

Russian for Everybody



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Аа Аа
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Russian for Everybody

Русский язык для всех

Учебник

Под редакцией
В. Костомарова

Шестое издание



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Russian for Everybody

Textbook

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Preface

This textbook is an adaptation by an American teacher of a set of teaching materials prepared in Moscow by a team of Soviet specialists at the Pushkin Russian Language Institute. The American adapter has worked closely with members of the original team of authors to assure pedagogical effectiveness and adherence to current norms of standard conversational Russian.

It is expected that most students will use this textbook in an organized course under the supervision of a teacher, but the materials should be effective also for use by an individual outside of a formal course, particularly if used in conjunction with the supplementary materials available.

It is also expected that college or university courses meeting three hours per week should be able to cover the textbook in one academic year, while high schools will probably find that the materials can be comfortably covered in two years of study. The availability of a language laboratory for use by the students at least one hour per week will greatly enhance their active control of the material, particularly in the areas of listening comprehension and speaking.

This textbook of Russian is based entirely on the norms of *contemporary conversational* literary Russian in Russia and upon the principles of the communicative competence approach. The advantages of learning first the conversational language cannot be underestimated. Students who have mastered the elements of the conversational language, including pronunciation and intonation, can easily master the additional elements necessary for mastery of the written literary language. However, students who have learned first the more bookish literary norms very seldom make the transition to a natural use of the conversational language.

Although the teacher may wish to emphasize the acquisition of certain language skills over others in keeping with local circumstances or student interest, the aim of this textbook is a harmonious development of all four language skills: listening comprehension, speaking, reading, and writing. Based upon the results of use of these materials in field testing, the authors are confident in asserting that a conscientious mastery of this textbook and the supplementary booklet *Давайте поговорим и прочитаем!*, together with the recorded supplement, can produce results in all four language skills previously attained often in two years of college instruction. After mastering these materials the student can be expected to speak Russian comfortably and without offending the ears of native speakers on a broad range of everyday and cultural topics, in both monologic and dialogic speech situations, using the language in a natural sounding fashion (including the use of particles, suitable word order, elliptical sentences, etc.); to write Russian correctly on the same range of topics; to read texts of intermediate difficulty; and to have a firm foundation for further study of Russian, either in formal classes or individually. Those who are interested in Russian principally as a tool for reading in other disciplines should be able to undertake reading in their own fields of interest with the help of a dictionary.

In adapting the materials for American academic use, the textbook has been reduced to 30 lessons and six review lessons (one following each five lessons). We have, however, included four supplementary lessons at the end for schools with more than three contact hours per week. These lessons contain

no new grammar essential for conversational use. The grammar content of these lessons will, however, be necessary for *reading* texts in the written literary language. In cases where only the basic lessons are covered in a formal course, those students who will not be taking further courses but who wish to read Russian, should be able to cover these lessons independently.

This course covers practically all major morphological paradigms and syntactic patterns, including the role of word order in Russian. At the end of the course the student will also have a good understanding of Russian word formation and derivation to serve as a foundation for the acquisition of further vocabulary.

The version for English-speaking students stresses those morphological and syntactic features which many years of experience have shown to be most troublesome for such students. Although new grammatical material is first presented in a manner to allow for an inductive assimilation by the observant student, linguistically sound explanations fully adequate for this level of instruction are given throughout. A previous knowledge of grammatical or linguistic terminology is not required, since each new concept is explained in an easily understandable fashion upon its first occurrence. Students who master the material of this textbook should be able to avoid some of the mistakes of Russian made by many Americans who have been studying the language for a number of years but who did not have the proper foundation laid in the beginning.

The lexical units intended for active mastery total about 1,200. By "lexical units" we refer not to a simple count of words, but to each item which requires memorization, including set expressions with words which are also known individually. In this total each member of imperfective/perfective aspect pairs is counted individually, as are masculine/feminine pairs such as the words referring to professions. The total number of words is closer to 800. In addition 120 words are presented in the four supplementary lessons, as well as a few words which occur only for passive recognition. About 200 of the words in the textbook can be considered international, so that their memorization will be simplified.

While almost all of the words intended for active mastery are high-frequency items, a few words of lower frequency are included for the purpose of making a particular lesson more interesting. While these words will recur in later lessons in materials requiring only passive recognition, they will be used in exercises requiring active recall only in the first few lessons immediately following their original occurrence.

Many of the morphological and syntactic patterns of the language are introduced first as lexical items or as conversational patterns, so that their assimilation is made easier when these matters are treated formally. In addition, the material is presented in a cyclical fashion, in which the lexical items and constructions are presented over a number of lessons, and then are carefully reintroduced from time to time to help students remember them. A conscious attempt has been made to insure that all really important words recur with sufficient frequency to keep them fresh in the student's mind.

The textbook contains an introductory section: "Preliminary Lessons on the Russian Sound System and Handwriting", five lessons which introduce the sound system one element at a time, stressing those points at which the Russian system differs from that of English. Utilizing a phonetic transcription paralleled by the Russian symbols, these lessons provide for a gradual introduction to the sound system and at the same time an opportunity to assimilate the Russian symbols in an easy and painless manner. These lessons also contain an introduction to the Russian system of handwritten symbols, always delaying the latter until after the sounds themselves are mastered. It should be possible to cover each of these five lessons in one class session.

Conscientious attention during these preliminary lessons will pay dividends later in the correctness of pronunciation and intonation and in the ease with which students will recognize the written symbols and reproduce them in writing. Each of these five lessons does contain a number of meaningful utterances and short dialogs which can be used immediately in the classroom in real communication.

The lessons of the textbook proper are characterized by a common format:

1. The basic grammatical constructions treated in the lesson are presented in a box at the top of the first page of the lesson, almost always using already familiar vocabulary. The relevant grammatical constructions are printed in bold-face type.

2. Following this there are brief phonetics and intonation drills which review the points of the Russian sound system known to be most troublesome for Americans. Almost all of the words used in these drills are already known actively by the student.

3. The new grammatical structures of the lesson are presented as simply and as graphically as possible, by means of pictures, model sentences, etc. Whenever possible these presentations are based on familiar vocabulary. The relevant structures are presented in bold-face type.

4. Some of the new vocabulary is presented by means of pictures, model sentences, etc., which should make the meaning clear without glossing. Each new word is, however, printed at the bottom of the page on which it first occurs, accompanied by an English gloss in most cases. Words are not glossed, however, in the case of readily recognizable cognates; and whenever possible words are glossed by means of a reference to a familiar Russian word (a synonym, antonym, or the related member of an imperfective/perfective aspect pair).

5. The new grammatical constructions are presented one by one, first by means of model sentences or tables, then in explanations and rules. There follow exercises designed to lead to mastery of the particular grammar item involved. The order of presentation of grammatical items does not always correspond to their relative importance. In some cases this order is dictated by methodological considerations; it provides for a gradual build-up from simpler elements to more complex ones.

6. Notes on the use of individual words—a section which provides special instructions on the proper use of individual words or explanations of their cultural content.

7. The basic text of the lesson (generally a narrative text, but sometimes involving a dialog). This text stresses the new grammatical and lexical items of the lesson. The topics of these texts acquaint the student with the life of Russian people and traditions and customs.

8. Dialogs, based on the grammatical and lexical items of the lesson and aimed at leading to natural use of these items in conversational contexts.

9. Additional exercises based on the speech patterns which occur in the dialogs and on the use of individual words and set expressions.

10. Exercises aimed at allowing the student to use the newly learned words and structures in talking about himself, his family, his work, his studies, etc.

11. Word study—a section aimed at helping the student to see the relationships between Russian words and English words or between more than one Russian word. This section should help the student in memorizing new words and in recognizing them in the future when they contain familiar roots or derivational models.

12. A word list containing all of the new words and set expressions encountered in the lesson, presented without English glosses, for use as a check-list or reminder in reviewing the contents of the lesson.

Following each five lessons there is a review lesson, which summarizes the grammatical content of the relevant lessons and gives review exercises.

The appendices contain grammatical tables with the paradigms of the basic declension and conjugation patterns and a reference list of numerals; a complete Russian-English vocabulary, containing all words presented in the textbook; and an English-Russian vocabulary, containing only those words presented for active mastery; an index of grammar topics treated.

In addition to the basic textbook, the following supplemental components are available:

1. The recorded supplement, containing the phonetics drills in the introductory lessons as well as the phonetics drills and dialogs in lessons 1—18 of the basic textbook. (For a more complete recorded supplement write to BABEL Productions, Box 746, Middlebury VT 05753 U.S.A.)

2. The *Workbook* containing the worksheets used in the listening comprehension tests provided in the complete recorded supplement, the written exercises of each lesson, covering the new grammar structures and most of the new vocabulary. In addition to fill-the-blanks and transformation drills, English-Russian translations are included. These drills should be used only after the contents of the lesson have been mastered orally.

3. The booklet containing additional materials to aid in the development of spoken Russian and reading (*Давайте поговорим и прочитаем!*). This booklet is recommended particularly for use in programs with more than three contact hours per week.

4. The *Teacher's manual*, containing methodological suggestions, keys to the exercises and oral drills (which do not duplicate those printed in the textbook) to aid in mastering the grammatical and lexical content of the lesson. Also included are brief listening comprehension tests, which allow students to check on their own mastery of the material. There are sometimes additional explanations. The exercises in the *Teacher's manual* are coordinated with the complete recorded supplement.

Teacher's Preface to the Sixth Edition

Previous editions and reprintings of *Russian for Everybody* have been based on photo-offset printing, using the original material typeset for the First Edition (1984). Changes between editions were minimal.

For the Sixth Edition type has been newly set for all components except for the *Teacher's Manual*.

This edition has been prepared during a time of major and rapid changes in Russian reality. And the fact that type was being newly set has made it possible to represent many of these changes in the materials:

1. Geographic names (for example, Ленинград has, in all but a few places where historicism was important, been changed to Санкт-Петербург, улица Горького has been changed to Тверская улица).

2. The names of periodical publications have been changed to represent more closely present-day reality.

3. Prices have been adjusted to represent more closely the situation that prevailed in 1992. (But one must keep in mind that prices are still in a state of flux.)

4. Dates have been adjusted so as to make our cast of characters of an age suitable for the present day.

Since the *Teacher's Manual* is not being redone at present, the teacher must be aware of the above changes when correcting written assignments and must not remain too closely bound by the answer keys given in the *Teacher's Manual*.

Also, teachers using either the *Recorded Supplement* which accompanied the *Teacher's Manual* or the more extensive *Audio Supplement* offered by BABEL Productions must warn students to expect a lack of coordination between recorded and printed material due to the above-listed changes.

The authors and editors would be grateful for any criticisms or suggestions, which may be sent to the American co-author or to the following address: Россия 103012, Москва, Старопанский пер., 1/5, Издательство «Русский язык».

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Preliminary Lessons on the Russian Sound System and Handwriting

LESSON I

INTRODUCTION TO THE RUSSIAN SOUND SYSTEM

The purpose of these preliminary lessons is to introduce you to the sound system of Russian and to the corresponding letters. Some of the items used for pronunciation practice will be isolated syllables or words whose meaning is of no immediate relevance, but each preliminary lesson contains certain complete sentences which you will be expected to memorize and use actively in the classroom. Usually no comment will be made concerning the grammatical forms used and you should simply learn them in the form given you, striving to imitate as closely as possible the recorded materials or your teacher.

You must always keep in mind the importance of the *spoken* models presented. While descriptions, transcriptions and diagrams may be of some help, you should rely mainly on the spoken model in your attempts to approximate the sound patterns of Russian.

Remember always that at the early stage of instruction it is the *sounds* of the language that are our primary concern, not the written forms, which are a secondary and imperfect system of representing speech. While Russian spelling is more regular than that of English, there are places where it does not represent the sound system accurately. Strive always for good pronunciation, and don't let the written forms mislead you!

During the preliminary lessons you will be introduced to the Russian letters accompanied by an approximate English transcription. Remember that in such a transcription a symbol always stands for the same sound, while in the regular spelling of English, one symbol may represent many different sounds and different sounds may be represented by one symbol. If you observe the correspondences between the transcription and the Russian letters, you should find yourself able to read the Russian letters by the end of any given lesson—without even trying to learn the alphabet as such! But remember that at present the main objective is correct pronunciation. (You are *not* to learn the transcription for active use, and you should not practice writing it at any time.)

Although it is generally thought that for most people past the age of 10 or 12 natural maturation processes and subtle psychological factors make it difficult to master the pronunciation of a foreign language, experience has shown that with suitable materials it *is* possible for adults to learn to speak Russian with excellent accent. If you hope to attain such a goal, however, it will be necessary for you to learn to be uninhibited in class and to practice conscious exaggeration, particularly during the early lessons. Don't worry about feeling uncomfortable—remember that everyone in class feels the same way. And it's worthwhile feeling a bit silly now in order to avoid possible cultural misunderstandings later. And remember that it's not too hard to achieve good pronunciation if you are attentive at the very beginning, and almost impossible to correct poor pronunciation once bad habits have been formed.

I. Слушайте! Listen!

(Do not try to produce these utterances yet! Just listen carefully to the Russian sounds.)

| | | | |
|---------------------------|-------------------------------|---------------------------------|----------------------------------|
| [étə_dóm] Э́то до́м. | <i>This / That's a house.</i> | [étə_antón] Э́то Анто́н. | <i>This / That's Anton.</i> |
| [étə_ón] Э́то он. | <i>This / That's it.</i> | [ón_tám] Он та́м. | <i>He's (over) there.</i> |
| [ón_tám] Он та́м. | <i>It's (over) there.</i> | [mámə_dómə] Ма́ма до́ма. | <i>Mama's at home.</i> |
| [étə_mámə] Э́то ма́ма. | <i>This / That's Mama.</i> | [aná_dómə] Она́ до́ма. | <i>She's at home.</i> |
| [étə_aná] Э́то она́. | <i>This / That's she.</i> | [a_pápə_tám] А па́па та́м. | <i>But Papa's (over) there.</i> |
| [étə_pápə] Э́то па́па. | <i>This / That's Papa.</i> | [áñə_tút] А́нна тут. | <i>Anna's here.</i> |
| [étə_ón] Э́то он. | <i>This / That's he.</i> | [a_antón_tám] А Анто́н та́м. | <i>But Anton's (over) there.</i> |
| [étə_áñə] Э́то А́нна. | <i>This / That's Anna.</i> | | |
| [aná_tút] Она́ тут. | <i>She's here.</i> | | |

A. The Russian Accented Vowels [á], [ú], [ó], [é]

Russian accented vowels sound much richer and fuller than their English equivalents. This is because Russian is spoken much more vigorously than is English—there is greater muscular tension throughout the organs used in speech production: the lips, cheeks, jaw, and muscles of the throat are used much more vigorously.

I. Слушайте! Listen!

[má ... ám ... mú ... úm ... mó ... óm ... mú-mó ... úm-óm]
ма ... ам ... му ... ум ... мо ... ом ... му-мо ... ум-ом

Listen now to the following contrasts between the Russian vowel sounds and their closest English equivalents. Note the greater richness and sonority of the Russian sounds.

II. Слушайте! Listen!

[má] Mama [ám] prom [mú] moon [úm] room
ма ам му ум



This same rich, full-voiced quality also characterizes all Russian *voiced* consonants, including the [m] in the above examples. Voiced consonants are those in whose production the vocal cords vibrate. In

¹ The symbol → indicates a listening comprehension drill in the supplementary recorded materials. The answer sheets for these drills are in the *Workbook*.

Russian the vocal cords vibrate vigorously throughout the entire length of the consonant, while in English there is a tendency for the vocal cords to vibrate only during the latter part of the consonant. In order to become aware of the vibrations of the vocal cords, place your fingers over the voice box area in the front part of the neck or close each ear with a finger. Do not open your lips until you can feel the buzzing of the vocal cords! In order to achieve the required tension in the Russian accented vowels and in the voiced consonants, you will need to exaggerate consciously at the beginning.

The accented Russian vowel [á] is similar to the first vowel sound in the word 'father', but the mouth is somewhat more open. To produce the sound properly, place the tip of the tongue on the back of the lower teeth.

Note that Russian vowel sounds are joined to consonant sounds smoothly, with no jerkiness and no catch in the throat. This is true also of the beginning of words whose first sound is a vowel. The onset is smooth, without the catch in the throat which exists in some languages you may have studied.

Now practice the following syllables until you become aware of the tension in the vocal system and the vibration of the vocal cords. Remember not to open the lips until you feel the buzzing of the vocal cords.

III. *Слышайте и повторяйте! Listen and repeat!*

[má ...ám ...má ...ám ...má ...ám]
ma ... aM ... Ma ... aM ... Ma ... aM

Russian accented vowels retain their purity throughout the length of the sound (and except in very emotional speech tend to be somewhat shorter than English accented vowels). English accented vowels are drawn out and change quality during the vowel, becoming diphthongs. A Russian will usually hear the accented vowel in 'home' as two sounds, [o] + [u]. Listen to the following contrasts between the Russian pure vowel sounds and their closest English equivalents:

IV. *Слышайте! Listen!*

| | | | | | | | |
|------|-----|------|------|------|------|-------|-----|
| [má] | mob | [mó] | mode | [óm] | home | [étə] | bed |
| ma | | mo | | om | | eto | |



In order to keep the quality of the vowel pure, make certain that your tongue and lower jaw are held tense and do not move during the sound. Listen again to the accented Russian vowels [ú] and [ó].

V. *Слышайте! Listen!*

[mú ...úm ...mó ...óm]
my ... yM ... mo ... om



These two vowels are pronounced with a great deal more lip-rounding than are the corresponding English sounds. The vowel [ú] is pronounced somewhat like the vowel in 'school', but the lips are strongly protruded—you should be able to see your own lips. The back part of the tongue is raised farther towards the back of the mouth than is the case in English.

VI. *Слышайте и повторяйте! Listen and repeat!*

[mú ...úm ...mú ...úm ...mú ...úm]
my ... yM ... My ... yM ... My ... yM

The accented vowel [ó] is pronounced somewhat like the vowel in 'saw', but the lips are rounded and protruded more than in English. The lips are more rounded at the very beginning of the sound, giv-

ing it a *very slight* w-like on-glide, but this must not be exaggerated to the extent that it becomes a separate element. This is the Russian vowel which speakers of English tend most to diphthongize by giving it an off-glide. Remember to keep the sound pure by keeping the tongue and lower jaw tense and motionless!

VII. *Слýшайте и повтóряйте! Listen and repeat!*

[mó ... óm ... mó ... óm ... mó ... óm ... mú-mó ... úm-óm]
 МО ... ОМ ... МО ... ОМ ... МО ... ОМ ... МУ-МО ... УМ-ОМ

The Russian accented [é] is very similar to the vowel in 'let', but the tongue is slightly farther back in the mouth and the student must strive for greater tension and purity than in the English vowel. In the pronunciation of this vowel the lips are neutral, and are not rounded as in the two preceding vowels.

VIII. *Слýшайте и повтóряйте! Listen and repeat!*

[ém ... ém ... ém]
 ЭМ ... ЭМ ... ЭМ

B. The Bilabial Stop Consonants [p] and [b]

(Stop consonants are those in whose production the air stream is stopped off entirely for a moment and then released. Bilabial consonants are those which are articulated by the two lips.)

I. *Слýшайте! Listen!*

[pú ... úp ... pó ... óp ... pá ... áp]
 пу ... уп ... по ... оп ... па ... ап

The Russian voiceless consonant [p] is similar to the corresponding English sound, but does not have the relatively strong aspiration which the English sound usually has at the beginning of words. Listen to the following Russian word and its English equivalent to see if you can hear the little puff of empty air which accompanies the opening of the lips in English:

II. *Слýшайте! Listen!*

[pápə] Папа
 папа

At first it may be difficult to avoid this explosive type of pronunciation, since you are probably not aware of it in your native speech. In order to avoid aspiration: (1) Lessen the strength of the air stream from the lungs. Use good, deep breathing from the diaphragm, but don't push the air stream too hard. (2) Pay more attention to the quality of the *vowel* sound than to the consonant, striving for vigor and fullness in the following *vowel*; try to eliminate the little puff of empty air. Now practice the following syllables, striving to make the vowels as full and rich as you can:

III. *Слýшайте и повтóряйте! Listen and repeat!*

[pú ... pó ... pá ... pú-pó]
 пу ... по ... па ... пу-по



At the end of words in English one can just close the lips, without letting the stream of air escape for the [p]. In Russian the [p] must be released at the end of words. Compare the following Russian syllable

with an English word, which will be pronounced twice, first with the final consonant unreleased, then with the consonant released:

IV. *Слышайте! Listen!*

[áp]
ап sto(p) stop

The voiced equivalent of [p] is [b]. Remember the importance of having the vocal cords vibrate vigorously throughout the length of the sound—otherwise Russians will be unable to distinguish between [p] and [b] in your speech. Many speakers of English pronounce only semi-voiced consonants, with the vocal cords beginning to vibrate only in the middle of the sound. For Americans the real difference is not between voiced and voiceless consonants, but between *lax* and *tense* pronunciation, with tense consonants being pronounced with aspiration at the beginning of words. Unconsciously we hear aspiration, but we think we hear a voiced-voiceless contrast. If ‘*poison curls*’ is pronounced without the usual aspiration, most Americans will think they hear ‘*boys and girls*’.

V. *Слышайте! Listen!*

[pú-bú ... pó-bó ... pá-bá ... bú ... bó ... bá]
пу-бу ... по-бо ... па-ба ... бу ... бо ... ба



Now pronounce these syllables, remembering to increase the tension in the throat without at the same time increasing the strength of the air stream. Don't open your lips until the vocal cords are vibrating.

VI. *Слышайте и повторяйте V! Listen and repeat V!*

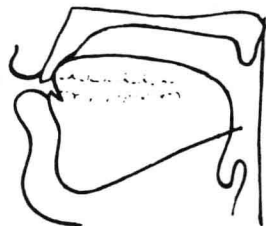
C. The Russian Dental Consonants [n], [t], [d]

(Dental consonants are those pronounced with the tongue touching the teeth.)

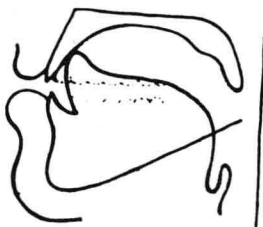
I. *Слышайте! Listen!*

[ná ... án ... nú ... ún ... nó ... ón ... nám]
на ... аи ... ну ... уи ... но ... ои ... нам

The Russian dental consonants differ from the corresponding English sounds in that the Russian sounds are pronounced by the tongue against the upper teeth, while the English sounds are produced against the alveolar ridge, the ridge of flesh just behind the upper teeth. To produce the Russian sounds properly, place the tip of the tongue against the *lower* teeth and the *blade* of the tongue (the portion just behind the tip) *firmly* against the back of the upper teeth; the middle and back portions of the tongue must remain low. The area of contact of the blade of the tongue with the upper teeth is not large, but it must be very firm. Now practice these items, remembering proper tongue placement and striving for full voicing in both vowels and consonants.



Russian [t]



English [t]

II. Слушайте и повторяйте I! Listen and repeat I!

The dental stop consonants [t] and [d] are pronounced with the tongue in the same position as the Russian [n]. In pronouncing [t] at the beginning of words, remember to avoid aspiration by paying attention to the following vowel sound. At the end of words remember always to release the [t]. When pronouncing [d] remember the need for full voicing from the very beginning of the sound.

III. Слушайте и повторяйте! Listen and repeat!

[tá ... tú ... tó ... át ... út ... ót ... tám ... tóm ... tút ... tót]
та ... ту ... то ... ат ... ут ... от ... там ... том ... тут ... тот

[tá-dá ... tú-dú ... tó-dó ... tám-dám ... tóm-dóm ... dám ... dóm]
та-да ... ту-ду ... то-до ... там-дам ... том-дом ... дам ... дом

D. The Russian Stress Pattern, Accented vs. Unaccented Vowels

In both English and Russian the quality of vowel sounds depends on the presence or absence of accent or stress on the vowel. Accent or stress refers to the system of relative strength of syllables in a language. Compare the quality of the vowel sounds in the accented and unaccented syllables of the following Russian word and its English equivalent:

I. Слушайте! Listen!

[mámə] Мама
мама

Both English and Russian have strong stress, but in English the stressed syllable is marked more by length than by tension and vigor.

The two languages also have different ways of distributing the speech energy over the length of a word. English words of three or more syllables usually have three levels of stress: main stress, secondary stress, and unaccented syllables. The secondary stress will be found at least two syllables away from the main stress. In Russian all of the stress energy is concentrated on one syllable of the word. The energy builds up very rapidly just before the stressed syllable, and falls off even more rapidly after the stress. Compare the following English word and its Russian equivalent to observe this difference:

II. Слушайте! Listen!



auditorium



[aud'itór'iya]

Note that in the English word the second-strongest syllable is two syllables away from the main stress, while in the Russian word the second-strongest syllable is the one immediately before the stressed syllable. This is due to the fact that it shares slightly in the build-up of energy on the main syllable.

In materials printed for native speakers accents are not marked. In materials for teaching Russian to foreigners, however, accents are generally marked in words of two or more syllables: Анто́н до́ма. Accents are generally not marked on capitalized letters: А́нна [áñə]¹. Keep in mind, however, that

¹ A horizontal bar above a symbol indicates length. In this case the tongue is kept in contact with the teeth for a moment during the pronunciation of [ñ].