго дўмаю о \_\_\_\_\_.
4. В э́том семестре я мнóго пишú о \_\_\_\_\_.
5. Я не люблю дўматъ о \_\_\_\_\_.

**4.6 УПРАЖНЕНІЕ Ж. POINTING THINGS OUT**

Zhenya and his friend Masha are discussing a photo of Amanda that he took while they were at **Идеальна чашка**. Complete the conversation by choosing the correct form from those provided: either the unchanging **э́то** (it/this is a) or the modifier **э́тот** (this). You do not need to change any forms.

Образéц: [Э́то \ Э́тот] хорóший дом. [*This is a nice house.*]

Какý? Вот [э́то \ э́тот] дом здесь? Нет! Он некрасíвый. [*This house.*]

Мáша: [Э́то \ Э́та] интерéсная фотогráфия.

Жéня: [Э́то \ Э́та] фотогráфия? Почемý ты так дўмаешь?

Мáша: Ну, Жéня, скажí, кто [э́то \ э́та] дéвушка на фотогráфии?

Жéня: [Э́то \ Э́та] одná аспиráнтка, котóрая учится здесь в Петербúрге.

Мáша: Интерéсно. А как зовут [э́то \ э́ту] аспиráнтку?

Жéня: Её зовут Амáнда.

Мáша: А фамíлия [э́то \ э́той] дéвушки?

Жéня: Её фамíлия — Ли. Онá из Америки. Онá здесь пишет диссертацію о рúсском иску́сстве.

Мáша: [Э́то \ Э́ти] всё очень интерéсно.

**4.6 УПРАЖНЕННІЕ 3. ЄТОТ ІЛИ 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. — Кáтя óчень лóбит \_\_\_\_\_ (this) магазíн?  
— Нет, онá óчень лóбит \_\_\_\_\_ (a different) магазíн.
2. — Ты живёшь в \_\_\_\_\_ (this) общежитии?  
— Нет, я живú в \_\_\_\_\_ (a different) общежитии.
3. — Ты читáешь \_\_\_\_\_ (this) статью?  
— Нет, я читáю \_\_\_\_\_ (a different) статью.
4. — Ты живёшь на \_\_\_\_\_ (this) улице?  
— Нет, я живú на \_\_\_\_\_ (a different) улице.
5. — Ты смотрéл \_\_\_\_\_ (this) фильм?  
— Нет, я смотрéл \_\_\_\_\_ (a different) фильм.

**4.6 УПРАЖНЕННІЕ И. СОМБІНІНГ SENTENCES**

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

**вéрно /  
невéрно**

- |   |       |
|---|-------|
| 1. Амáнда — студéнтка, котóр____ живёт в Петербúрге в этом<br>году.                 | _____ |
| 2. Тóни — американский студéнт, котóр____ учится в<br>Ярославле в этом году.        | _____ |
| 3. Кéйтлин и Джош — студéнты, котóр____ сейчас живут в<br>Россíи.                   | _____ |
| 4. Светлáна Борýсона — хозяйка, котóр____ работает в<br>ресторáне.                  | _____ |
| 5. Амáнда живёт в общежитии, котóр____ находится недалеко<br>от магазíна Эльдорáдо. | _____ |
| 6. Ярославль — красивый город, котóр____ находится на рекé<br>Вóлге.                | _____ |
| 7. Олéг не знаёт студéнта, котóр____ показáл Амáнде магазíн<br>Эльдорáдо.           | _____ |
| 8. Дениc не знаёт американскую студéнтуку, котóр____ учится в<br>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 **вéрно**, or **H** for **невéрно** in the right-hand column.

Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

#### 4.6 УПРАЖНÉНИЕ К. МÁЛЕНЬКИЕ СЛОВÁ

Match each Russian word to its English equivalent.

- |          |            |                           |
|----------|------------|---------------------------|
| 1. ____  | вчера      | a. although               |
| 2. ____  | где?       | б. because                |
| 3. ____  | какой?     | в. before                 |
| 4. ____  | кто?       | г. day before yesterday   |
| 5. ____  | надеюсь    | д. from where?            |
| 6. ____  | откуда?    | е. I hope                 |
| 7. ____  | позавчера  | ж. what kind?; which one? |
| 8. ____  | потому что | з. what?                  |
| 9. ____  | почему?    | и. where?                 |
| 10. ____ | раньше     | к. who?                   |
| 11. ____ | хотя       | л. whose?                 |
| 12. ____ | чей?       | м. why?                   |
| 13. ____ | что?       | н. yesterday              |

#### 4.6 УПРАЖНЕННЯ 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 отвѣт: \_\_\_\_\_.
2. \_\_\_\_\_ ?  
Ваш отвѣт: \_\_\_\_\_.
3. \_\_\_\_\_ ?  
Ваш отвѣт: \_\_\_\_\_.
4. \_\_\_\_\_ ?  
Ваш отвѣт: \_\_\_\_\_.
5. \_\_\_\_\_ ?  
Ваш отвѣт: \_\_\_\_\_.
6. \_\_\_\_\_ ?  
Ваш отвѣт: \_\_\_\_\_.
7. \_\_\_\_\_ ?  
Ваш отвѣт: \_\_\_\_\_.
8. \_\_\_\_\_ ?  
Ваш отвѣт: \_\_\_\_\_.
9. \_\_\_\_\_ ?  
Ваш отвѣт: \_\_\_\_\_.
10. \_\_\_\_\_ ?  
Ваш отвѣт: \_\_\_\_\_.

Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

#### 4.6 УПРАЖНÉНИЕ 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 УПРАЖНÉНИЕ Н. СИТУÁЦИИ

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.

Ім'я і фамілія: \_\_\_\_\_

Число: \_\_\_\_\_

## IMAGE INFORMATION

---

### 4.4 Упражнение Б. Что это такоё?

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](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](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](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](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](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](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](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](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 восьмое? Восьмое — четвёрг.
1. А какой день пятое? \_\_\_\_\_.
2. А какой день второе? \_\_\_\_\_.
3. А какой день четвёртое? \_\_\_\_\_.
4. А какой день десятое? \_\_\_\_\_.
5. А какой день седьмое? \_\_\_\_\_.
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	_____ юнии	_____ стугав
_____ пларье	_____ бекрадъ	_____ 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.



**5.1 УПРАЖНÉНИЕ 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.

<b>в</b>	понедéльник втóрник средá четвéрг пятница суббóта воскreséнье	утром днём вéчером ночью	я	быть	<b>в</b>	рабóта ресторáн университéт лéкция библиотéка фýтнес-цéнтр общежítие концéрт центр ??
----------	---	-----------------------------------	---	------	----------	--

0. В среду вéчером я был(а) на лéкции.
1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.

**5.2 УПРАЖНÉНИЕ А. КАК ЖИВУТ НÁШИ СОСÉДКИ**

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.

- |                                |                     |
|--------------------------------|---------------------|
| _____ встаёт                   | _____ ложáтся спать |
| _____ готовят домáшние задáния | _____ готовят úжин  |
| _____ зáвтракают               | _____ одевáются     |
| _____ éдут в университéт       | _____ éдут домóй    |
| _____ смóтрят телевíзор        | _____ отдыhxáют     |
| _____ обéдают в столóвой       | _____ чýсят зúбы    |
| _____ идúт в библиотéку        |                     |

Имя и фамилия: \_\_\_\_\_

Число: \_\_\_\_\_

## 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 ...

---

---

Имя и фамилия: \_\_\_\_\_

Числó: \_\_\_\_\_

## 5.2 УПРАЖНЕНИЕ Г. НÓВЫЙ СОСÉД / НÓВАЯ СОСÉДКА 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?** **Когдá?**) as well as questions about frequency (e.g., **чáсто, обычно, кáждый 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. ХОРÓШИЙ СОСÉД / ХОРÓШАЯ СОСÉДКА

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

0. По-мóему, хороший сосéд по квартире ложится спать не очень поздно. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 5.2 УПРАЖНЕНИЕ Е. УЖАСНЫЕ СОСЕДИ

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 менé ужасные соседи по квартире. Их зовут \_\_\_\_\_ и \_\_\_\_\_.

Онí редко \_\_\_\_\_.

Онí никогда не \_\_\_\_\_.

Онí всё время \_\_\_\_\_.

Онí любят \_\_\_\_\_ и \_\_\_\_\_, когда я сплю.

## 5.2 УПРАЖНЕНИЕ Ж. Кудá вы идёте?

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

Анатолий Петрович \_\_\_\_\_ по улице. Он смотрит на часы. Уже шесть часов!

Марат Азатович спрашивает: «Рымма, где ты? Ты \_\_\_\_\_? Мы уже опаздываем.»

Рымма Юрьевна отвечает: «Я сейчас \_\_\_\_\_.»

На улице Анатолий Петрович видит их и спрашивает: «Рымма Юрьевна и Марат Азатович, куда вы \_\_\_\_\_?»

Рымма Юрьевна отвечает: «Мы \_\_\_\_\_ в театр.»

## 5.2 УПРАЖНЕНИЕ З. Кудá 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 метро

Йра: Привёт, Аманда! Привёт, Женя! Куда вы \_\_\_\_\_?

Аманда: Я \_\_\_\_\_ на Невский проспект, а Женя \_\_\_\_\_ в библиотеку Технологического института.

Йра: Понятно. А вон там Маша и Лена. Они \_\_\_\_\_ на вокзал (train station), а потом в Царское село. Они хотят погулять там в парке.

Аманда: А мы \_\_\_\_\_ туда завтра.

### 5.3 УПРАЖНЕННИЕ А. ИМЕЙЛ КЕЙТЛИН

#### PRE-READING ACTIVITIES: SKIMMING

- a. The words «Пишу из Казани» 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

6. 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.

кύрсы	в какой день? / в какие дни?
0. фонетика	в понедельник, в четвёрг
1.	
2.	
3.	
4.	

- b. 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	фразы из текста	английский эквивалент
	• • •	
	• • •	

преподаватель	фразы из текста	английский эквивалент
	•	
	•	
	•	

- 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](http://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 19<sup>th</sup>-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 УПРАЖНЕНІЕ 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 **хотéть** 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. Онá \_\_\_\_\_ .



3. Ты \_\_\_\_\_ . 4. Вы \_\_\_\_\_ .

### 5.3 УПРАЖНЕНІЕ В. ПЛАНЫ

Complete the following mini-dialogues with the appropriate forms of **хотéть**.

В гостинице разговаривают туристы.

— Мы \_\_\_\_\_ завтракать.

— А что вы \_\_\_\_\_ делать?

В ресторане.

Официант: Что вы будите пить?

Клиент: Я \_\_\_\_\_ чай, а мой другъя, 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.

<b>Завтракать</b>	<b>ложиться</b>	<b>Принимать</b>
<b>Ужинать</b>	<b>писать</b>	<b>Идти</b>
<b>Помнить</b>	<b>смотреть</b>	<b>Слушать</b>
<b>Опаздывать</b>	<b>спать</b>	<b>Обедать</b>
<b>Хотеть</b>	<b>чистить</b>	<b>Вставать</b>
	<b>готować</b>	

Уже́ октябрь, и у Джоша тепе́рь всё в поря́дке. Утром он \_\_\_\_\_ рано, потому́ что он купи́л хоро́ший будильник. Он \_\_\_\_\_ душ, одевáется и \_\_\_\_\_ зúбы. Он не только́ пьёт кофе, но и \_\_\_\_\_. Джош тепе́рь никогда́ не \_\_\_\_\_ в университéт.

Днём он \_\_\_\_\_ в столо́вой, потому́ что там не так до́рого, как в кафé. В шесть часо́в (o'clock) он говори́т друзья́м: «Покá!» и \_\_\_\_\_ домой. Там Светла́на Бори́совна \_\_\_\_\_ ужин, и онí вме́сте \_\_\_\_\_. Вечером Джош \_\_\_\_\_ имéйлы и дéлает домáшние задáния. Он ешё немно́го \_\_\_\_\_ мúзыку и́ли \_\_\_\_\_ телевíзор, но не так мнóго, как раныше. И он \_\_\_\_\_ спать не очень поздно, и \_\_\_\_\_ семь часо́в. Утром не трóудно встава́ть.

**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?

---



Імя и фамілия: \_\_\_\_\_

Числó: \_\_\_\_\_

## УРОК 5: ЧАСТЬ 2

### 5.4 УПРАЖНÉНИЕ А. СКОЛЬКО СЕЙЧÁС 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 УПРАЖНÉНИЕ 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 сейчás в Иркутске пять часóв, то в Москвé \_\_\_\_\_.
2. Если сейчás на Камчатке двáдцать три часá, то в Москвé \_\_\_\_\_.
3. Если сейчás на Камчатке двенáдцать часóв, то в Москвé \_\_\_\_\_.
4. Если сейчás во Владивостóке четы́ре часá, то в Иркутске \_\_\_\_\_.
5. Если сейчás в Новосибíрске пять часóв, то в Казáни \_\_\_\_\_.
6. Если сейчás в Екатеринбúрге вóсемь часóв, то в Петербúрге \_\_\_\_\_.

**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. \_\_\_\_\_ заявляет, что Джош идет на такой интересный концерт.
6. 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 идем в Кремль.	_____

- b. 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.

Москвá     Петербúрг     Казáнь     Яросláвль     Ирку́тск

- г. Which of the words below can close an informal conversation?

покá     здóрово     красíво     счастлíво

 **5.5 УПРАЖНЕНИЕ Б. УИКЕНД 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
<b>Где?</b> Location							
<b>Кудá?</b> 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).

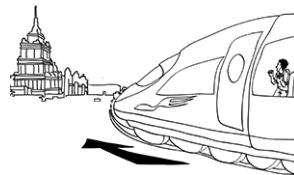
Read the sentences and then draw an arrow on the map from the city where the person bought their ticket to their final destination. Label the arrow with the number of the sentence. The first one has been done for you.



0. В Петербурге Серге́й купи́л биле́т в Мурманск.
1. Нíна купи́ла в Туле биле́т в Москву́.
2. В Уфу́ Андрéй купи́л биле́т в Сарáтове.
3. В Москвé Аня купи́ла биле́т в Нíжний Нóвгород.
4. Тóля купи́л биле́т в Воронеж в Волгогráде.
5. В Смолéнск Мáша купи́ла биле́т в Казáни.
6. В Нóвгороде Ўрий Николáевич купи́л биле́т 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 **ø** 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 Москву\_\_\_\_\_.



3. Студентка \_\_\_\_\_ в  
консерватории\_\_\_\_\_.

4. Преподаватель \_\_\_\_\_ в  
аудитории\_\_\_\_\_.



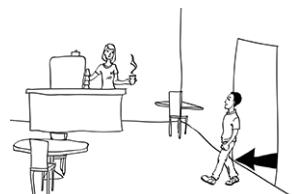
5. Молодой человек \_\_\_\_\_ на  
занятии\_\_\_\_\_.

6. Молодой человек и девушка  
\_\_\_\_\_ в парке\_\_\_\_\_.



7. Дети \_\_\_\_\_ в школе\_\_\_\_\_.

8. Турист \_\_\_\_\_ в Москву\_\_\_\_\_.



9. Дети \_\_\_\_\_ в классе\_\_\_\_\_.

10. Мальчик \_\_\_\_\_ в кафе.

**5.5 УПРАЖНÉНИЕ 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.

B	понедéльник втóрник средá четвéрг пятница суббóта воскресéнье	утром днём вéчером ночью	я мой сосéд мой друг моý подруга моý друзья ??	идти éхать	в на	Рабóта каfé магазíн университéт занятия библиотéка столóвая парк теáтр кино цéрковь Бóстон Чикáго Сан-Францíско ??
---	---	-----------------------------------	---	---------------	---------	--

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.
7. \_\_\_\_\_.
8. \_\_\_\_\_.
9. \_\_\_\_\_.
10. \_\_\_\_\_.

**5.5 УПРАЖНЕНИЕ Е. NEW VERBS IN -ОВА-ТЬ**

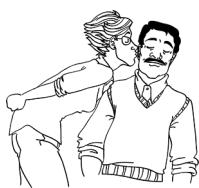
Complete each of the following sentences with an appropriate form of **фотографíровать** or **целовáть** in the present tense. Then indicate the picture that best illustrates the sentence.

**Какая  
картина?**

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 \_\_\_\_\_ Женю.



а.



б.



в.



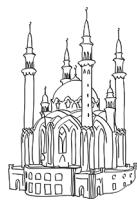
г.



д.



е.



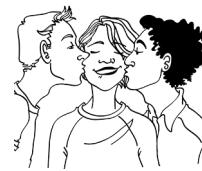
ж.



з.



и.



к.

**5.5 УПРАЖНЕННЯ 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-рúсски	по-англýйски
1. парковáть	_____
2. аплодíровать	_____
3. экспорти́ровать	_____
4. анализíровать	_____
5. гарантíровать	_____
6. демонстри́ровать	_____
7. танцевáть	_____
8. контролíровать	_____
9. регули́ровать	_____
10. рекомендовáть	_____
11. флиртовáть	_____

**5.5 УПРАЖНЕННЯ З. Плáны: Ты мóжешь ...?**

Complete the following dialogues with the appropriate form of the verb **мочь**.

1. Звонóк (*The phone rings*).

Тóни говорít: Аллó!

Кéйтлин говорít: Тóни, привéт! Ты \_\_\_\_\_ говорить сейчáс?

Тóни отвечаёт: Привéт, Кéйти. К сожалéнию, сейчáс я не \_\_\_\_\_.

Я идú на встрéчу (meeting). Мы \_\_\_\_\_ поговорить (to chat) вéчером?

Кéйтлин: Хорошо.

2. Джош спрашивает:

Ребýта, вы \_\_\_\_\_ занимáться сегóдня вéчером?

У нас ведь контрольная рабóта скóро.

Нíна отвечаёт: Я \_\_\_\_\_ сегóдня вéчером, а Антóн не

\_\_\_\_\_. А другíе студéнты в нáшей грúппе  
\_\_\_\_\_ тóлько зáвтра вéчером.

**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.

- |   |  |
|---|--|
| <input type="checkbox"/> Это прáвила теáтра.    | <input type="checkbox"/> Это прáвила библиотéки. |
| <input type="checkbox"/> Это прáвила общежития. | <input type="checkbox"/> Это прáвила музéя.      |

Now come up with at least three actions that are allowed (**мóжно**) 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.

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

1. У нас в \_\_\_\_\_ можно \_\_\_\_\_.  
можно \_\_\_\_\_.  
можно \_\_\_\_\_.
2. У нас в \_\_\_\_\_ нельзя \_\_\_\_\_.  
нельзя \_\_\_\_\_.  
нельзя \_\_\_\_\_.

**5.6 УПРАЖНЕНИЕ А. ДЕНÍС 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.

Денíс едет в Ярославль в субботу. Он едет тудá на поезде, потому́ что это недóрого. Он бýдет у Зóи Степáновны три дня. В пятницу вéчером Тóни бýдет дóма. Зóя Степáновна говорит, что это не проблема, и что завтрак ужé готов.

Амáнда дýмала ехать в Ярославль в субботу, потому́ что там открывáется новая выíставка рýссского искусства. Денíс говорит, что не надо идти в пéрвый день работы выíставки, потому́ что там бýдет мало нарóду. Амáнда понимáет, что Денíс, навéрное, рад.

 **5.6 УПРАЖНЕННІЯ Б. КОГДА НАЧИНАЄТСЯ ... ? (WHEN DOES ... START?)**

- 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<br>_____ в девятнадцать часов _____. | 7 p.m. |
| 1. Лекция о русском искусстве начинается<br>_____.                             | _____. |
| 2. Экскурсия в Кремль начинается<br>_____.                                     | _____. |
| 3. Фильм «Брат» начинается<br>_____.   | _____. |
| 4. Новости (the news) начинаются<br>_____.                                     | _____. |
| 5. В субботу опера «Евгений Онегин» начинается<br>_____.                       | _____. |
| 6. Выставка в Историческом музее открывается<br>_____.                         | _____. |
- 
- 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	готóва	свобóдна
Свобóден	ráды	занятá
Готóв	правá	зáняты
	ráда	

- У Андрéя все занáтия в понедéльник, срéду и пáтницу. Зnáчит, во втóрник и четвéрг он \_\_\_\_\_.
- В суббóту Гáля \_\_\_\_\_ весь день — у неё рабóта в магазíне. Рабóта начинáется в 7.00 часóв утрá, и онá идёт домóй тóлько в 9.00 часóв вéчера.
- Мáма пíшет в имéйле, что онá \_\_\_\_\_, что у менé всё в порýдке.
- Амáнда тепéрь знаёт, что Кáтя \_\_\_\_\_. В магазíне Эльдорáдо мóжно купíть всё, что нúжно.
- Жéня говорит, что на фотогráфии — Нéвский проспéкт. Но он не \_\_\_\_\_, это ведь не Нéвский проспéкт, а Литéйный проспéкт.
- Марáт, где ты? Зáвтрак ужé \_\_\_\_\_, а ты ещé одевáешься.
- Мы óчень \_\_\_\_\_, что ещé есть билéты на концéрт.
- К сожалéнию, квартира не \_\_\_\_\_. Там ещé дéлают ремóнт.

**5.6 УПРАЖНЕННІЕ Г. ДІАЛОГИ**

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. — Рімма Йорьевна, вы \_\_\_\_\_?  
[ready]  
— Да, я ужé \_\_\_\_\_.  
[ready]
2. — Зóя, ты \_\_\_\_\_ сегóдня вéчером?  
[free]  
— Нет, я \_\_\_\_\_.  
[busy]
3. — Антóн, ты \_\_\_\_\_.  
[right]  
— Конéчно, я \_\_\_\_\_. Эти музыка́нты отли́чно играю́т.  
[right]
4. — Лéна, ты \_\_\_\_\_, что слúшала концéрт вчérá?  
[glad]  
— Конéчно, я \_\_\_\_\_.  
[glad]

**5.6 УПРАЖНЕННІЕ Д. ЗÓЯ СТЕПÁНОВНА ГОВОРÍТ ПО ТЕЛЕФÓНУ**

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

— Аллó. Дóбryй вécher, Серёжа. Как Лéна?  
— Зóя! Рад тебá слýшать. У нас всё в порýдке, спасíбо.  
— Слúшай, Серёжа. Вы \_\_\_\_\_ в Ярославle в воскресéнье?  
— Нет. Мы ещé \_\_\_\_\_ на дáче. А почемý ты спрашиваешь?  
— У менá в воскресéнье днём \_\_\_\_\_ мой внук Денýс. Я \_\_\_\_\_  
дóма и хочу пригласи́ть (invite) вас на обéд.  
— Как жаль! Мы не мóжем в это воскресéнье. Мóжет быть в понедéльник? Ты  
\_\_\_\_\_ свобóдна в понедéльник?  
— Жаль, что вы не мóжете в воскресéнье. Конéчно, я \_\_\_\_\_ дóма и в  
понедéльник. К сожалéнию, Денýс ужé \_\_\_\_\_ в Москвé.  
— Понятно.

6. 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 Степáновна / éхать / в / большóй / супермáрket / на / автóбус / .

---

2. Марát Азáтович / éхать / в / Самáра / на / машíна / .

---

3. Рýмма Юрьевна / éхать / в / Москвá / на / поезд / .

---

4. Нáстя и Макс / éхать / в / парк / на / велосипéд / .

---

5. Натáлья Михáйловна / éхать / дом / на / таксíй / .

---

6. Амáнда / éхать / в / библиотéка / на / метрó / .

---

## 5.6 УПРАЖНЕНИЕ Ж. МАЛЕНЬКИЕ СЛОВÁ

Review the conversations in episodes 5.5 and 5.6, and then match each Russian word with its English equivalent.

- |     |                |                      |
|-----|----------------|----------------------|
| ___ | 1. Билéт       | a. tomorrow          |
| ___ | 2. врéмя       | b. (it's) expensive  |
| ___ | 3. Дёшево      | c. opens, is opening |
| ___ | 4. дóлго       | d. I'm in a rush.    |
| ___ | 5. Дóрого      | e. (it's) late       |
| ___ | 6. зáвтра      | f. a long time       |
| ___ | 7. Здóрово     | g. ticket            |
| ___ | 8. кудá        | h. (to) here         |
| ___ | 9. Открывáется | i. (it's) cheap      |
| ___ | 10. Пóздно     | j. (to) where        |
| ___ | 11. Спешý      | k. time              |
| ___ | 12. сюдá       | l. 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	ночью	слышали
Известные	время	танцевали
Хотят	ездят	правы
Готовы	дома	ходили
Танцуют	забываят	городах

Ми́ла, это цéлая истóрия. Вчера́ я узна́ла (found out), что сосéди Рýммы Йóрьевны и  
Марáта Азáтовича — \_\_\_\_\_ музыка́нты. Онí вчера́ бы́ли \_\_\_\_\_, и  
\_\_\_\_\_ онí грóмко игра́ли на ráзных инструмéнтах и \_\_\_\_\_.

Марáт Азáтович говорýт, что онí всé время игра́ют и \_\_\_\_\_, не тóлько  
ночью, когдá нормáльные люди \_\_\_\_\_.

Но это непráвда. Эти сосéди тепéрь рéдко бываю́т (are rarely) дóма, потому́ что онí  
много \_\_\_\_\_ и выступáют (perform). У них концéрты не тóлько в больших  
\_\_\_\_\_ Россíи, но и в Еврóпе. Рáньше мой хозя́ева чáсто \_\_\_\_\_ на их  
концéрты, а тепéрь нет. Ми́ла, мóжет быть, вы \_\_\_\_\_ о них?

Хотá сосéди — прекрасные музыка́нты, Рýмма Йóрьевна и Марáт Азáтович  
\_\_\_\_\_. Это проблéма, когдá сосéди начинáют игра́ть ночью и \_\_\_\_\_,  
что в это время другíе 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 Рыммы Юрьевны и Марат 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 тóже

- |  |      |
|--|------|
| 1. Я _____ встаю в семь часóв.<br>[usually]                  | ____ |
| 2. Я _____ принимáю душ.<br>[every morning]                  | ____ |
| 3. Я _____ зáвтракаю дóма.<br>[rarely]                       | ____ |
| 4. Я _____ пью кóфе в кафé.<br>[sometimes]                   | ____ |
| 5. Я _____ опáздуваю на занýтия.<br>[never]                  | ____ |
| 6. У менý рýсский язы́к _____ в дéсять часóв.<br>[every day] | ____ |
| 7. Я _____ смотрó телевíзор.<br>[every evening]              | ____ |
| 8. Я _____ пишú эсэмéски.<br>[all the time]                  | ____ |
| 9. _____ я южинаю дóма у мáмы.<br>[every Saturday]           | ____ |
| 10. _____ я занимáюсь в библиотéке.<br>[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 тóже" 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 **ничегó** can be expressed in English as “nothing” or “anything.” Do not forget the **не** before the verb.

1. Зóя Степáновна \_\_\_\_\_ рабóтает. Онá на пéнсии.  
[not anywhere]
2. Денýс \_\_\_\_\_ сmóтрит телевíзор. Врémени нет!  
[never]
3. Сегóдня Амáнда отdыхáет. Онá \_\_\_\_\_ дéлает!  
[not anything]
4. Джош сегóдня \_\_\_\_\_ идёт. Он óчень устáл после концéрта.  
[(to) nowhere]
5. В сентябрé Тóни \_\_\_\_\_ знал в Россíи, а тепéрь он знаёт Олéга.  
[no one]
6. Сейчáс конéц семéстра. Все устáли, и \_\_\_\_\_ хóчет занимáться.  
[no one]

## 5.7 УПРАЖНЕНИЕ Д. ХóББИ

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

— Вы ужé знаете, что я люблю мóзыку, и поéтому чáсто \_\_\_\_\_ на концéрты. Здесь в Казáни моя подrúга Cáра любит джаз, и иногдá мы вмéсте \_\_\_\_\_ в клуб. Амáнда любит иску́ство и чáсто \_\_\_\_\_ в Рýссский музéй. Тóни тепéрь знаёт Юрия Николáевича, дáду Денýса, кóтóрый рабóтает в теáтре. Онý вмéсте \_\_\_\_\_ на спектáкли.

— Мýла, кудá вы \_\_\_\_\_, если не секréт?

## 5.7 УПРАЖНЕНИЕ Е. БÍЗНЕС

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 **éздить** to complete his description.

Жизнь бизнесéна в Россíи óчень трúдная. Я чáсто \_\_\_\_\_ в ráзные городá. Мой партнёр в бíзнесе тóже мнóго \_\_\_\_\_. Иногдá мы вмéсте \_\_\_\_\_, если éто серьёзный клиéнт. Женá чáсто спráшивает менé: «Марáт, почемú ты так чáсто \_\_\_\_\_ в небольшиé городá?» Я отвечáю, что бизнесéны \_\_\_\_\_ тудá, где нахóдятся клиéнты.

## 5.7 УПРАЖНЕНИЕ Ж. НÁШИ ТÉМЫ

- a. The sentences below suggest topics that you and your friends might discuss. Fill in the blanks with frequency adverbs (e.g., **никогдá не**, **рéдко**, **иногдá**, **чáсто**, **всё врéмя**) to make each sentence true for you and your friends.

1. Мы \_\_\_\_\_ разговáриваем о нóвых фíльмах.
  2. Мы \_\_\_\_\_ разговáриваем об интересных сáйтах в интернéте.
  3. Мы \_\_\_\_\_ разговáриваем о наáших преподавáтелях.
  4. Мы \_\_\_\_\_ разговáриваем о наáших занáтиях в университéте.
  5. Мы \_\_\_\_\_ разговáриваем о наáших сосéдях.
  6. Мы \_\_\_\_\_ разговáриваем о наáших родítелях.
  7. Мы \_\_\_\_\_ разговáриваем об актёрах в Голливúде.
  8. Мы \_\_\_\_\_ разговáриваем об извéстных музыкáнтах.
6. Review the sentences above and circle the nouns that are in the prepositional plural.

## 5.8 УПРАЖНЕНИЕ А. Свобóдное врéмя

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

- |  |                               |
|--|-------------------------------|
| ____ 1. Расскажýте, пожáлуйста, что вы | а. в интернéте.               |
| ____ 2. Кéйтлин фотографíрует          | б. неинтересная жизнь.        |
| ____ 3. Дóма Мárша кáждый день         | в. свободного врéмени.        |
| ____ 4. Другие студéнты всё врéмя      | г. цéркви, мечéти, памятники. |
| ____ 5. Сýнди говорит, что у них нет   | д. дéлаете в свободное врéмя. |
| ____ 6. Хозяева Бóбби éздят на         | е. éздит на прирóду.          |
| ____ 7. Кéйтлин говорит, какáя у Сýнди | ж. дáчу, где работают в садý. |
| ____ 8. Когдá погóда хорóшая, Мýла     | з. бéгаet.                    |

## 5.8 УПРАЖНÉНИЕ Б. СВОБÓДНОЕ ВРÉМЯ

Match each Russian phrase to its English equivalent. Practice saying the Russian phrases aloud as you work.

- |                                |                                       |
|--------------------------------|---------------------------------------|
| _____ 1. ходíть по гóрodu      | a. to go to the gym                   |
| _____ 2. фотографíровать       | б. to watch TV                        |
| _____ 3. бéгать                | в. to walk around town                |
| _____ 4. плáвать               | г. to go on excursions                |
| _____ 5. ходíть в фýтнес-центr | д. to watch a TV series               |
| _____ 6. ходíть в музéй        | е. to go to the movies                |
| _____ 7. ходíть в кинó         | ж. to work in the garden              |
| _____ 8. ходíть на экскúрсии   | з. to take pictures                   |
| _____ 9. смотрéть телевíзор    | и. to take a walk in the forest       |
| _____ 10. рабóтать в садú      | к. to run, jog                        |
| _____ 11. ходíть по магазýнам  | л. to go to a museum                  |
| _____ 12. игрáть в кárты       | м. to go on a trip to the countryside |
| _____ 13. смотрéть сериáлы     | н. to swim                            |
| _____ 14. ёздить на прирóду    | о. to go around to stores (to shop)   |
| _____ 15. гулять в лесу        | п. to play cards                      |

## 5.8 УПРАЖНÉНИЕ В. КАКОЕ СПРЯЖÉНИЕ? (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 -а́й- / -я́й- (e.g., читáть)	-ова-ть verbs	2nd conjugation with no mutation (e.g., помнить)	2nd conjugation with д > ж mutation

## **5.8 УПРАЖНÉНИЕ Г. ЧТО ВЫ ДÉЛАЕТЕ В СВОБÓДНОЕ ВРÉМЯ?**

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 дéлаете в свободное время?” You can use frequency adverbs (e.g., **никогдá не**, **рéдко**, **иногдá**, **чáсто**, **всё врéмя**, **кáждую недéлю**, 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 рéдко хожú по магазíнам.  
\_\_\_\_\_  
\_\_\_\_\_
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_



## 5.8 УПРАЖНÉНИЕ Д. ROUND-TRIP OR HEADING TO

- a. Listen to the recording and fill in the missing blank for each sentence.

	<b>makes round trips</b>	<b>headed to; on one's way</b>	<b>going by vehicle</b>
1. Я _____ в библиотéку.	—	—	—
2. Мы _____ в кинó.	—	—	—
3. Мы _____ на дáчу.	—	—	—
4. Марáт Азáтович _____ на рабóту.	—	—	—
5. Моя хозáйка _____ в цéрковь.	—	—	—
6. Нáши сосéди _____ в Чикáго на рок-концéрт.	—	—	—
7. Кудá вы _____?	—	—	—
8. Кудá вы _____?	—	—	—
9. Кудá ты _____?	—	—	—
10. Кудá ты _____?	—	—	—
11. Я _____ домóй.	—	—	—
12. Студéнты _____ на занéтия.	—	—	—

6. 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**/éздить + в/на + accusative)

In the sentences below, select the verb that makes each sentence grammatically correct.

**Вéрно или  
невéрно**

- 
1. Кéйтлин [ **былá** / **ходíла** ] на рабóту. \_\_\_\_\_
  2. Джош [ **был** / **ходíл** ] на хорошем концéрте. \_\_\_\_\_
  3. Амáнда [ **былá** / **éздила** ] в Чебоксáры. \_\_\_\_\_
  4. Тóни [ **был** / **ходíл** ] на экскúрсию. \_\_\_\_\_
  5. Рýмма Йóрьевна [ **былá** / **ходíла** ] на рабóте. \_\_\_\_\_
  6. Марáт Азáтович [ **был** / **éздил** ] в командирóвке. \_\_\_\_\_
  7. Зóя Степáновна [ **былá** / **ходíла** ] дóма. \_\_\_\_\_
  8. Светлáна Борýсовна [ **былá** / **éздила** ] на выставку. \_\_\_\_\_
6. Write in **B** (for **Вéрно**) in the right-hand column above if the content of the sentence matches the events in the text or **H** (for **Невéрно**) 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](http://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 1<sup>st</sup>].

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](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.



