

RUSSIAN FOR EVERYBODY
REFERENCE GRAMMAR
VOCABULARY



**РУССКИЙ
ЯЗЫК
ДЛЯ
ВСЕХ**

ГРАММАТИЧЕСКИЙ СПРАВОЧНИК
СЛОВАРЬ



ИЗДАТЕЛЬСТВО «РУССКИЙ ЯЗЫК»

Е. М. СТЕПАНОВА

РУССКИЙ ЯЗЫК ДЛЯ ВСЕХ

ГРАММАТИЧЕСКИЙ СПРАВОЧНИК ● СЛОВАРЬ

Под редакцией В. Костомарова

4-е издание

МОСКВА
ИЗДАТЕЛЬСТВО «РУССКИЙ ЯЗЫК»
1982

E. M. STEPANOVA

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Edited by *V. Kostomarov*

4th edition

MOSCOW
RUSSIAN LANGUAGE PUBLISHERS
1982

Translated from the Russian by V. Korotky
Cover designed by V. Alekseyev

Елена Михайловна Степанова

РУССКИЙ ЯЗЫК ДЛЯ ВСЕХ

Грамматический справочник ● Словарь

для говорящих на английском языке

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ИБ 1606

Подписано в печать 17.12.81. Формат 70х90/16.
Бумага офсетная № 1. Гарнитура литературная.
Печать офсетная. Усл. печ. л. 10,53. Усл. кр.-отт.
10,81. Уч.-изд. л. 10,06. Тираж 11000 экз. Заказ
№426 . Цена 56 коп.

Издательство „Русский язык”. 103009, Москва,
К-9, Пушкинская ул., 23.

Отпечатано на Можайском полиграфкомбинате Союз-
полиграфпрома при Государственном комитете СССР
по делам издательств, полиграфии и книжной тор-
говли. г. Можайск, ул. Мира, 93.

INTRODUCTION

Russian for Everybody is a set of teaching aids. It consists of the *Textbook* (by E. M. Stepanova, Z. N. Iyevleva and L. B. Trushina), which incorporates a course of elementary Russian phonetics by O. P. Bashilova and N. A. Fedyanina; *Reference Grammar and Vocabulary* by E. M. Stepanova; *Exercises* by Z. A. Bogdanova, N. D. Zarubina, N. S. Ozhegova and G. A. Sukhina; *Let Us Talk* (oral speech manual) by B. G. Anpilogova, P. L. Drakhlis, I. A. Protopopova and E. Yu. Sosenko and a *Reader* by M. M. Nakhabina and R. A. Tolstaya.

Russian for Everybody is a practical Russian course for beginners. The purpose of the book is to teach the student to speak on everyday and cultural subjects, to read intermediate-level Russian texts with a dictionary and to continue studying Russian independently afterwards.

In writing this set of teaching aids the authors did not have in view students of any particular nationality. In selecting and arranging the material they proceeded from the most typical features of Russian grammar which prove difficult for most foreign students to grasp.

The vocabulary comprises 1000 words chosen on the basis of their frequency, semantic and word-building values, combinability and stylistic versatility.

The grammar and words in the *Textbook*, and consequently, in the other parts of the set, are structured functionally around certain subjects in order to fulfil some communicative purposes, so that from the very first lessons the students could talk about daily situations in Russian.

All the teaching aids in the set have the same core of grammar and vocabulary arranged in the same pattern throughout.

The *Textbook* is the basic part of the set. It includes a course of Russian phonetics for the beginners, 40 basic lessons and 8 grammar revision lessons. Each lesson in the *Textbook* is devoted to a certain topic. It consists of two units: one is a 'language' unit, and the other 'conversational'. At the beginning of each lesson there is a box with speech patterns representing the relevant grammar material. Below, the grammar patterns and words are introduced by means of pictures and diagrams. Exercises in the first unit of the lesson help understand and further train the new material. The first unit ends with a reading text.

At the bottom of every page, there is a list of words arranged in the order of their appearance in the lesson. A word mentioned in the lesson for the first time is printed in bold-faced type.

The other unit of the lesson contains a series of short conversations based on the words and grammar patterns introduced in the first unit, as well as exercises devised to develop speech habits.

Reference Grammar and Vocabulary consists of two parts—lesson-to-lesson grammar notes with all the grammar arranged in a system mainly on the basis of syntactical categories in the revision lessons of the *Textbook*, and a short practical grammar of basic Russian. *Reference Grammar* and the revision lessons are to help the students studying Russian with or without a teacher take in the system of the Russian language presented in the course on a functional basis—they will proceed from the meaning of a grammar element used in a sentence (regarded as a unit of communication) to the form of this element.

This book also includes a bilingual vocabulary containing all the words occurring in the books making up the set.

The purpose of the other teaching aids in the set is to advance the mastery of the skills acquired in the course of study of the *Textbook*. At the same time, each of these manuals has a goal of its own—to develop the students' skills and abilities in speaking, listening and reading.

The multicomponential structure of the set provides for a better efficiency of the whole course of Russian, since it allows to adapt teaching to suit various conditions and types of study, and the students' individual traits—their abilities, performance, types of perception, memory, etc.

Exercises sets out to train the use of words and grammar patterns introduced in the *Textbook*. This is done through a system of exercises arranged in order of increasing difficulty.

Some exercises in this book aim at training the use of individual language elements and phenomena, while others promote the correct use of certain grammatical forms, and still others—the so-called conversational exercises—encourage a steady and sure use of these forms in dialogues and monologues.

Exercises is intended for study with a teacher. The assignments give no indication as to whether this or that exercise should be done in written or oral form. The teacher is supposed to make use of these exercises to suit the demands of the curriculum and the aims of the course. *Let Us Talk* (an oral speech manual) contains exercises devised to achieve fluency of speech. Other exercises require that the students combine in their speech the elements they have learnt.

The authors have endeavoured to give the students every opportunity to use the patterns they have learnt in a variety of exercises aimed at development and improvement of their speech both in monologues and dialogues.

The manual is intended for study in class with a teacher.

Every lesson of the manual corresponds with the relevant lesson in the *Textbook*.

Most of the words not to be found in the *Textbook*, which appear for the first time in the manual, are introduced (particularly in the first lessons) by means of pictures.

The *Reader* provides additional reading matter and helps the students build up sufficient vocabulary for reading unadapted literature later on.

We recommend to take up the first lesson of the *Reader* after the first ten lessons of the *Textbook* have been studied. By that time, the students are supposed to have learnt about 300 words and to have mastered fundamental grammar patterns. In this way, they will be prepared for reading the texts in our book. The texts are followed by assignments to help the students better understand what they are reading.

The *Reader* is intended for work with a teacher, too. The teacher is to assist the students in doing some creative assignments, such as making an outline of a story, a character sketch, etc. However, the *Reader* may also be used as reading matter by those who study Russian on a teach-yourself principle.

Suggestions and criticisms are welcome. They should be forwarded to 103009, Москва, Пушкинская ул., 23, издательство «Русский язык».

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REFERENCE GRAMMAR

FOREWORD

This is a Russian reference grammar in two parts. The first part contains grammatical notes on each lesson of the *Textbook*, which is the central feature of the course; the second part is a brief systematic exposition of Russian morphology and syntax.

There can be no doubt that some theoretical knowledge of a foreign language, i. e. a knowledge of the rules of that language, is of help to a student. The student's experience in learning his native language and other foreign languages is also a considerable help. Methodologists are fond of saying this: "When teaching a foreign language the students' native tongue can be banished from the classroom or from the process of study, but it cannot be banished from the students' heads." Nor can the students' experience in learning their native language or other foreign languages be banished from their heads. And all this experience tells the student that the grammar of many languages (including Russian) falls into two parts: morphology and syntax. Morphology deals with parts of speech: nouns (человек, земля, рассвет, борьба, стол), verbs (делать, говорить, сидеть, спать), pronouns (я, ты, он; мой, никто, кто-то), adjectives (хороший, большой, красивый), adverbs (далеко, хорошо, рано). Syntax deals with simple, compound and complex sentences, and parts of the sentence: the subject, the predicate, objects, attributes and adverbial modifiers. For example, in the sentence Я читаю, я is the subject which is a personal pronoun; читаю is the predicate which is a verb. In the sentence Сын читает, the subject is the noun сын.

Russian grammar is not presented here in the way generally accepted in theoretical or school grammars of Russian, this is a purely practical grammar and aims at helping the student master Russian and not study the grammar of the language. Therefore grammar phenomena are explained here in the order in which they occur in the lessons of the *Textbook*.

The student will get acquainted with the sentence (syntax) at the start, this being necessitated by the fact that in reading or speaking a language we manipulate sentences, the main category of syntax which comes second in traditional grammars. Students who wish to acquaint themselves first with morphology (as they are accustomed to study grammar) can read carefully Part II of this reference grammar—the morphological and syntactical appendixes, which present the morphology and syntax of Russian in tables based on the vocabulary used in the *Textbook*.

LIST OF ABBREVIATIONS

<i>acc.</i> ,	accusative	<i>instr.</i> ,	instrumental
<i>conj.</i> ,	conjugation	<i>m.</i> , <i>masc.</i> ,	masculine
<i>dat.</i> ,	dative	<i>n.</i> , <i>neut.</i> ,	neuter
<i>f.</i> , <i>fem.</i> ,	feminine	<i>nom.</i> ,	nominative
<i>gen.</i> ,	genitive	<i>p.</i> ,	perfective
<i>imp.</i> ,	imperfective	<i>pers.</i> ,	person
<i>imper.</i> ,	imperative	<i>pl.</i> ,	plural
		<i>prep.</i> ,	prepositional

GRAMMATICAL NOTES

LESSON 1

The first sentence of the *Textbook* is Это Ива́н Ива́нович. Ива́н Ива́нович is a name. Ива́н is the first name and Ива́нович is a patronymic. Patronymics are formed from one's father's name by means of the suffix -ович or -евич for men and -овна or -евна for women. Ива́н-ович means that Ivan's father is/was also Ива́н. Анна Петро́вна: Anna's father is/was Пётр: Петр-овна.

Это is a demonstrative pronoun.

The question asked about living beings and people is Кто́ это? Кто́ is an interrogative pronoun which can be used for one person or many persons: Кто́ это? — Это Ива́н Ива́нович. Это́ Ни́на и Макси́м. In such sentences there is no verb.

The question asked about things is Что́ это? The answer may be Это́ дом. Это́ кварти́ра № 1. Это́ журна́л. Like кто́, the interrogative pronoun что́ can be used for one thing or many things: Что́ это? — Это́ журна́л. Это́ журна́л и кни́га.

The conjunction и joins together the names of persons or things of the same kind: Это́ Ни́на и Макси́м. Это́ журна́л и кни́га.

In answers to questions incorporating the word где (Где́ дом?) the adverb здесь or там is used (Дом здесь. Парк там). Such sentences also contain no verb.

Ива́н Ива́нович, Анна Петро́вна, Ни́на, Макси́м, дом, кварти́ра, парк, журна́л, кни́га, газе́та, письмо́ are nouns. Any noun can be replaced by a pronoun: Макси́м — он, Ни́на — она́, Ни́на и Макси́м — они́, газе́та и журна́л — они́.

Это́ Макси́м.	— Он здесь.
Это́ Ни́на.	— Она́ там.
Это́ Ни́на и Макси́м.	— Они́ здесь.
Это́ кни́га и газе́та.	— Они́ там.

All Russian nouns belong to one of three genders: masculine, feminine or neuter. The gender of a noun is determined by its endings:¹ masculine nouns have no ending in the singular, their stems terminating in a hard consonant: дом_, Макси́м_. (In this book the absence of an ending in a word is indicated by _.) Feminine nouns end in -а (-я)² in the singular: Ни́на, кварти́ра, and neuter nouns end in -о: письмо́.

¹ For the composition of words, see the section *Morphology*, p. 65.

² The letter я at the end of a word after a consonant indicates that the preceding consonant is soft (palatalised) and is pronounced as [ʲa]: Та́ня [Та́н'а].

The nouns used in Lesson 1 are:

<i>masculine</i> —	<i>feminine -а (-я)</i>	<i>neuter -о</i>
Ива́н—	А́нна	письмо́
Макси́м—	Нина́	
дом—	газета́	
журна́л—	кварти́ра	
но́мер—	кни́га	
парк—		
уро́к—		

The personal pronouns also have the same gender endings: он— (*m.*), она́ (*f.*), оно́ (*n.*).

These gender endings are typical of Russian; they occur in other parts of speech too.

The section entitled *Давайте поговорим* 'Let Us Talk', which appears in each lesson, contains no new grammatical phenomena. There, numerous colloquial words and turns of phrase are introduced (such as *спасибо, до свидания, благодарю вас, простите, пожалуйста, будьте добры*), which, like their English counterparts, are mostly remnants of old grammatical forms and phrases. Such phrases should be memorised as single words.

LESSON 2

The Possessive Pronouns *его́, её, их*.—*Его́* is the masculine or neuter form, *её* is the feminine form: Это Макси́м. Нина́ *его́* сестра́. Это Нина́. Макси́м *её* брат. *Их* is the plural form, which is common for all genders: Это Ива́н Ива́нович и А́нна Петро́вна. Макси́м *их* сын. Нина́ *их* дочь. These pronouns do not change. The choice of the pronoun *его́* or *её* depends on the sex of the possessor of the object qualified by this pronoun—masculine: Это Макси́м. Это *его́*оте́ц. Это *его́*ма́ма; feminine: Это Нина́. Это *её*оте́ц. Это *её*ма́ма.

The main rule according to which the gender of nouns is determined has already been explained. However, a noun can end not only in a hard (nonpalatalised) consonant but also in a soft (palatalised) consonant: *мать, дочь*. In such cases there is *ь* at the end of such nouns, which is called the "soft sign" and which does not denote any sound but merely shows that the final consonant is soft. Nouns with *ь* at the end may be either masculine or feminine and therefore they are generally followed by a label showing their gender: *m.* for "masculine", and *f.* for "feminine". The gender of such nouns should be memorised.

The Present Tense of the Verb.—The question *Что он де́лает?* is asked about the verb: *Что он де́лает?—Он чита́ет.* The infinitive of a verb must be memorised because, in the vocabularies of the *Textbook*, verbs are entered in the infinitive and also because many verb forms are obtained from the infinitive:

	<u>чита́-ть</u>	<u>де́ла-ть</u>	<u>слу́ша-ть</u>	<u>гуля́-ть</u> ¹
ОН, она́	чита́-ет	де́ла-ет	слу́ша-ет	гуля́-ет
они́	чита́-ют	де́ла-ют	слу́ша-ют	гуля́-ют

Ива́н Ива́нович *читает*. Ни́на и Макси́м *читают*.

All the preceding verbs belong to the first productive class of verbs.² The infinitive of verbs of the first class ends in *-а-ть*, the 3rd person singular in *-а-ет* and the 3rd person plural in *-а-ют*.

The Direct Object.—

^{кто?} Ни́на чита́ет ^{что?} *журна́л*. Макси́м чита́ет ^{что?} *кни́гу*. Журна́л, кни́гу are direct objects; they are in the accusative, in which masculine and neuter nouns take the same ending as in the nominative:³ Ни́на чита́ет *журна́л*. Ма́ма чита́ет *письмо́*. Feminine nouns take the ending *-у* in the accusative:

Он чита́ет	журна́л__.
	письмо́.
	газе́ту.
	кни́гу.

The adverb *дома́* answers the question *где?*: *Где* сейча́с Ива́н Ива́нович? — Он сейча́с *дома́*.

LESSON 3

Ива́н Ива́нович—шофе́р. Он шофе́р. These sentences have no verb. The subject of such sentences is either a noun or a personal pronoun and the predicate is a noun denoting a person's trade, profession or occupation. The question asked about such sentences is *Кто Ива́н Ива́нович? Кто он?* — Он шофе́р.

The adverbs *здесь*, *там*, *дома́* require the question *где?*: *Где* Макси́м? — Макси́м *дома́*. A noun in the prepositional³ with the preposition *в* requires the same question: *в шко́ле*.

	<i>где?</i>
дом__	в до́ме
институ́т__	в институ́те
Новосиби́рск__	в Новосиби́рске
библиоте́ка	в библиоте́ке
кварти́ра	в кварти́ре
Москв́а	в Москв́е

¹ The letter *я* in the middle of a word after a consonant shows that the preceding consonant is soft and is pronounced as [*'a*].

² For the productive and non-productive classes of verbs, see pp. 80-85.

³ For the place of this case in the general case system of Russian, see p. 67.

Conjugation of Verbs of the First Productive Class.—These are verbs of the *читá-ть* type, whose infinitive contains a preceding *-ть*.

я чита́-ю	мы чита́-ем	-ю	-ем
ты чита́-ешь	вы чита́-ете	-ешь	-ете
он чита́-ет	они́ чита́-ют	-ет	-ют

Verbs with *е* or *ю* (in the 3rd pers. pl.) in the personal endings are called verbs of the first conjugation.

Personal Pronouns:

я	мы
ты	вы
он, она́, оно́	они́

Жить is a non-productive verb of the first conjugation:

я живу́	мы живём
ты живёшь	вы живёте
он живёт	они́ живут

An interrogative sentence can be formed without an interrogative word, simply by means of interrogative intonation (see the *Textbook*, Lesson 5).

Нина чита́ет.— *Нина чита́ет?*

The affirmative answer is Да, Нина чита́ет or simply Да. The negative answer is Нет, не чита́ет or simply Нет.

LESSON 4

Possessive Pronouns.—

я — мой	мы — наш
ты — твой	вы — ваш
он — его́	они́ — их
она́ — её	

The possessive pronouns (with the exception of *его́*, *её*, *их*) change according to gender:

мой	} журнал	моя́	} кни́га	моё	} письмо́
твой		твоя́		твоё	
наш		на́ша		на́ше	
ваш		ва́ша		ва́ше	

The gender of pronouns is shown by their endings, which are the same as for nouns: a consonant at the end of the word for the masculine pronouns, *-а* (*-я*) for the feminine ones and *-о* (*-е*) for the neuter ones.¹

¹ мой [мој], моя́ [маја́], моё [маjó].