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APPENDIX I

Phonology and Morphophonemics of Contemporary Standard Russian

In this book we focus on the practical, as opposed to the theoretical, aspects of pronunciation. The introduction provides a rough equivalency guide for the English speaker to follow while learning the Russian alphabet. Since the quality of individual Russian sounds may differ from their equivalents in English, however, it is essential that the student not use that guide to learn how to pronounce Russian. For this, we provide audio materials on tape, assuming that their use in the language laboratory is reinforced by classroom practice. In keeping with our assumption that a cognitive awareness of the underlying structure of the language can only help the learner of Russian, we provide here a brief overview of the sound structure of Russian.

A. Pronunciation of Contemporary Standard Russian

In order to understand our discussion of the sound structure of Russian, it is essential that the student understand the following terms:

- (1) **phonology** - the study of the fundamental distinctive sounds of language.
- (2) **morphophonemics** - the study of the relationship between morphology and phonology.
- (3) **phoneme** - a basic unit of sound used to distinguish words of different meanings. The phonemes of Russian differ from the phonemes of English in the following ways: (a) Russian has hard and soft (palatalized) consonants, but English only has hard consonants; (b) Russian back vowels (o, u) must be pronounced with rounded lips. English /o/ and /u/ do not require rounded lips. (Examples: (a) *пест* [pole] vs. *шесть* [six] - the softness or hardness of the t distinguishes the meaning of the two words; (b) *пон* [priest] vs. *пуп* [belly button] [example of /o/ vs. /u/ distinguishing meanings])

- (4) **allophone** - a positional variant of a phoneme. Allophones do *not* distinguish meanings. The concept of allophone is extremely important in Russian, especially in terms of vowels in unstressed position. For example, the Russian vowels /a/ and /o/ in unstressed position following the stressed syllable are pronounced /ə/ (schwa). Schwa, thus, is an allophone of the phonemes /o/ and /a/. NOTE: The schwa sound is very common in English and is found in English words like "bug" and "cuddle". Allophones can be unlimited in number.

In our discussion, please note that we give phonemes in structural transcription (see Morphophonemics); when showing how a sound is actually pronounced, we provide a phonetic transcription using Cyrillic letters.

PHONOLOGY

Vowels. There are five Russian vowel phonemes. They can be diagrammed in the following manner: Imagine that this chart is your mouth:

	FRONT (of mouth)	MIDDLE (of mouth)	BACK (of mouth)
HIGH	и	[ы]	у
MID	е		о
LOW		а	

*The allophone [ы] is given in brackets to show its placement in the mouth.

1. *Vowel reduction*: The key to understanding the pronunciation of a Russian word lies in an awareness of the stress of the word it is in. As you know, each Russian word has only one stressed syllable.

Although Contemporary Standard Russian has five basic vowel phonemes under stress (a, e, и/ы, o, y), this system is further reduced in those syllables that do not carry stress. Specifically, only three phonemes occur without stress: (a, и/ы, y) or in structural transcription - /a/, /i/, /u/. The most important allophones of these phonemes are as follows:

/a/ and /o/	→	[a] and [ə]
/i/	→	Cyrillic [и] and [ы]

The allophones of the phonemes /o/ and /a/ are determined by their placement in relation to the stressed syllable. In simple terms, the farther away the /o/ and /a/ are from the stressed syllable, the more likely you are to get [ə]. The specific rules are given in the introduction.

The rules for vowel reduction are somewhat modified if the vowel in question occurs in a declensional **ending**. Specifically, unstressed Cyrillic e does *not* reduce to [i] in nominative declensional endings, but is pronounced [ə] (cf. здание = [zdán'ijə], море = [mór'ə]).

2. *Pronunciation of Vowels in Relation to Hard or Soft Consonants.* Due to the rules of vowel reduction, the cyrillic /e/ reduces to the phoneme /i/. However, since there are two common allophones of the /i/ phoneme (cf. [и] & [ы]), which are significantly different in their actual phonological sound quality, it is essential for the student to note the following:

If unstressed cyrillic e or и (stressed or unstressed) is preceded by a hard consonant, the resulting pronunciation is [ы] (cf. жена́ = [жына́], жить = [жыть], шить = [шыть]). Note that the only type of hard consonant that may occur in Russian words before the vowels e/и will be the hushers ж and ш.

The remarks concerning the phoneme /i/ apply to the phoneme /u/ as well. If the preceding consonant is hard, the sound produced is /u/. If the preceding and following consonants are soft, the sound produced is [ü], similar to the German [ü] (eg. чуть-чуть). The same is true for /a/ surrounded by soft consonants — the result is a raised [a] or [ä] (eg. пя́ть, сядь) — this sound is like the vowel sound in the English word “yack.”

The phoneme /e/ under stress also has two variants: [e] preceding soft consonants (like the “a” sound in the English word “ate” minus the diphthong “ay”) and [E] preceding hard consonants (like the sound in the English word “Ed”) (cf. Russian /эти/ versus /это/). The difference in sound is a result of the difference in height of the vowel in the mouth due to palatalization of the surrounding consonants. The more soft consonants surrounding a vowel, the higher the vowel will be in the mouth.

3. *Value of Vowels.* Note that Russian vowels do not form diphthongs. Each vowel defines a new syllable.

You will first learn the alphabet, the labials, the linguals, the dentals, the letters that buzz, the drone and the bumblebee, and the Tse-tse Fly. One of the vowels will make you say “Ugh!” You will feel mentally stiff and bruised after your first declension of personal pronouns. I see however no other way of getting to Gogol (or to any other great Russian writer for that matter). His work, as all great literary achievements, is a phenomenon of language and not one of ideas. “Gaw-gol,” not “Go-gall.” The final “l” is a soft dissolving “l” which does not exist in English.

Vladimir Nabokov, *Nikolai Gogol*, NY: New
Directions, 1944, p. 150.

Consonants. The following chart presents the Russian consonantal phonemes. Do not worry about what they are called; rather, it is more important that the student learn to pronounce both *hard* and *soft* consonants correctly. The apostrophe (') indicates a soft (palatalized) consonant:

Method of Formation	Place of Articulation					
	Bilabial	Labio-Dental	Dental	Palato-Alveolar	Palatal	Velar
Fricative		f, f', v, v'	s, s', z, z'	š, ž	šč, j	x
Stop	p, p', b, b'			t, t', d, d'		k, g
Affricate				c	č	
Nasal	m, m'			n, n'		
Liquid			l, l'	r, r'		

Correct pronunciation of **soft consonants** in Russian requires raising the body of the tongue upward, toward the roof of the mouth. Smiling will help in the pronunciation of palatalized/soft consonants since smiling forces the tongue upward.

"Please take out your mirrors, girls, and see what happens inside your mouths...: In pronouncing the vowels 'а, э, ы, о, у' ...your tongue keeps back — independent and aloof — whereas in 'я, е, и, ё, ю' — the squashed vowels — it rushes and crushes itself against your lower teeth — a prisoner dashing himself at the bars of his cell."

Russian author Vladimir Nabokov
teaching Russian at Wellesley College [from Brian Boyd,
Vladimir Nabokov: The American Years, Princeton,
Princeton University Press, 1991, p. 60].

[Note that Nabokov identifies softness or hardness as a quality of vowels; as you know, it is actually a quality of the consonants. This is muddled by the Russian spelling system.]

The primary rules for pronouncing consonants are outlined in the introduction. The student should learn the following principles of **voicing** and **assimilation**:

- voiced consonants (v, z, b, d, g, ž) become voiceless (f, s, p, t, k, š) when they occur at the **end** of a word.
- consonant assimilation, that is, transferral of a quality from one consonant to others that immediately precede it, occurs both within words and over word boundaries. If a consonant cluster (i.e. 2 or more consonants in a row) exists within a word, two types of assimilation will occur:

- [1] softness or hardness of the entire cluster depends on the softness or hardness of the consonant at the **end** of the cluster (cf. привет, здесь, сливки, обряд → the clusters are soft*; слава, здравствуйте, комната → the clusters are hard).

- [2] voicing or voicelessness is generalized throughout the cluster, depending on the consonant at the **end** of the cluster (cf. вокзал → the cluster is voiced; автобус → the cluster is voiceless).

*Note that this type of assimilation is weakening in CSR.

Assimilation also occurs over word boundaries when two words are pronounced in one breath group. For example, как дела? = pronounced as one word with one stress [кагдилá]. This type of assimilation should occur naturally for the English speaker learning Russian.

The one exception to voicing assimilation in consonant clusters concerns the cluster тв in твой, твоя, тварь - pronounced [tvoj], [tvajá], [tvar']. The /v/ does not make the /t/ > /d/, as one would expect based on number 2 above.

- (c) the Russian sounds /t/, /d/, /n/ are **true dentals**, not alveodentals, as they are in English. Russian /t/, /d/, /n/ are closer to their French equivalents than to their English ones. **The tongue must touch the back of the teeth**, not the alveolar ridge.
- (d) the Russian palatals /š, č/ are not really like the English [sh] and [ch]. Rather, /š/ is more forceful and formed farther back in the mouth than English [sh] and /č/ is a **SOFT** palatal, i.e. it is formed higher in the mouth than English [ch]. The Russian soft palatal /šč/ has no equivalent in English. The same can be said for the hard palatal /ž/.
- (e) the phonemes /p/, /b/, /k/ are pronounced **without aspiration**, i.e. no additional air should come out of the oral cavity - no puffing, keep the air in your mouth!!
- (f) those consonants that have both hard and soft variants are called **paired** (eg. hard /b/ versus soft /b'/: быстро versus беда. In Russian, the consonants ž, š, šč, č, c, j are unpaired. The velars k, g, x are considered unpaired because hardness and softness in them is determined by the vowel sound following them.
- (g) In colloquial speech, certain words tend to be simplified or reduced in pronunciation. This is especially true of Russian patronymics (Иváнович > Иváныч; Иváновна > Иváна; Всéволодович > Всéлыч) and the words like the following:
сейча́с > [щас]
здрáвствуйте > [здрáсти]
пра́вильно > [пра́йльн(э)].
- (h) The Russian sound /r/ is a trill formed by rolling the tip of the tongue against the ridge directly above the back of the top teeth. The average rolled /r/ in Russian has 3 rolls.
- (i) The most difficult Russian sounds for American students to master are the palatalized (soft) /r'/ and /l'/ . These sounds require **practice based on imitation of native Russian pronunciation, as on the audio cassettes accompanying this textbook**. By merely substituting the English equivalents for Russian phonemes that are similar, but not exactly like English sounds, the student will have established a series of bad habits and will speak with a marked accent.

The following phonetic drills will help the student to learn to correctly pronounce the Russian vowels and consonants.

PHONETICS EXERCISES

Скороговорки - Tongue twisters

Read the following tongue twisters after listening to the tape.

Три сорóки таратóрили,
таратóрили на горéке.

Везёт Сёнька Сáньку
с Сóнькой на сáнках.
Сáньку с ног, Сóньку в бок,
Сёньку в лоб, все в сугрóб...

Шёл Ёгóр чéрез двор
с топорóм чинить забóр.

На то Хаврóнье и дано рýло,
что́бы она зéмлю рýла.

Сидит тéтерев на дéреве,
а тетёрка с тетерев́ятами.

Поп Прокóпий на копнé.
Под попóм копна́,
А под копнóй попóвич Прóкл.

Везёт ца́пля щúчку с чу́шкой.
Щети́на у чу́шки, чешу́я у
щúчки.

Осип орёт, Архип не отстаёт.
Кто кого́ переорёт.
Осип охри́п. Архип осип.

Тро́шкина шáвка укуси́ла
Па́шку. Бьёт Па́шка ша́пкой
Тро́шкину шáвку.

Под горóй у сосно́вой опу́шки
жи́ли-бы́ли четы́ре стару́шки.
Жи́ли-бы́ли четы́ре стару́шки,
все четы́ре большо́е болту́шки.

От то́пота копы́т
пы́ль по по́лю летит.

Ма́ма мы́ла Ми́лу мы́лом,
Ми́ла мы́ло не люби́ла.

Сшит колпа́к
не по-колпакóвски.

Пошёл Игна́т лопáты покупáть.
Купи́л Игна́т пятóк лопáт.
Шёл чéрез пруд – зацепи́л за прут.
Упа́л Игна́т - пропáли пять лопáт.

Идёт Козёл с Козóй,
а Козá идёт с косóй.

Съел молодéц три́дцать три пирога́ с
пирогóм, да все с творогóм.

Два дровосéка, два дровору́ба
руб́или на дворе́ дрова́.

Па́вка на ла́вке плетёт ла́пти Кла́вке.
Не годя́тся ла́пти Кла́вке на но́жки,
а годя́тся ла́пти на ла́пки ко́шке.

Корабл́и лави́ровали,
лавировали да не вы́лавировали.

Из-под Костромщи́ны шли четы́ре
мужчи́ны. Говори́ли про торги́, да про
поку́пки, про крупú, да подкрупки.

Хохла́тые хохоту́шки
хохотáли хóхотом: ха-ха-ха-ха-ха!...

Ёхал грéка чéрез ре́ку.
Ви́дит грéка в ре́ке рак.
Су́нул грéка ру́ку в ре́ку,
Рак за ру́ку грéка цап!

Лесору́бы лес руб́или топорóм,
топорóм. Лес в дрови́шки преврати́ли
топорóм, топорóм. До поры́ остры́
топоры́, топоры́, остры́ до поры́.

Phonetic Exercises

Фонетические упражнения

I. Read the following drills aloud after listening to the tape:

/а/ма́ма, па́па, на́ша, ва́ша, кни́га, пра́вда, бра́та, профе́ссора, пока́, там, как, А́нна Ива́новна, чита́л, класс, каранда́ш, занаве́ска, ко́мната, занима́ется, спаци́бо, двадца́ть, ба́бушка

/о/дом, дочь, кто, что, окно́, сло́во, хорошо́, письмо́, вопро́с, стол, рабо́та, шко́ла, до́брый, молоко́, плохой, такой, фо́рточка, хоте́ла, хоте́ли, помога́ть, пожа́луйста

/е/где, нет, здесь, де́вушка, импе́ть, тепе́рь, интере́сный, бе́лый

/и/кни́га, приве́т, спаци́бо, стена́, всегда́, библиоте́ка, институ́т, Росси́я

/у/у́мный, уче́бник, тут, муж, ру́сский, студе́нт, студе́нтка, кни́гу, журна́л

/ы/мы, студе́нты, столы́, отве́ты, вопро́сы, конспе́кты, живу́, сын, откры́л, бе́лый, до́брый, маши́ны, ка́ждый, мыл, живёт, жить, сте́ны, ста́рший, у́мный, хоро́ший, ста́рый, брат и сестра́ (in 1 breath), некра́сивый, пи́шет, пожило́й, часы́, больни́цы, сыр, мышь, вы́мыть, ожида́ется, повыша́ться, открыва́ть, цикло́н

II. Basic vowels before soft consonants and /j/. Read the following drills aloud after listening to the tape:

/а/кра́сивый, интере́сная, мо́я, зна́ю, хочú, помога́ть, писа́ть, обе́дать, за́втракать, газе́та, хочú, твоёй, моёй, хоте́ли, отве́чать, поступа́ть, прия́тель, слу́шать

/о/мой, твой, до́чь, мочь, о́пера, но́чью, о́сенью, прочь

/у/учúсь, судьё, музе́й, ключ, ключа́, чу́ть, чур

III. Basic vowels after soft consonants and /j/. Read the following drills aloud after listening to the tape:

/а/я́ма, хотя́т, друзьё, сту́лья, бра́тья, О́ля, ку́хня, дя́дя, столова́я, в гостёх, и́мя, вре́мя, ру́сская, европе́йская, прия́тных, у преподава́теля

/о/её, ещё, днём, живём, моё, всё

/е/приве́т, студе́нт, ле́том, налево́, сле́ва, ре́дко, интере́сный, де́лать, бе́гать, дере́вня, в дере́вне, уче́бник, колле́га, европе́йский

/и/и́ли, спаци́бо, но́мер, по-ру́сски, по-англи́йски, жа́ркий, лежа́ть, всегда́, оте́чество, блин, исто́рия, гостини́ца, письмо́, пригласи́ть, ходи́ть

/у/хочú, бою́сь, зна́ю, рабо́таю, за́втракаю, у́жинаю, отды́хаю, понима́ю, чита́ю, лю́бит, люблю́, порублю́

IV. Voiced and voiceless consonants. Read the following drills aloud after listening to the tape:

ты, хо́чешь, пе́ли, кра́сивый, говори́ть, сестра́, знать, дека́брь, отды́хать, ви́дишь, за́втра, солда́т, зда́ние, обы́чно, магази́н, конце́рт, письмо́, отве́чать, год,

был, погода, буду, собака, десять, фильм, всегда, громко, комитет, назад

V. Hard and soft consonants. Read the following drills aloud after listening to the tape:

буду, будешь, завтра, книгу, хорошо, письмо, тысяча, привет,
двадцать, синий, спасибо, газета, наконец, теннис, театр, ходим, первый, каждый,
сегодня, неделя, день, месяц, утро, раз, вкус, назвать, ошибка, дадут, товарищ,
куда, идешь, даю, дела, кино, снег, барабан,
библиотека, дым, ходим, сыт, сегодня, плавать, гулять, еда, ездить, упорно, пять,
смотреть, потеряла, дом, десять, лыжа, лет, тут, костюм, достал, в гостях

VI. The sound ч [č]. Read the following drills aloud after listening to the tape:

дача, вечер, дачный, почта, девочка, почтовый, вечерный, дачный, вечером,
врач, дочь, Чикаго, час, часов, мальчик

VII. The sounds ш [š] and ж [ž]. Read the following drills aloud after listening to the tape:

лошадь, муж, ведешь, пошел, дождь, пешком, наш, ваша, шли, прошлый,
Париж, решить, хорошо, школа, носу, машина, большой, бежать, каждый, жожу,
езжу, ждать, общежитие, журнал, книжный

VIII. The sound ц [c]. Read the following drills aloud after listening to the tape:

лекция, станция, американец, немец, цирк, конференция, интересуются, улица,
конец, ожидается, циклон, отец, отца,
гололедица

IX. The sound щ [šč]. Read the following drills aloud after listening to the tape:

прощай, щипать, наступаящий, счастливо, женщина, счастье, счёт, общество, вещь,
общежитие, будущая, будущей, расчёт, мужчина, ящик, площадь

X. The sounds р/рь [r], [r']. Read the following drills aloud after listening to the tape:

подруга, друг, родители, родился, раз, рыба, рано, русский, российский,
метро,

французский, Франция, правда, сахар, радоваться, сыр, рассказ, собирать,
утро,

Крым, просить, грамм, рубль, пятёрка, три, ресторан, редко, рис, воскресенье,
рисовать, фонарь, словарь, переводить, смотри, приготовить, ряд, говорить, перерыв,
огурец, творить, редис, тридцать три, редукция, очередь, порезать

XI. The sounds л/ль [l], [l']. Read the following drills aloud after listening to the tape:

стол, пол, вол, столб, получил, посылка, поступил, платить, смотрела, писала,
искал, пошел, ладно, ласково, солдат, полка, мало, делала, слушать, слышать,
полька, билет, сколько, столько, неделя, любит, любить, мебель, поздравлять,
счастливый, поздравляю, фильм, кисель, телевизор, больница, поле, лекция,
поехали, делали, лето, Люся, Люда, Коя, земля, учитель, учительница,
мальчик, маленький, слюня, карусель, шинель

XII. Consonant clusters with "jot" /j/. Read the following drill after listening to the tape.

семья, чьего, чьим, статья, ночью, стулья, друзья, мужья, листьям, деревьях,
сыновьями, братьев, друзьями, семьями, жизнью

XIII. Practice the proper pronunciation of the following names of famous Russians and Soviets:

A. Politicians: Политики

Михаил Горбачёв, Борис Ельцин, Гавриил Попов, Анатолий Собчак, Владимир
Путин

Gen. Secretaries of the CPSU: Генеральные секретари КПСС: Ленин, Сталин,
Хрущёв, Брежнев, Андропов, Черненко

B. Composers: Композиторы

Римский-Корсаков, Чайковский, Мусоргский, Глинка, Скрябин, Рахманинов

C. Writers and Poets: Писатели и поэты

Пушкин, Баратынский, Лермонтов, Достоевский, Чехов, Лев Толстой,
Замiatин,

Блок, Ахматова, Цветаева, Мандельштам, Булгаков, Есенин, Маяковский,
Пётух,

Петрушевская, Т. Толстая, Распутин, Платонов, Казакóв

D. Film actors and directors: Киноактёры и Режиссёры:

Калягин, Михалков, Мягков, Ахеджакова, Гундарева, Гурченко, Волкова,
Негода,

Соловёй, Басилашвили, Миронов, Фрейдлих, Броневой, Немалёва, Гафт,
Ширвинд, Мордюкова, Карцев, Рязанов

B. Structural Transcription (ST)

Compared to English, Russian is served fairly well by its alphabet; once you have learned the letters and some basic pronunciation rules, you will find it relatively easy to pronounce Russian words that you read. Still, the Russian alphabet is imperfect as an instrument for presenting the underlying structure of the language. You have noticed this particularly when learning the vowel letters: although there are only five basic vowel sounds in Russian, they are written with ten letters, because the vowel letter is used to signal the hardness or softness of the preceding paired consonant. A more precise alphabet would provide two different consonant letters for each paired consonant. You can at least be grateful that you only have five extra letters to learn, rather than the twelve you might have had to!

In order to present the underlying structure of the Russian language, we use a system of morphophonemic transcription, which we refer to as **structural transcription (ST)**. Please be aware that this is not a phonetic transcription, that is, a transcription that shows how sounds are to be pronounced. Also note that it is not a transliteration—that is, a way of representing the Cyrillic letters in another alphabet, where there is a one-to-one correspondence to letters in the other alphabet. (Transliterations are used by scholars, translators and librarians to show, for example, book titles, proper names, untranslatable words, etc. in another language). For an in-depth discussion of structural transcription, the authors refer the student to Maurice Levin's "Structural Transcription."

A-12

Vowels:	Cyrillic		Structural Transcription
	Group I	Group II	
	а	я	а
	э	е	е
	ы	и	и
	о	ё	о
	у	ю	у
Paired Consonants:			
	д		d, d'
	т		t, t'
	б		b, b'
	п		p, p'
	з		z, z'
	с		s, s'
	в		v, v'
	ф		f, f'
	м		m, m'
	н		n, n'
	р		r, r'
	л		l, l'
Unpaired consonants:			
	к		k
	г		g
	х		x
	ш		š
	ж		ž
	ц		c
	ч		č
	щ		šč
	й		j

Structural Transcription

1. A cyrillic <<й>> is rendered as "j" in S.T., i.e. й = j always (a one-to-one correspondence from cyrillic to S.T.).
2. The "j" in S.T. can represent in cyrillic:
 - (a) the presence of a GROUP II vowel (я, е, ё, ю, NOT и) in word initial position.

Example: éxал = jéxал
 юг = júг
 BUT идéя = id'éja

(b) the presence of a GROUP II vowel following another vowel.

Example: eë = jejó
 моë = mojó
 моѧ = moja
 моѧ = moji

(c) the presence of a jot between a consonant and a vowel.

Example: семья = s'em'já
 статья = stat'já

3. In cyrillic, <<ь>> (the soft sign) can represent in S.T.:

(a) a soft consonant where no vowel follows:

Example: только = tól'ko
 день = d'en'

(b) the presence of "j":

Example: семья = s'em'já

(c) designation of special morphological categories after a husher or sibilant (ж, ш, щ, ч, ц):

Example: кладёшь = klad'óš' [second person singular nonpast verb form]
 ночь = noč' [third declension feminine nominative/accusative form]

C. Transliteration

Transliteration is the writing of a word in an alphabet other than the one in which it originates. Examples of the many names and words frequently transliterated from Cyrillic into Latin letters for English readers are Tchaikovsky, Chekhov, Gorbachev, perestroika and dacha. Examples of the even greater number of words transliterated from Latin letters into Cyrillic are компьютер, офис, Нью-Йорк, and Джордж. Transliteration, rather than translation, is used mostly for proper names and other "untranslatable" words. There are multiple ways of transliterating from (English) Latin to (Russian) Cyrillic, just as there are multiple ways of transliterating from Russian into English. On the one hand, the name "Harry" could be written Гарри, Харри, Хэрри, Хэры, etc., while й can be written as i (Tolstoi), y (Tolstoy) or j (Tolstoj). Certain words and famous and common names have been written for so long that their spelling is set, regardless of inconsistencies. (Compare the transliteration of the Russian letter ч in Чайковский and Чехов as Tchaikovsky and Chekhov, and the English w in Вашингтон and Уэллас.) The following brief discussion of transliteration will present the common options available when transliterating.

From English to Russian. The question of how English words enter into Russian, and how they and proper names are transliterated, is certainly too "big" to address here, but there are a few observations that can be made concerning tendencies. Broadly speak-

ing, the Russian spelling of English (and other foreign) words and names has traditionally sacrificed phonetic accuracy for accuracy in spelling and accordance with Russian word structures. In other words, an attempt is often made to make the word look as Russian as possible by conforming to typical spelling and word formation patterns, rather than render in Cyrillic the original language's pronunciation of the word. Take, for example, the transliteration of the letter w into Russian: it is frequently rendered as в (Валтер Скотт, Вашингтон, etc.). This is because the sound this letter makes in English does not exist "naturally" in Russian. Nevertheless, the letter w can (and sometimes is) be transliterated as "ya" (Уалтер, Уалла-Уалла). Similarly, the sound that the Russian letter э makes is far more common in English than in Russian, and even though it *could* be used in the transliteration of words in which the sound appears (Betty, Oregon, computer), it usually is written as е, palatalizing the preceding consonant (Бетти, Орегон, компьютер). This is because the letter э occurs "naturally" in Russian only at the beginning of a word (thus Эдуард, Элла, экспресс).

Since the mid- to late-1980's the enormous influx of foreign goods, people, ideas and words into Russia has increased awareness among Russians of foreign pronunciations and has somewhat influenced transliteration practices. While "russification" still occurs more often than not, it would not be unusual now to see the American names Debbie and David written Дэби, Дэйвид instead of the traditional Дебби, Давид. (Stress can also change to reflect "native" pronunciation. For example, the name "Boston" until recently was spoken with a Slavic-sounding pronunciation: Бостон. But now you might hear Russians put the stress on the first syllable, as Americans do: Бóстон.) Therefore, when transliterating names into Russian, you could either base your changes on spelling and your knowledge of the Russian spelling system (Карол, ДжоАнн, Ник, Мария, etc.), or feel free to transliterate as phonetically as you can (Кэрол, ДжоуЭнн, Нык, Мэри, etc.). Remember, however, that the traditional transliteration of common or famous names may never change in popular speech or writing. The family (and city) name Washington will probably always be Вашингтон, although, if it is in your name, you may spell it differently (Уáшингтэн), for example, on a visa application.

Russian into English. As with transliteration of English into Russian, the transliteration of common or famous Russian names and words into English has been substantially affected by the circumstances under which these words or names came to be known to English speakers. The manner of transliteration also depends significantly on the nature of the text in which the word will appear. Not counting famous Russian names whose spelling has been "set" in English (Khrushchev, Moscow, Yeltsin), there are three different systems of transliteration used in the United States, each one addressing the needs of different readers. (These systems were identified and described by J. Thomas Shaw in *The Transliteration of Modern Russian for English-Language Publications*, Univ. of Wisconsin Press, 1967. See this work for details.) Note that all three systems differ from Levin's structural transcription.

System I is used when referring to personal places or names in the popular press (and other texts whose readers are not specialists in Russian studies) because it generally makes Russian names easier to read than the other (more accurate) systems do.

System II is the system used by the Library of Congress (minus the diacritical marks), and is commonly found in bibliographic entries, the transliteration of "words as words," and in many scientific texts.

System III is used in texts intended for scholars specializing in Slavic linguistics or literatures. In these publications, all "words as words" are transliterated using System III, while personal names may be transliterated using either System III or System I (especially if the name is a very famous or common one, such as Tolstoy or Pushkin).

The following is a chart (adapted from Shaw's) of these three systems of transliteration:

	I	II	III		I	II	III		I	II	III
А	a	a	a	Л	l	l	l	Ч	ch	ch	č
Б	b	b	b	М	m	m	m	Ш	sh	sh	š
В	v	v	v	Н	n	n	n	Щ	shch	shch	šč
Г	g	g	g	О	o	o	o	Ъ	-	"	"
Д	d	d	d	П	p	p	p	Ы	y	y	y
Е	e*	e	e	Р	r	r	r	Ь	-	'	'
Ё	yo	e	e	С	s	s	s	Э	e	e	e
Ж	zh	zh	ž	Т	t	t	t	Ю	yu	iu	ju
З	z	z	z	У	u	u	u	Я	ya	ia	ja
И	i	i	i	Ф	f	f	f				
Й	y	i	j	Х	kh	kh	x				
К	k	k	k	Ц	ts	ts	c				

* The Russian E can be transliterated as ye in System I when it appears as the first letter of the word (for example, Yeltsin).

Transliteration of Combinations of Letters (from Shaw, p. 9)

	I	II	III
-ый (in names)	-y	-yi	-yj
-ий (in names)	-y	-ii	-ij
-ия	-ia	-iia	-ija
-ье	-ie	-'e	-'e
-ьи	-yi	-'i	-'i
кс	x	ks	ks

APPENDIX II

INTONATION

As you begin to learn how Russian words sound, it is wise to consider and practice how Russian sentences sound as a whole. In any language, intonation, or the rise and fall of pitch of the voice as one speaks, varies considerably not only according to types of utterance, but also according to the idiosyncracies of individual speakers and their responses to given situations. Nevertheless, it is possible to distinguish certain typical patterns of intonation among different language groups.

Take a moment and compare with a friend (or several friends) how you would read ("intone") the following sentences in English:

My mother was born in October.

The test was harder than we thought it would be.

We looked all over the place!

I don't know.

What's your telephone number?

Where are you going?

Why didn't you call me?

When are you going to clean up your room?

Is your brother a student?

Do we have any homework for Econ?

Aren't you glad you can read Russian now?

Is this a joke?

In comparing your "readings," you no doubt found that each sentence or question can be read more than one way, depending on context, emotions, and other variables. On the other hand, you may also have noticed some patterns, namely:

- a) the sentences with the least potential for emotional content ("My mother was born in October"; "Is your brother a student?"; "What's your telephone number?") are more likely to be "intoned" the same way by different speakers than the sentences with high potential for emotional content ("Why didn't you call me?"; "I don't know." "Is this a joke?");

- b) certain types of utterances (neutral declarative sentences, yes/no questions, statements and questions showing great emotion, etc.) share certain intonational characteristics, such as the falling of the voice at the end of a neutral declarative sentence, the gliding upward of the voice in yes/no questions, etc.

In the late 1960's Soviet linguists began to identify in Russian speech a number of "intonational constructions" and to describe and number them. (Originally they found five, then seven, then more.) In the 1980's this systematic grouping of intonational patterns began to be regarded sceptically as more scholars accepted the wide variations of intonation among individuals in differing contexts. In short, intonation varies among Russian speakers as much as and for the same reasons that it varies among English speakers. But there are some typical features of Russian intonation of which the student should be aware in order to understand Russians and communicate effectively with them.

The most important intonational tendencies are those that are used with neutral declarative sentences, questions using interrogatives and yes-or-no questions. (These correspond, respectively, to what the Soviet linguists have described as *Интонационные конструкции* [ИК] 1, 2 and 3.) In these types of utterances, whether they consist of a single word, a clause, part of a sentence or a complete sentence, one can identify an "intonational center" (*интонационный центр*), which is located in the stressed syllable of the most important word in the sentence. Which word is the "most important," and thus which attracts the intonational center, will *always* be determined by the speaker in a given context. It is at this center that, in Russian, the pitch of the voice changes (according to patterns described below). Typically (though not always), the voice stays at the same pitch (almost monotone) before the intonational center, changes at the center, and then, once the "change" has taken place, remains at the same (new, monotone) pitch for the rest of the utterance. (Again, this utterance may be a part of a sentence as well as a whole sentence.) The way in which the pitch changes is what distinguishes one intonational construction from another. The three basic constructions appear as follows:

ИК-1: (Used for Neutral Declarative Sentences): ˋ—

At the intonational center, the voice falls rather rapidly and smoothly to a lower pitch, and remains there. In these sentences, the intonational center can be located on *any* word, but is commonly found on the last word (because typically it is the most important word in the sentence).

— — — — — ˋ —
Я говорю по-ру́сски.

— — — — — ˋ —
Мы живём в Аме́рике.

— — — — — ˋ —
Сестра́ - спортсме́нка.

— — — — — ˋ — — — — —
Я не знаю́, где он рабо́тает.

When listing words or phrases in a declarative sentence, ИК-3 can be used for each word or phrase to separate it out from the others. The last part of the sentence, however, will be intoned as appropriate for a declarative sentence (with ИК-1):

Я изучаю историю, математику, философию и русский язык.

В нашем классе Сюзэн, Джордж, Луси, Маргарита, Алекс, Майкл, Рената и Кэрл.

Профессор пишет о Пушкине, Фёте, Блоке, Ахматовой, Цветаевой, Мандельштаме, Пастернаке и Бродском.

In a similar fashion, ИК-3 can be used to separate parts of a declarative sentence. In other words, each separate part can be intoned with ИК-3, although the last one would still be intoned with ИК-1, as with any declarative sentence.

— — — — — ^ — — — — — — — — — — ^ —
Я изучаю русский язык, а мой брат изучает испанский.
I'm studying Russian, and/but my brother's studying Spanish.

— — — — — ^ — — — — — ^ — — — — — ^ —
Он живёт или в Омске, или в Томске. Я не помню.
They live either in Omsk or Tomsk. I don't remember.

Никола́й Ива́нович ру́сский и хоро́шо зна́ет англéйский язы́к и
литерату́ру.

Nikolai Ivanovich is Russian and knows the English language and English literature well.

Read these sentences using, as appropriate, the intonational constructions described above:

1. Я не по́нял. Я не поняла́. Я не зна́ю. Я не понима́ю. Ясно. Поня́тно. Он студе́нт. Она́ студе́нта.
2. Меня́ зову́т _____. Его́ зову́т Андре́й. Её́ зову́т Мари́на. Мы учимся в университе́те. Ма́ма рабо́тает в библиоте́ке. Ма́ма весь день рабо́тает в библиоте́ке. Это хоро́шая библиоте́ка. У нас хоро́шая библиоте́ка. У нас в го́роде хоро́шая библиоте́ка. У нас ра́ньше в го́роде была́ хоро́шая библиоте́ка.

3. Я не понимаю его. Я не понимаю его теорию. Я не понимаю, почему он не учится. Я не понимаю, почему он так плохо учится. Я не знаю, с кем я буду жить. Я не знаю, кем я хочу стать. Я не знаю, куда я иду. я не знаю, куда я пойду сегодня вечером.
4. Привет! Нет! Добрый вечер! Добрый день! Доброе утро! Здравствуй! Здравствуйте! Счастливо! Пока! До свидания! До завтра! До встречи! Конечно! Извините, пожалуйста. Скажите, пожалуйста. Повторите, пожалуйста.
5. Почему? Когда? Где? С кем? Кому? У кого? Что? О чём? Для чего? К чему? Какой студент? Какую книгу? Какое письмо? Какие проблемы? Какими деньгами? Какому мальчику? Откуда вы? Как дела?
6. Как вас зовут? Где вы работаете? Почему вы спрашиваете? Где вы живёте? Что ты читаешь? Куда ты идёшь? Кем вы хотите стать? Чем вы пишете? Что это значит? Как ваша фамилия? Где вы учитесь? О чём вы пишете? О чём идёт речь? Что продают? Сколько времени? Чего вы боитесь? Как вы думаете? О чём ты говоришь? Где ты был? Кого ты любишь?
7. В каком году вы родились? Почему вы занимаетесь русским языком? Где живут ваши родители? Без чего вы не можете жить? С чем вы пьёте чай? Сколько стоит эта матрёшка? Куда летит этот самолёт? Кто вы по национальности? С кем пришёл Алёша? Почему ты не хочешь встречаться со мной?
8. Вы студент? Она русская? Ты хочешь? Вы будете? Понятно? Ладно? Хорошо? Тебе плохо? Понимаешь? Они знают? Он работает здесь? Вы учились там? Вы говорите по-русски? Они были у вас? Ты любишь его? Вы были в России? Ты был на собрании? Ты будешь на лекции?
9. Лара учится в Москве? Таня тоже учится в Москве? Вы тоже студент? Они тоже из Америки? Она любит Чайковского? Она любит музыку Чайковского? Она тоже любит музыку Чайковского? Она любит шестую симфонию Чайковского? Она также любит пятую симфонию Чайковского?
10. Вам понравился фильм? Вам понравился этот фильм? Вам понравился последний фильм Тарковского? Вам нравится наш город? Вам понравилась Москва? Вы не хотите жить в России? Ты не хочешь стать преподавателем? Ты не будешь пить чай?
11. *Ask the question using the intonation that would most likely elicit the given response.*

Она говорит по-русски?	Да, по-русски.
	Нет, но хорошо читает.
	Нет, только он.

Ты будешь на концерте?	Да, буду. Нет, я буду на семинаре.
Ваши дети боятся меня?	Да, очень. Нет, твоего мужа. Нет, бабушка. Да, тебя.
Вы отдыхали на юге летом?	Да, на юге. Нет, зимой. Нет, учились. Да, мы.

12. Я знаю Ларису, Таню, Игоря, Андрея и Ольгу. Мы будем читать Пáвлову, Ростопчину, Тур, Цветáеву, Гиппиус и Ахмáтову. Они́ будут читать Пу́шкина, Лéрмонтова, Грибоéдова, Гóголя и Тургéнева. Я люблю филисóфию, мýзыку, истóрию иску́ства и ита́льянскую литератúру.
13. Ёсли хотíte, смотрíte телевíзор. Ёсли ты не хóчешь, то не приходи́. Ёсли не захóчет, то он не позвонít. Ёсли вы мóжете, принесíte напíтки. Ёсли увидишь помидóры, купи́ 500 килогрáмм. Когда́ я окóнчила университет мне бýло двáдцать один год. Когда́ я узнаю, я обязáтельно скажý. Когда он говорít поукраински я ничегó не понимáю. Когда́ я был студéнтом у меня́ прак-ти́чески нé было никакíх дéнег. Ёсли я встрéчу его, я спрошý его́ об éтом. Ёсли бы мы знáли, что вы не пригласíли детéй, то мы бы их не привезли́.

For more practice, refer to the dialogues at the beginning of each chapter.

APPENDIX III

THE ONE-STEM VERB SYSTEM (Supplement to Chapter 4 and Reference)

A. How to Derive Verb Stems

Although you do not need to be able to derive verbal stems, it may be useful or interesting for you to know how they are formed:

Given the infinitive and third person plural of a verb, remove the ending and choose the longer stem of what is left over. The result is **the one** verbal stem. If the stems are the same length (cf. example b), choose the 3rd plural form.

(a) Infinitive = рабóтать; 3rd pl. = рабóтают (in ST: rabota + t';
rabotaj + ut).

The verbal stem is работай- (class: -ай-).

(b) Infinitive = вестí; 3rd pl. = ведúт (in ST: v'es + t'i; v'od + ut).

The verbal stem is в'од- (class: -т/д-). (In this verb, notice that the "e" is actually a basic "o." This becomes clear when you look at the masculine past tense form: вёл.)

Notice that the verbal classifier is based on the ending of the stem and there are two types: suffixed and nonsuffixed. For some nonsuffixed verbs the classifier name is a pair of voiced/voiceless consonants (cf. -т/д-, -к/г-, -с/з-).

Productive verbal classes, that is, classes that are used in forming new verbs as they come into the language, are marked with an asterisk. The -ова- class is particularly productive in verbs borrowed from other languages (cf. парковáть, паковáть, организовáть, etc.).

B. Summary of Verb Classifier Types (in S.T.)

I. Suffixed verbs

A. Second conjugation:

1. -i
2. -e
3. -husher-a
- [subgroup: -ja]

B. First conjugation:

1. -a
2. non-syllabic -a (N/S-a)
3. -ova
4. -aj
5. -ej
6. -nu (nondisappearing -nu)
7. [-nu] (disappearing -nu: -nu drops in past tense forms)
8. -avaj
9. -o

II. Nonsuffixed verbs: all first conjugation

1. v
2. n
3. oj
4. j
5. ij
6. /n, /m
7. /r
8. t/d
9. s/z
10. k/g

C. Summary of Stress Rules for verbs

I. Suffixed verbs

A. No stress shifts in present tense:

-husher-a, N/S-a, -ova, -aj, -ej, -nu, -avaj

B. No stress shifts in past tense:

-husher-a, -ova, -aj, -ej, -nu, -avaj

II. Nonsuffixed verbs

A. No stress shifts in present tense:

v, n, oj, j, ij, /r, t/d, s/z n, oj, j

B. No stress shifts in past tense:

n. oj, j

Always end stress in past tense:
t/d, s/z, k/g

D. Glossary of Terms Used in Reference to the One-Stem Verb System

Verb classifier. The part of a verb's stem that indicates what *type* the verb is. examples: -aj, -v, -i, -e, -ova. There are two main types: **suffixed** (-aj, -i, -e, -ova, etc.) and **non-suffixed** (-v, -n, -k, -g, etc.)

Verb (classifier) type. Based on the verb's stem, the group to which this verb belongs by virtue of having similar endings, stress and mutation patterns.

Stem. The structurally basic form of a verb. Examples: **rabotaj**, **živ**, **p'isa**, **tancova**. Knowledge of ST (or morpho-phonemic transcription) is necessary to see beyond the fiction of the cyrillic spelling.

1st conjugation. Endings are y/ю (depending on spelling)-1st singular e/ë...(depending on stress) -2nd/3rd singular, 1st/2nd plural ут/ют (depending on spelling) - 3rd plural

2nd conjugation. Endings are y/ю (depending on spelling) - 1st singular и...-2nd/3rd singular, 1st/2nd plural ат/ят (depending on spelling) - 3rd plural

addition. Consonant + Vowel = CV; Vowel + Consonant = VC

truncation. C1 + C2 = C2; V1 + V2 = V2.

hushers. ш, щ, ж, ч

velars. к, г, х.

consonant mutation. The final consonant(s) in a stem might be able to mutate into (an)other consonant(s).

In (1st conjugation) -a type verbs, if consonant can mutate, it will in all forms.

In (2nd conjugation) -и and -е type verbs, if consonant can mutate, it will in я form only.

-ova verbs mutate by turning the -ova- into -uj- in the non-past forms only: r'isova becomes r'isuj, so that by adding endings we come up with: r'isuj+u = рисую; r'isuj+ot = рисует, etc., but r'isova+l = он рисовал

Every verb has a **stem** and an **ending**. The **stem** can be broken down into two parts: (1) root; (2) suffix/verb classifier.

E. Chart of All Verb Classifier Types With Examples

Suffixed Verbal Classifiers

I. Second Conjugation Verbs

1. VERB CLASSIFIER -i- (cyrillic -и-)

Mutation of final root consonant in first person singular form (i. e. "я" form) only.

Stress can (but doesn't necessarily) shift.

Examples

<i>cyrillic</i>	<i>s. t.</i>
проси́ть	pros'it'
прошу́	prošu
про́сишь	pros'ish'
проси́л	
Stem:	pros'i-

2. VERB CLASSIFIER -e- (cyrillic -е-)

Mutation of final root consonant in 1st person singular form.

Stress can shift.

There are about 50 verbs in this class.

ви́деть	v'id'et'
ви́жу	v'izu
ви́дишь	v'id'ish'
ви́дел	
Stem:	v'id'e-

3. VERB CLASSIFIER "husher-a"

-ža- (cyrillic -жа-)

-ša- (cyrillic -ша-)

-šča- (cyrillic -ща-)

-ča- (cyrillic -ча-).

Two cases of -йа- : бо́яться, сто́ять

лежа́ть	l'ežat'
лежу́	l'ežu
лежи́шь	l'ežish'
лежа́л	
Stem:	l'oža-

II. First Conjugation Verbs

4. VERB CLASSIFIER -a- (cyrillic -а-)

Mutation of final root consonant all through the present tense.

the *present* tense)

Stress shifts from end to stem in all forms of present tense other than 1st singular.

There are about 60 verbs in this class.

Examples

<i>cyrillic</i>	<i>s. t.</i>
писа́ть	p'isat'
пишу́	p'isu
пи́шешь	p'isoš'
писа́л	p'isal
Stem:	p'isa-

5. VERB CLASSIFIER N/S-a (cyrillic -а-)

No mutations; a fill vowel

is inserted into stem (o/e); if stress shift occurs, only in feminine past tense.

<i>cyrillic</i>	<i>s. t.</i>
брати́	brat'
беру́	b'eru
берёшь	b'er'oš'
брал(а́)	bral(a)
Stem:	b/ra-

6. VERB CLASSIFIER -ova-

(cyrillic -ова-/-ева-)

Rule: ова/ева > уй in nonpast and imperative

Stress does not shift.

There are thousands of verbs in this class

—mostly with foreign roots

рисова́ть	r'isovat'
рисую́	r'isuju
рису́ешь	r'isujoš'
рисова́л	r'isoval.
Stem:	r'isova-

7. VERB CLASSIFIER -aj- (cyrillic -ай-)

No mutation. No stress shifts.

Thousands of verbs in this class.

чита́ть	čitat'
чита́ю	čitaju
чита́ешь	čitajoš'
чита́л	čital
Stem:	čitaj-

8. VERB CLASSIFIER -ej- (cyrillic -ей-)

No mutations. No stress shifts.

Very few verbs in this group.

име́ть	im'et'
име́ю	im'eju
име́ешь	im'ejoš'
име́л	im'el
Stem:	im'ej-

9. VERB CLASSIFIER -nu- (cyrillic -ну-)

Two subgroups:

(a) -nu- disappears in past tense

pr'ivikn'oš'

Ex.

привы́кнуть	pr'iviknut'
привы́кну	pr'iviknu
привы́кнешь	

(b) -nu- remains in past tense.

Ex.

привы́к	pr'ivik
привы́кла	pr'ivikla
отдохну́л	otdoxnul
отдохну́ла	otdoxnula
Stem:	pr'iviknu-/ otdoxnu-

10. VERB CLASSIFIER -авай- (cyrillic -авай-)

Rule: авай>ай in the present tense.

Note: In the IMPERATIVE, -авай- remains.

дава́ть	davat'
даю́	daju,
даёшь	dajoš'
Stem:	davaj-
ДАВАЙ!	DAVAJ!

11. VERB CLASSIFIER -o- (cyrillic -о-)

боро́ться	borot's'a
брю́сь	bor'us'
бо́решься	bor'oš's'a
Stem:	boro-(s'a)

Nonsuffixed Verbal Classifiers (All 1st Conjugation)

A. Syllabic:

Examples

1. VERB CLASSIFIER V- (cyrillic В-)

Consonant v occurs in present/future tense conjugated forms.

Stress may shift in fem. past.

<i>cyrillic</i>	<i>s. t.</i>
жи́ть	žit'
живу́	živu
живёшь	živ'oš'
жил, жи́ла	žil
Stem:	živ-

2. VERB CLASSIFIER N- (cyrillic Н-)
Consonant n occurs in present/future tense conjugated forms
Stress may shift in fem. past.

3. VERB CLASSIFIER OJ- (cyrillic ОЙ-)
o > ы before a consonant
No stress shifts.

4. VERB CLASSIFIER IJ- (cyrillic ИЙ-)
Vowel -i- fleets in nonpast form.
Stress may shift in feminine past.

5. VERB CLASSIFIER J- (cyrillic Й-)

B. Non-Syllabic:

6. VERB CLASSIFIER /N, /M- (Cyrillic /H, /M-)

/H & /M > A before a consonant
Stress may shift in past.

7. VERB CLASSIFIER /R- (cyrillic /P-)
(a) /R > ER'E before infinitive ending
(b) /R > ER before any other consonant

OBSTRUENTS:

8. VERB CLASSIFIER T/D (cyrillic Т/Д-)
T & D > S before infinitive ending
Stress shifts to end in past.

стать	stat'
ста́ну	stanu
ста́нешь	stan'oš'
стал	stal
Stem:	stan-

откры́ть	otkrit'
откро́ю	otkroju
откро́ешь	otkrojoš'
откры́л	otkril
Stem:	otkroj-

пить	p'it'
пью́	p'ju
пью́шь	p'još'
пил	p'il
Stem:	p/i/j

ду́ть	duť
ду́ю	duju
ду́ешь	dujoš'
дул	dul
Stem:	duj-

Examples

<i>Cyrillic</i>	<i>s. t.</i>
нача́ть	načat'
начну́	načnu
начне́шь	načn'oš'
нача́л	načal
Stem:	nač/n-
умере́ть	um'er'et'
умру́	umr'u
умре́шь	umr'oš'
у́мер	um'er
Stem:	um/r-

вести́	v'ost'i
веду́	v'odu
ведёшь	v'od'oš'
вёл, вела́	v'ol, v'ola
Stem:	v'od-

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9. VERB CLASSIFIER S/Z- (cyrillic С/З-)
 Masculine past tense -л drops
 (reverse truncation).

Also see везти́.

10. VERB CLASSIFIER K/G- (cyrillic К/Г-)
 (a) Masculine past tense -л drops.
 (b) Mutation of consonant in non-past
 2nd, 3rd sing.; 1st, 2nd plural ONLY.

нести́	n'ost'i
несу́	n'osu
несёшь	n'os'oš'
нёс	n'os
Stem:	n'os-
мочь	moč'
могу́	mogu
можешь	možoš'
могут	mogut
мог, могла́	mog,
	mogla
Stem:	mog-

APPENDIX IV

Irregular Genitive Plurals

The following is a list of all the existing irregular genitive plurals.

A. Ending present in genitive plural where one is not expected:

море	морей	sea
поле	полей	field
тётя	тётей (тётъ also possible)	aunt
дядя	дядей	uncle
облако	облаков	cloud
платье	платьев	dress
ухо	ушей	ear
юноша	юношей	youth
судно	судов	ship

B. Final consonant goes from hard to soft

сосёд	соседей	neighbor
чёрт	чертей	devil, demon

C. Final consonant goes from soft to hard

песня	песен	song
спальня	спален	bedroom

D. Genitive plural formed from nominative plural stem: 2 types

TYPE 1: zero ending

друг/друзья	друзей	friend
сын/сыновья	сыновей	son
муж/мужья	мужей	husband
имя/имена	имён	name
время/времена	времён	time
англичанин/англичане	англичан	Englishman
гражданин/граждане	граждан	citizen
крестьянин/крестьяне	крестьян	peasant
христианин/христиане	христиан	Christian

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инопланетянин/инопланетяне	инопланетян	aliens
армянин/армяне	армян	Armenian
котёнок/котята	котят	kitten
ребёнок/ребята	ребят	kids, guys
поросёнок/поросята	поросят	piglet

TYPE 2: -ov or -ej ending

брат/братья	братьев	brother
стул/стулья	стульев	chair
дерево/деревья	деревьев	tree
перо/перья	перьев	feather
лист/листья	листьев	leaf
мать/матери	матерей	mother
дочь/дочери	дочерей	daughter

E. Nouns with no singular: 2 types

TYPE 1: zero ending

деньги	денег	money
кавычки	кавычек	quotation marks
ножницы	ножниц	scissors
скобки	скобок	parentheses
брюки	брюк	pants
похороны	похорон	funeral
носилки	носилок	stretcher
именины	именин	name day
каникулы	каникул	vacation (from school)
макароны	макарон	macaroni
дрова	дров	firewood
чернила	чернил	ink
сливки	сливок	cream
сутки	суток	twenty-four hour period
шахматы	шахмат	chess

TYPE 2: -ov or -ej ending

дети	детей	children
люди	людей	people
щи	щей	shchi (cabbage soup)
сани	саней	sleigh
джунгли	джунглей	jungle
штаны	штанов	slacks
очки	очков	glasses

APPENDIX V

Russian Spelling of States in U.S.A.

As noted in Appendix I, systems of transliteration change over time, and may not even appear consistent in different texts published in the same year. The following lists the American states as they appear in *The New English-Russian Dictionary in two volumes* (1977: Moscow) with some modifications.

Alabama	Алаба́ма	North Carolina	Се́верная Кароли́на
Alaska	Аля́ска	North Dakota	Се́верная Дакóта
Arizona	Аризóна	Ohio	Ога́йо
Arkansas	Арканза́с	Oklahoma	Оклахо́ма
California	Калифо́рния	Oregon	Орегóн
Delaware	Де́лаве́р	Pennsylvania	Пенсильва́ния
Dist. of Columbia	о́круг Колу́мбия	Puerto Rico	Пуэ́рто-Рико
Georgia	Джо́рджия	Rhode Island	Род-Айленд
Hawaii	Гава́йи (Гава́йские острова́)	S. Carolina	Ю́жная Кароли́на
Idaho	Айда́хо	South Dakota	Ю́жная Дакóта
Illinois	Иллино́йс	Tennessee	Теннесси́
Indiana	Индиána	Texas	Теха́с
Iowa	Айóва	Utah	Ю́та
Kansas	Канза́с	Vermont	Вермо́нт
Kentucky	Кенту́кки	Virginia	Вирги́ния
Maine	Мэ́н	Washington	Вашингто́н
Maryland	Мэ́риленд	West Virginia	За́падная Вирги́ния
Massachusetts	Массачу́сетс	Wisconsin	Висконси́н
Michigan	Мичига́н	Wyoming	Вайо́минг
Minnesota	Миннесóта		
Mississippi	Миссисипи́		
Missouri	Миссу́ри		
Montana	Монта́на		
Nebraska	Небра́ска		
Nevada	Нева́да		
New Hampshire	Нью-Гэ́мпшир		
New Jersey	Нью-Дже́рси		
New Mexico	Нью-Ме́ксико		
New York	Нью-Йо́рк		

APPENDIX VI

Summary of Declensional Endings

A. Nouns

	1st decl.	2nd decl.	3rd decl.	Plural
Nominative	-Ø [masc] o/e/ě [neut]	-а/я	-Ø	-ы/и/а/я
Accusative	inanimate=NOM animate = GEN	-у/ю	-Ø	inan = NOM anim = GEN
Genitive	-а/я	-ы/и	-и	-Ø/ов/ев/ёв/ей
Dative	-у/ю	-е -и (for -ия)	-и	-ам/ям
Locative	-е -и (for -ий/-ие)	-е -и (for -ия)	-и	-ах/ях
Instrumental	-ом/-ем/ём	-ой/ей/ёй	-ью	-ами/ями

Refer to Chapter I for discussion of singular nouns (with sample declensions), to Chapter III for nominative plurals, and Chapter VII for all other plural noun declensions.

B. Pronouns

Personal

NOM	я	ты	он	оно́	она́	мы	вы	они́
ACC	меня́	тебя́	его́	его́	её	нас	вас	их
GEN	меня́	тебя́	его́	его́	её	нас	вас	их
DAT	мне́	тебе́	ему́	ему́	ей	нам	вам	им
LOC	мне́	тебе́	нём	нём	ней	нас	вас	них
INST	мно́й	тобо́й	им	им	ей	на́ми	ва́ми	и́ми

Refer to Chapter II for discussion of personal pronouns.

Interrogative

NOM	кто?	что?
ACC	кого?	что?
GEN	кого?	чего?
DAT	кому?	чему?
LOC	(о) ком?	(о) чём?
INST	кем?	чем?

Refer to Chapter I for discussion of interrogative pronouns.

C. Adjectives**Qualitative and Descriptive**

	Masculine	Neuter	Feminine	Plural
NOM	-ый/-ий or ой	-ое/-ее	-ая/-яя	-ые/-ие
ACC	-ый/-ий/ой (inan.) -ого/его (anim.)	-ое/-ее	-ую/-юю	-ые/-ие (inan.) -ых/-их (anim.)
GEN	-ого/-его	-ого/-его	-ой/-ей	-ых/-их
DAT	-ому/-ему	-ому/-ему	-ой/-ей	-ым/-им
LOC	-ом/-ем	-ом/-ем	-ой/-ей	-ых/-их
INST	-ым/-им	-ым/-им	-ой/-ей	-ыми/-ими

Refer to Chapter II for discussion of qualitative and descriptive singular adjectives (with sample declensions), to Chapter III for plural nominative adjectives, and Chapter VII for all other cases in the plural.

Possessive (pronominal)

	my/mine:			your [s](singular/familiar):		
NOM	мой	моё	моя	твой	твоё	твоя
ACC	мой/моего	моё	мою	твой/твоего	твоё	твою
GEN	моего	моего	моёй	твоего	твоего	твоёй
DAT	моему	моему	моёй	твоему	твоему	твоёй
LOC	моём	моём	моёй	твоём	твоём	твоёй
INSTR	моим	моим	моёй	твоим	твоим	твоёй
	his	its	her	their		
NOM	его	его	её	их		
ACC	его	его	её	их		
GEN	его	его	её	их		
DAT	его	его	её	их		
LOC	его	его	её	их		
INSTR	его	его	её	их		

	our (s)		your [s] (plural/formal)			
NOM	наш	на́ше	на́ша	ваш	ва́ше	ва́ша
ACC	наш/на́шего	на́ше	на́шу	ваш/ва́шего	ва́ше	ва́шу
GEN	на́шего	на́шего	на́шей	ва́шего	ва́шего	ва́шей
DAT	на́шему	на́шему	на́шей	ва́шему	ва́шему	ва́шей
LOC	на́шем	на́шем	на́шей	ва́шем	ва́шем	ва́шей
INSTR	на́шим	на́шим	на́шей	ва́шим	ва́шим	ва́шей

Refer to Chapter II for discussion of possessive (pronominal) adjectives and for the declension of the possessive interrogative чей.

Demonstrative (Pronominal)

	MASC		NEUT		FEM		PLURAL	
NOM	э́тот	то́т	э́то	то́	э́та	та́	э́ти	те́
ACC	(gen or nom)		э́то	то́	э́ту	ту́	(gen or nom)	
GEN	э́того	то́го	э́того	то́го	э́той	той	э́тих	те́х
DAT	э́тому	тому́	э́тому	тому́	э́той	той	э́тим	те́м
LOC	э́том	то́м	э́том	то́м	э́той	той	э́тих	те́х
INST	э́тим	те́м	э́тим	те́м	э́той	той	э́тими	те́ми

Refer to Chapter II for description of demonstrative adjectives.

ВЕСЬ

	masc	neuter	fem	plural [no gender]
NOM	весь	всё	вся	всё
ACC	весь	всё	всю́	всё/всёх
GEN	всего́	всего́	всёй	всёх
DAT	всему́	всему́	всёй	всём
LOC	всём	всём	всёй	всёх
INST	всём	всём	всёй	всёми

Refer to Chapter VIII for a discussion of весь.