

RUSSIAN

Teacher's Instructional Manual

Grade 12
(To be implemented from 2009)



Faculty of Languages Humanities and Social Science
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Foreword

Curriculum developers of the NIE were able to introduce Competency Based Learning and Teaching curricula for grades 6 and 10 in 2007 and were also able to extend it to grades 7, 8 and 11 progressively every year and to G.C.E. (A/L) classes in 2009. In the same manner as for Grades 6–11, syllabi and Teacher’s Instructional Manuals for Grades 12 and 13 for different subjects with competencies and competency levels that should be developed in students are presented descriptively. Information given on each subject will immensely help the teachers to prepare for the Learning–Teaching situations.

I would like to mention that curriculum developers have followed a different approach when preparing Teacher’s Instructional Manuals for Advanced Level subjects when compared to the approaches they followed in preparing Junior Secondary and Senior Secondary curricula. (Grades 6 - 11)

In Grades 6,7,8, 9, 10 and 11, teachers were oriented to a given format as to how they should handle the subject matter in the Learning – Teaching process, but in designing A/L syllabi and Teacher’s Instructional Manuals, freedom is given to the teachers to work as they wish.

At this level we expect teachers to use a suitable learning method from the suggested learning methods given in the Teacher’s Instructional Manuals to develop competencies and competency levels relevant to each lesson or lesson unit.

Whatever the learning approach the teacher uses, it should be done effectively and satisfactorily to realize the expected competencies and competency levels.

I would like to note that the decision to give this freedom is taken, considering the importance of GCE (A/L) examinations and due to the sensitivity of other stakeholders who are in the education system to the Advanced Level examination. I hope that this Teacher’s Instructional Manual would be of great help to teachers.

I hope the information, methods and instructions given in this Teacher’s Instructional Manual will provide proper guidance to teachers to awaken the minds of our students.

Professor Lal Perera
Director General
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Preface

This Teacher's Instructional Manual will be useful for teachers who organize the learning teaching process for Grade 12 from 2009.

The Teacher's Instructional Manual is different to the Teacher's Guides we had earlier. Teachers who try to understand the change will notice that this is based on the competency based syllabus. Therefore, it is not expected to reach a given competency within the same grade. It might take longer period of time but the learning out-comes given under competency levels under each competency should be acquired within the same grade. Thus, learning out-comes and competency levels would be immensely useful for you to plan your lessons relevant to the grade. Moreover, we would like to draw your attention that the learning out-comes can be used as a criteria in preparing objectives for the learning-teaching process and preparing evaluation tools to assess the work done. This Teacher's Instructional Manual will be useful to teachers to make the students aware about the reference materials such as extra books and useful web addresses.

Consider that the suggested activities in this book are presented in such away expecting you to act as a creative teacher. A change towards the student-centred education from teacher-centred education is specially expected. Therefore, the teacher should always create learning situations to explore referring different books and internet. When teaching, instead of dictating notes as in the past, new knowledge and principles should be presented in a fascinating manner. For this to happen, communication methods using technology should be used creatively.

Introduce the syllabus to your students who start to learn this subject in grade 12. Students can be motivated by giving the work plan you intend to use for the whole year. This will attract the students to come to school to learn the whole syllabus.

I request you to enliven your creative abilities leading to significant change in your learning-teaching process in the class room which would be a felt experience to the whole country.

I take this opportunity to thank all the resource persons, teachers and the officials of the NIE for their contribution in preparing this Teacher's Instructional Manual. Moreover, my special thanks go to the Director General of NIE Prof Lal Perera and the Commissioner General of Education Publication and his staff for undertaking to print and distribute the materials to schools. I would be grateful if constructive suggestions are provided.

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Unit 01

Introductory phonetic course

Competency: Identifies Russian Letters and speech sounds

Competency Level: 1. 1 Writes vowel Letters

1.2 Writes consonant Letters

1.3 Get familiar with Russian alphabet

1.4 Pronounces the Russian sounds

Number of Periods: 20

Learning Outcomes: The student will be able to,

- write vowel letters and consonant letters
- pronounce the Russian vowel sounds and consonant sounds.

Introduction: In the first twenty periods students should get a thorough knowledge about Russian letters and sounds, stressed vowels and the reduction of vowel sounds and to write and recognize Russian letters.

Guideline for Explaining the Target Subject Input:

Russian letters and sounds

There are 33 letters in the Russian alphabet, but there are many more sounds in the language. Russian sounds are articulated some what differently from their English counterparts. Some Russian sounds have no English counterparts. Russian vowel sounds are presented by following letters: и, е, а, о, у, ы

After a soft consonant the letters **е, ё, ю** and **я** indicate one sound: [ɛ], [o], [y], and [a], respectively; *нет* [н ет], *люди* [л уд и].

The letters **е, ё, ю and я** indicate one sound combinations [jɛ], [jo], [jy] and [ja], respectively:

1. at the beginning of a word: *юг* [jy], *я* [ja];
2. after a vowel: *мое* [jo], *моя* [ja];
3. After **ь** and **ъ**: *друзья* [ja], *съестъ* [jɛ].

Russian alphabet

Аа *Аа* [a] **Кк** *Кк* [k] **Хх** *Хх* [h]

Бб *Бб* [b] **Лл** *Лл* [l] **Цц** *Цц* [ts]

Вв *Вв* [v] **Мм** *Мм* [m] **Чч** *Чч* [tʃ]

Гг *Гг* [g] **Нн** *Нн* [n] **Шш** *Шш* [ʃ]

Дд *Дд* [d] **Оо** *Оо* [o] **Щщ** *Щщ* [ʃʲ]

Ее *Ее* [e] **Пп** *Пп* [p] **Ъъ** *Ъъ* [ɨ]

Ёё *Ёё* [jo] **Рр** *Рр* [r] **Ыы** *Ыы* [ɨ]

Жж *Жж* [ʒ] **Сс** *Сс* [s] **Ьь** *Ьь* [ɨ]

Зз *Зз* [z] **Тт** *Тт* [t] **Ээ** *Ээ* [ɛ]

Ии *Ии* [i] **Уу** *Уу* [u] **Юю** *Юю* [ju]

Йй *Йй* [j] **Фф** *Фф* [f] **Яя** *Яя* [ja]

Stressed vowels and the reduction of vowels

Russian vowels have one stressed syllable. The stress may fall on the first, second, third, etc. Syllable of a word: *комната, квартира, потолок*.

The stressed syllable is longer than and is articulated more tensely than the unstressed ones. In unstressed syllables the vowels undergo reduction and are shorter (quantitative reduction), while the vowels [a], [o], and [э] change their timbre (qualitative reduction).

The vowels [u], [y] and [ы] undergo only quantitative reduction, i.e. they shorter in an unstressed syllable than in a stressed one: *иди – кино, тут – туда, сыр – сырок*.

There are two degrees of reduction in Russian: the 1st degree (in the first pretonic syllable and in the absolute beginning in the word) and the second degree (in the other pretonic and in the post-tonic syllables).

Hard and soft consonants

Russian consonants may be hard or soft. Fifteen hard consonants have soft counterparts. The consonants *ж, ш, й* are invariably soft.

Correlative pairs	Hard: м, б, и, в, ф, д, т, з, с, н, л, р, г, к, х	Always hard: ж, ш, ц
	Soft: м, б, и, в, ф, д, т, з, с, н, л, р, г, к, х	Always soft: ч, ш, й

Pay attention to the pronunciation of the hard and soft consonants *д – д; т – т; н – н; л – л; р – р*;

Read the syllables:

The softness of a consonant is indicated in writing by the soft mark *ь* which follows it or by the letters *и, е, ё, ю, я*.

Я, ю, ы are not written after the consonants *з, к, х, ж, ш, ч, ц*.

Voiced and voiceless consonants

Russian consonants may be voiced or voiceless.

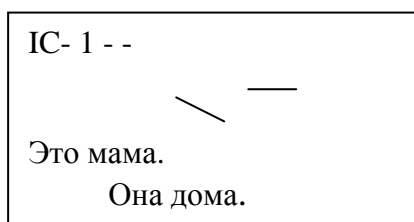
Correlative pairs	Voiced: б, в, г, д, ж, з	Always voiced: й, л, м, н, р
	Voiceless: п, ф, к, ш, с	Always voiceless: х, ч, щ, ц

At the end of a word and before a voiceless consonant a voiced consonant is pronounced as its voiceless counterpart: *сад [сат], зуб [зуп], глаз [глас], нож [нош], луг [лук], but сады, зубы, глаза, ножи, луга, ложка [лошкь], завтра [зафтръ]*.

Before a voiced consonant a voiceless consonant is pronounced as its voiced counterpart: *сделать [здэльт], вокзал [вагзал], футбол [фудбол]*.

A preposition and the word which follows it are pronounced as one word. The final voiced consonant of a preposition preceding the initial voiceless consonant of the word that follows it becomes voiceless: *в сад [фсат], в клуб [фклуп], из клуба [исклубь]*, and the final voiceless consonant of a preposition preceding the initial voiced consonant of the word that follows it becomes voiced: *с доклада [зд^кладь], от брата [^дбрать], с братом [збратъм]*.

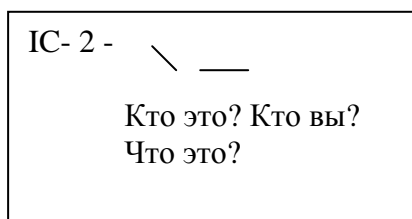
Intonational construction IC- 1



The intonational construction IC – 1 conveys a complete thought in the form of a statement (declarative sentence). The centre of IC – 1 is the stressed syllable of the word containing the nucleus of the information conveyed by the statement.

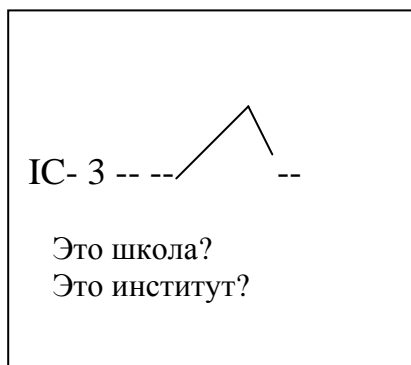
A distinctive feature of IC – 1 is a sharp drop of the tone on centre of the IC, which continues on the part. The postcentral part is pronounced with a tone lower than the mid tone characteristic of the precentral part.

Intonational construction IC- 2



IC- 2 is used in questions (interrogative sentences) with an interrogative word. The centre of IC- 2 is usually the interrogative word. The stress becomes stronger on the centre of IC- 2. The tone drops in the postcentral part.

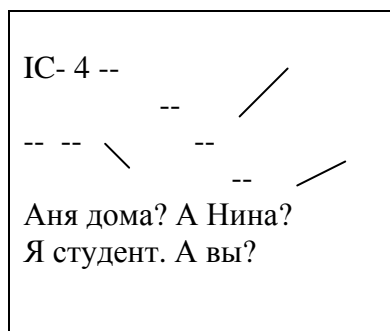
Intonational construction IC- 3



IC- 3 is used to convey the question in an interrogative sentence without an interrogative word. The structure of sentences of this type coincides with that of statements (declarative sentences): *Это студент. Это студент?*

The centre of IC- 3 is the stressed syllable of the word which contains the question. The precentral part is pronounced with the mid tone. The tone rises sharply on the centre of IC- 3. In the postcentral part the tone drops lower than the mid tone. The tone begins to fall within the centre of the IC- 3 and continues falling in the postcentral part.

Intonational construction IC- 4



Incomplete questions (interrogative sentences) with the conjunction *a* are pronounced with IC- 4. the tone falls on the centre of IC- 4 and rises at the postcentral part: А Нина? If there is no postcentral part, the tone begins to rise within the centre of IC- 4: А вы?

References:

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Learning- Teaching process

Activity 1. Group activity- Make the alphabet using regifoam or hardboard.

Activity 2. Pair activity- Pronounces the alphabet

Activity 3. Copy writing

School based assessment:

Classify vowel and consonant letters.

Unit 02

Grammatical structure of the Russian Language

Competency : Uses basic grammatical rules correctly

Competency Level: 2. 1 Identifies various types of nouns
2. 2 Identifies peculiarities of the nouns
2. 3 Identifies grammatical categories

Number of Periods: 76

Learning Outcomes: The student will be able to,

- identify various types of nouns, peculiarities of nouns and grammatical categories.

Introduction: In the seventy six periods students should get a thorough knowledge about the use of Russian Nouns, Adjectives, Adverbs, The Possessive Nouns, Gender, Number and Case, The Construction У МЕНЯ ЕСТЬ... У ТЕБЯ ЕСТЬ...

Guideline for Explaining the Target Subject Input –

Nouns: The Cases of Russian Nouns

In Russian language the nouns change their forms and get different endings. These forms (and their endings) are called cases. The case of a noun shows what role a noun plays in the sentence.

Look at an example of how the word **поезд** changes depending on the case:

много поездов (a lot of trains) - the genitive
ехать поездом (to go by train) - the instrumental

There are six cases in Russian: nominative, genitive, dative, accusative, instrumental, and prepositional.

1. The nominative answers the questions "who?" or "what?". It is an initial form. All dictionaries give nouns in the nominative.

Студент читает *The student is reading.*

2. The genitive is used to show that something (somebody) belongs or refers to something (somebody). It can be translated by "of" in English.

берег реки *the bank of the river*

3. The dative designates that something is given or addressed to the person (object).

Я иду к врачу I go to the doctor
Я даю это другу I give it to the friend

4. The accusative designates the object of an action.

Я читаю газету I read the newspaper
Я встретил друга I met the friend

5. The instrumental is used to denote an instrument that helps to make something.

Я пишу карандашом I write with a pencil

6. The prepositional is used to designate a place, or a person (object) that is an object of speech and thought. This case is always used with a preposition.

Она мечтает о лете She dreams about the summer
Цветы стоят на столе The flowers are on the table

Very often the case of a noun is connected with a preposition which stands before it. The nouns, adjectives, pronouns and numerals may have different case forms in the sentence. Thus, to understand Russian speech and speak Russian correctly, it is necessary to learn how to use cases in Russian. You will learn more about cases in further lessons. Adjectives agree with nouns in Number, Gender and Case.

Adjectives: Adjectives are words that describe nouns or pronouns. All Russian adjectives must agree with nouns in number, gender and case. For example, if you have a book (**книга**) and want to say that it is interesting (**интересный**), you must know that the noun **книга** is in the nominative-feminine-singular form. Then you should give the correct form to the adjective you are using. You will be on the right track if you say **интересная книга** (interesting book)

Note that in dictionaries all adjectives are given in the nominative masculine singular, like **интересный, хороший, весёлый**.

To form the proper form of an adjective, you should know how their endings change depending on number, gender and case. We listed the most common endings for adjectives in the nominative singular and plural forms, so that you be able to compose simple phrases.

The majority of Russian adjectives have a stem ending in a **hard consonant**. In other words, their last letter before the ending is a hard consonant (**новый, белый**). In the nominative case, such adjectives have the ending **-ый** if they are masculine singular, the ending **-ое** if they are neuter singular, and the ending **-ая** if they are feminine singular. The plural form of such adjectives is the same for all genders and always ends in **-ые**.

Endings for adjectives in the nominative singular and plural

Singular		Plural	
Masculine	neuter	feminine	(any gender)
(-ый, -ой)	(-ое)	(-ая)	(-ые)
<u>нов</u> ый, <u>красн</u> ый	новое, красное	новая, красная	новые, красные
молодой, лесной			

*stressed vowels are underlined

The adjectives with a stem ending in the **soft n sound** acquire the endings **-ий, -ее, -ая, -ие** in the nominative feminine singular, neuter singular, masculine singular, and plural respectively. These adjectives are called soft adjectives and always have a *stress* on the stem, as in **синий**.

The adjectives with a stem ending in letters **к, г, х, ж, ш, ч, щ** have the masculine singular ending **-ий** (**маленький** - small), the feminine singular ending in **-ая** (**маленькая**), and the plural ending **-ие** (**маленькие**). In the neuter singular such adjectives end in **-ое** after **г, к, х** (**маленькое**), and end in **-ее** after **ж, ш, ч, щ** if *stress* is on the stem (**свежее молоко** - fresh milk) otherwise it has the ending **-ое** (**большое окно** - big window). There is a small group of adjectives called stressed adjectives. They have the ending **-ой** instead of **-ый** or **-ий** in the nominative masculine singular. This ending is always *stressed* on the letter **о** as in **молодой** (young), **большой** (big), **другой** (another).

Endings for adjectives with a stem in к, г, х and ж, ш, ч, щ

*stressed vowels are underlined

Stem ends in	Singular			Plural (any gender) (-ие)
	masculine (-ий, - <u>ой</u>)	neuter (-ое, - <u>ое</u>)	feminine (-ая)	
к, г, х	<u>маленький</u> морско <u>й</u> , друго <u>й</u>	<u>маленькое</u> морско <u>е</u> , друго <u>е</u>	<u>маленькая</u>	<u>маленькие</u>
ж, ш, ч, щ	<u>свежий</u>	<u>свежее</u>	<u>свежая</u>	<u>свежие</u>

Declension of Adjectives

In Russian, adjectives agree with nouns in gender, number and case. The change of adjectives depending on cases is called declension.

This lesson shows typical endings for singular and plural adjectives.

In the **nominative singular**, adjectives have the following endings:

- for masculine **-ий, -ый, -ой** (свежий хлеб, новый студент)
- for neuter **-ее, -ое** (синее море, новое дело)
- for feminine **-ая, -я** (синяя лента, новая школа)

In the **genitive singular**:

- for masculine **-его, -ого** (свежего хлеба, нового дела)
- for feminine **-ей, -ой** (синей лентой, новой школой)

In the **dative singular**:

- for masculine and neuter **-ему, -ому** (свежему хлебу, новому делу)
- for feminine **-ей, -ой** (синей ленте, новой школе)

In the **instrumental singular**:

- for masculine and neuter **-им, -ом** (синим морем, новым делом)
- for feminine **-ей, -ой** (синей лентой, новой школой)

In the **prepositional singular**:

- for masculine and neuter **-ем, -ом** (о синем море, о новом деле)
- for feminine **-ей, -ой** (о синей ленте, о новой школе)

In the **plural**, adjectives have the following endings for all genders:

- nominative **-ие, -ые** (синие ленты, новые школы)
- genitive **-их, -ых** (синих лент, новых школ)
- dative **-им, -ом** (синим лентам, новым морям)
- accusative inanimate **-ие, -ые** (синие ленты, новые моря)
- accusative animate **-их, -ых** (чужих детей, новые студентов)
- instrumental **-ими, -ими** (синими лентами, новыми школами)
- prepositional **-их, -ых** (о синих лентах, о новых школах)

Classes of Russian pronouns

Personal	1st person	я, мы	I, we
	2nd person	ты, вы	you (sing), you (plural)
	3rd person	он, она, оно, они	he, she, it, they
Reflexive		себя	myself, oneself
Possessive		мой, твой, наш, ваш, свой	my, your (familiar), our, your (polite/plural)
Demonstrative		тот, та, то, те; этот, эта, это; эти; такой, такая, такое, такие; столько	that; this; these; such; so much/many
Interrogative		кто, что, какой, чей,	who, what, what/which,

	который, сколько, насколько	whose, which, how much/many, to what extent
Indefinite	некто, нечто, некоторый, несколько; кто-то, кто-нибудь; что-то, что-нибудь; какой-то; кое-кто	someone, something, some, some; somebody, something; some; someone
Relative	кто, что, какой, который, чей, сколько, насколько	who, what, what/which, which, whose, how much/many, to what extent
Negative	никто, ничто, некого, нечего, ничей, нисколько; никакой	nobody, nothing, there's nobody to, there's nothing to, nobody's, to no extent
Determinative	сам, весь, всякий, каждый, иной, другой, любой	oneself, all, everybody, each/every, other/some, another, any

The Declension of Singular Nouns

From previous lessons you learned about the six cases and two numbers of Russian nouns. The inflexion of nouns by cases and numbers is called declension (*склонение* - pronounced as *sklann-nye-nee-ye*).

Depending on case endings all singular nouns are divided into three types of declension.

First declension nouns are primarily feminine nouns but there are also several masculine nouns with an initial (dictionary, nominative) form ending in **-а, -я**. For example:

feminine nouns - трава, земля, химия
 masculine nouns - папа, дядя, юноша

First declension nouns end in *-e* in the dative and prepositional cases (траве, о траве). Nouns which have initial form ending in *-ия* (армия, Наталия) get the ending *-и* in the dative and prepositional cases (армии, об армии, Наталии, о Наталии) Here is a chart that sums up the endings of first declension singular nouns.

Cases	Singular nouns endings	Examples *				
		Nominative	-а, -я, -ия	трав <u>а</u>	земл <u>я</u>	юнош <u>а</u>
Genitive	-ы, -и	трав <u>ы</u>	земл <u>и</u>	юнош <u>и</u>	хим <u>ии</u>	Валер <u>ии</u>
Dative	-е, -и	трав <u>е</u>	земл <u>е</u>	юнош <u>е</u>	хим <u>ии</u>	Валер <u>ии</u>
Accusative	-у, -ю	трав <u>у</u>	земл <u>ю</u>	юнош <u>у</u>	хим <u>ию</u>	Валер <u>ию</u>
Instrumental	-ой, -ей	трав <u>ой</u>	земл <u>ёй</u>	юнош <u>ей</u>	хим <u>ией</u>	Валер <u>ией</u>

Prepositional	-е, -и	(о) трав <u>е</u>	(о) зем <u>л</u> е	(о) юнош <u>е</u>	(о) х <u>и</u> м <u>и</u>	(о) Валер <u>и</u>
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* Stressed vowels are underlined. Endings are in bold.

Second declension nouns include:

- masculine nouns with a zero ending in the initial form (стол, олень)
- neuter nouns ending in **-о, е** (небо, поле, поведение)
- nouns ending in **-ий, -ие** (гербарий, поведение)

Second declension nouns in the prepositional case end in **-е** (об олене, о небе, о поле). Masculine nouns with an initial form ending in **-ий** and neuter nouns ending in **-ие** get the ending **-и** in the prepositional case. The endings typical of second declension singular nouns are summed up in this table.

Case	Singular nouns endings	Examples *				
Nominative	zero ending, -о, -е, -ий, -ие	ол <u>е</u> нь	гербар <u>и</u> й	не <u>б</u> о	по <u>л</u> е	Повед <u>е</u> ние
Genitive	-а, -я	ол <u>е</u> ня	гербар <u>и</u> я	не <u>б</u> а	по <u>л</u> я	Повед <u>е</u> ния
Dative	-у, -ю	ол <u>е</u> ню	гербар <u>и</u> ю	не <u>б</u> у	по <u>л</u> ю	Повед <u>е</u> нию
Accusative	-я, -о, -е, -ий, -ие	ол <u>е</u> ня	гербар <u>и</u> й	не <u>б</u> о	по <u>л</u> е	Повед <u>е</u> ние
Instrumental	-ем, -ом	ол <u>е</u> нем	гербар <u>и</u> ем	не <u>б</u> ом	по <u>л</u> ем	Повед <u>е</u> нием
Prepositional	-е, -и	(об) ол <u>е</u> не	(о) гербар <u>и</u> и	(о) не <u>б</u> е	(о) по <u>л</u> е	(о) повед <u>е</u> нии

* Stressed vowels are underlined. Endings are in bold.

Third declension nouns are feminine nouns with a zero ending in the initial form (дочь, сирень, тишь). Third declension singular nouns in the genitive, dative and prepositional cases end in **-и** (у сирени, к сирени, о сирени). This table sums up the endings of third declension singular nouns.

Genitive	-и	д <u>о</u> чери	сир <u>е</u> ни
Dative	-и	д <u>о</u> чери	сир <u>е</u> ни
Accusative	zero ending	д <u>о</u> чь	сир <u>е</u> нь
Instrumental	-ю	д <u>о</u> ч <u>ь</u> ю	сир <u>е</u> н <u>ь</u> ю
Prepositional	-и	(о) д <u>о</u> чери	(о) сир <u>е</u> ни

* Stressed vowels are underlined. Endings are in bold.

The Declension of Plural Nouns

There is no strict distinction between declensions of plural nouns in Russian. The charts below sum up the endings for plural nouns and give examples.

First declension

Cases	Plural nouns endings	Examples *	
Nominative	-ы, -и	стра <u>н</u> ы	ли <u>л</u> ии
Genitive	-й	стра <u>н</u>	ли <u>л</u> ий
Dative	-ам, -ям	стра <u>н</u> ам	ли <u>л</u> иям
Accusative	-ы, -и	стра <u>н</u> ы	ли <u>л</u> ии
Instrumental	-ами, -ями	стра <u>н</u> ами	ли <u>л</u> иями
Prepositional	-ах, -ях	(о) стра <u>н</u> ах	(о) ли <u>л</u> иях

* Stressed vowels are underlined. Endings are in bold.

Second declension

Cases	Plural nouns endings	Examples *	
Nominative	-а	о <u>к</u> на	горо <u>д</u> а
Genitive	-ов	о <u>к</u> он	горо <u>д</u> ов
Dative	-ам	о <u>к</u> нам	горо <u>д</u> ам
Accusative	-а	о <u>к</u> на	горо <u>д</u> а
Instrumental	-ами	о <u>к</u> нами	горо <u>д</u> ами
Prepositional	-ах	(об) о <u>к</u> нах	(о) горо <u>д</u> ах

Third declension

Cases	Plural nouns endings	Examples *
Nominative	-и	лад <u>о</u> ни
Genitive	-ей	лад <u>о</u> ней
Dative	-ям	лад <u>о</u> ням
Accusative	-и	лад <u>о</u> ни
Instrumental	-ями	лад <u>о</u> нями
Prepositional	-ях	(о) лад <u>о</u> нях

As you can see from the charts, the nouns of all three declensions have the same endings in the dative, instrumental and prepositional cases.

In the nominative and accusative cases, the plural nouns may have the endings:

- **-ы/-и** -- typical of nouns of any declension

- **-а/-я** -- typical of second declension nouns only (берега, озёра, моря)

Learn the plural nouns which get the ending **-ы** in the nominative: волосы (hair), договоры (contracts), выборы (elections), инженеры (engineers), конструкторы (constructors), офицеры (officers), слесари (fitters), торты (cakes), тракторы (tractors), шофёры (drivers).

The Genitive case (Possession)

The English equivalent of the genitive case is the preposition "of". It is used to show possession in Russian. The nouns in the genitive answer such questions as *Кого? Чего?* (Of whom? Of what?). The genitive case is used in the sentences like "**Каковы свойства ...**" (What are the properties of ...).

Свойства чего?	Свойства металла.	-	The properties of what?	The properties of metal.
Это берег чего?	Это берег реки.	-	This is the bank of what?	This is the bank of the river.
Это книга чья?	Это книга Лены.	-	Whose this book is?	This is Lena's book.

The main role of the genitive case is to show where the person or thing belongs to or what it relates to. For example: **крыша дома** (the roof of the house), **пачка чая** (the pack of tea).

Remember:

Numerals 2, 3, 4 and their compounds are always followed by the genitive singular case.

Example: **один дом, два дома, три дома, четыре дома, пять домов, двадцать три дома**

The genitive case is usually used with the following prepositions: **без, для, до, из, из-за, из-под, кроме, на, от, с, со, у, около, вокруг, недалеко от, позади, напротив, посреди, мимо, вдоль**. However you should know that the genitive is not the only case used with these prepositions.

без воды	without water
для Вани	for Vanya
до окна	to the window
для чая	for tea

Usage of the Genitive case

The genitive case is used after the verbs **просить, хотеть, требовать, искать, ждать, достигать, желать, бояться** with nouns designating abstract and indefinite objects. For example:

Учитель просит **внимания**. The teacher calls for attention.
Розы **боятся** холода. The roses are afraid of cold.

The genitive is also used after the words **нет, не было, не будет**. For example:

У него **не было** денег. He did not have money.
У меня **нет** брата. I do not have a brother.

Forming the genitive of Russian nouns is pretty easy. You will need to remove the last vowel from the nominative singular of a noun and add one of the following endings: **-а, -я, -и, -ы** (singular); **-ов, -ев, -ей** (plural). If the noun ends in a consonant, just add the appropriate ending. This process is summed up in the tables below.

The Genitive case of singular nouns

	Nominative	Remove	Add	Genitive
masculine	брат	--	а	брата
	чай	й	я	чая
neuter	окно	о	а	окна
	море	е	я	моря
feminine	печь	ь	и	печи
	вода	а	ы	воды

Explanation of the table:

Add **-а** to masculine nouns ending in a **hard consonant** (брат) and neuter nouns ending in **-о** (окно).

Add **-я** to masculine nouns ending in **-й, -ь** (чай, учитель) and neuter nouns ending in **-е, -ие** (море, орудие).

Add **-и** to feminine nouns ending in **-я, -ь** (печь)

Add **-ы** to feminine nouns ending in **-а** (вода).

The Genitive case of plural nouns

	Nominative singular	Remove	Add	Genitive plural
masculine	мост	--	ов	мостов
	брат	--	ьев	братьев
	край	й	ёв	краёв
	трамвай	й	ев	трамваев
	учитель	ь	ей	учителей

The Dative

The dative case is an oblique case. It is used in the sentences like "**Я даю это... учителю, отцу, матери**" (I give this to... a teacher, father, mother). You should easily remember this sentence, because the Russian name of the dative comes from the verb "**давать**", i.e. "**to give**". The nouns in the dative answer such questions as **Кому? Чему?** (To whom? For what?).

Я даю ручку кому?	Я даю ручку учителю.	-	To whom do I give the pen?	I give the pen to a teacher.
Катя радуется чему?	Катя радуется солнцу.	-	What is Katya happy at?	Katya is happy at the sun.

The dative can be used with prepositions or without them. The typical prepositions for the dative are: **к, по, подобно, согласно, благодаря, вопреки**. For example:

к сестре		to a sister
по воде		by water
согласно расписанию		according to time-table
благодаря брату		thanks to a brother

The principal meaning of the dative is "to" or "for". The dative is used to designate an addressee (recipient). For example: **написать письмо другу** (to write a letter *to a friend*), **дать совет сыну** (to give a piece of advice *to a son*).

The dative is also used to show an object towards which an action is directed. For instance, **верить другу** (to trust *a friend*), **помогать сыну** (to help *to a son*).

The dative is formed from the nominative singular nouns with the help of the following endings: **-у, -ю, -е, -и** (singular); **-ам, -ям** (plural). In most cases, you should remove the last letter from the nominative of the noun and add one of the mentioned endings (сестра less **-а** plus **-е** = сестре). In some cases, the endings are to be added to the nominative singular noun without taking the last letter off (**брат** plus **-у** = брату).

The tables below sum up how the dative of nouns is formed

The Dative of singular nouns

	Nominative singular	Remove	Add	Dative
masculine	брат	--	у	брату
	чай	й	ю	чаю
	папа	а	е	папе
neuter	окно	о	у	окну
	море	е	ю	морю
feminine	ночь	ь	и	ночи
	вода	а	е	воде

Explanation of the table:

Add **-y** to masculine nouns ending in a **hard consonant** (брат) and neuter nouns ending in **-о** (окно).

Add **-ю** to masculine nouns ending in **-й, -ь** (чай, учитель) and neuter nouns ending in **-е, -ие** (море, орудие).

Add **-и** to feminine nouns ending in **-я, -ь** except some personal names (печь, армия).

Add **-е** to feminine and masculine nouns ending in **-а** (вода, папа).

The Dative of plural nouns

	Nominative singular	Remove	Add	Dative plural
masculine	мост	--	ам	мостам
	брат	--	ьям	братьям
	край	й	ям	краям
	учитель	ь	ям	учителям
neuter	окно	о	ам	окнам
	море	е	ям	морям
feminine	дочь*	ь	ям	дочерям
	коса	--	м	косам
	стая	--	м	стаям

- The noun "дочь" changes its stem.

Explanation of the table:

Add **-ам** to masculine nouns ending in a **consonant**, neuter nouns ending in **-о** and feminine nouns ending in **-а**.

Add **-ям** to masculine nouns ending in **-й, -ь, -я**, neuter nouns ending in **-е** and feminine nouns ending in **-я, -ь**.

The Accusative

The accusative case is an oblique case, which is used in the sentences like "**Я ценю... Пушкина, дом, общество, страну**" (I appreciate ... Pushkin, home, society, country). The nouns in the accusative answer such questions as **Кого? Что?** (Whom? What?).

Не надо винить кого?	Не надо винить сына.	-	Whom one should not accuse?	One should not accuse a son.
Катя читает что?	Катя читает книгу.	-	What is Katya reading?	Katya is reading a book.

Like the rest of cases (accept prepositional) the accusative can be used with prepositions or without them. The typical prepositions for the accusative are: **в, на, за, о/об, по, под, про, с, через**. For example:

упасть в воду	to fall into water
знать про нас	to know about us
встать на ноги	to stand on feet

The principal meaning of the accusative is to designate a person or thing to whom or which and action is being done. For example: **Люся любит брата** (Lucy loves her *brother*); **Мы видим море** (We see the *sea*)

When used with the prepositions **в** and **на**, the accusative means motion towards or direction correspondingly.

To put nouns into accusative correctly you should know that Russian nouns are divided into animate and inanimate. Animate nouns are those which describe someone alive like **человек, кошка** (a man, a cat). In general, the accusative is formed from the nominative singular nouns with the help of the following endings: **-у, -ю, -а, -я** (singular); **-ей, -ой, -ов, -ев** (plural). In most cases, you should remove the last letter from the nominative of the noun and add one of the mentioned endings (**луна** less **-а** plus **-у** = **луну**). The good news is that in some cases the accusative is similar to the nominative and genitive.

Remember, that the accusative is similar to the nominative!!

- for all inanimate nouns
- for singular feminine nouns ending in **-ь**
- for plural feminine nouns the singular form of which ends in **-а, -я**

Also remember, that the accusative is similar to the genitive!!

- for plural feminine and masculine nouns ending in **-а, -я**

The tables below sum up how the accusative of nouns is formed.

The Accusative of singular nouns

		Nominative singular	Remove	Add	Accusative singular
inan- imate	masculine	стол чай ветер			стол чай ветер
	neuter	окно море			окно море
	feminine	ночь			ночь
animate	feminine ending in -ь <i>Accusative is equal to singular Nominative</i>	дочь			дочь
	masculine	отец журавль	-- ь	а я	отца журавля
	feminine and masculine ending in -а, -я	бочка воля	а я	у ю	бочку волю
inan- imate	feminine ending in -а, -я	вода	а	у	воду

The Accusative of plural nouns

		Nominative singular (plural)	Remove	Add	Accusative plural
inan-imate <i>Accusative is equal to plural Nominative</i>	masculine	стол (столы) чай (чаи) ветер (ветры)			столы чай ветры
	neuter	окно (окна) море (моря)			окна моря
	feminine	ночь (ночи)			Ночи
animate	feminine ending in -ь	дочь	ь	ей	Дочерей
	masculine	отец журавль	-- ь	ов ей	отцов журавлей
	feminine and masculine ending in -а, -я <i>Accusative is equal to plural Genitive</i>	бочка (бочки) стая (стаи)			бочки стаи
inan-imate	feminine ending in -а, -я <i>Accusative is equal to plural Nominative</i>	вода (воды) книга (книги)			ВОДЫ КНИГИ

The Instrumental

The instrumental case is used in the sentences like "**Я пользуюсь... машиной, домом, водой**" (I make use of ... a car, house, water). The nouns in the instrumental answer such questions as **Кем? Чем?**.

Я восхищаюсь чем?	Я восхищаюсь его талантом.	-	(literally) <i>By what am I carried away?</i>	I am carried away by his talent.
Катя работает кем?	Катя работает врачом.	-	(literally) <i>As who does Katya work?</i>	Katya works as a doctor.

The instrumental case is called so because it is used to describe the instrument by which and action is performed. For example: **забивать гвоздь молотком** (to drive in a nail with a hammer), **писать ручкой** (to write with a pen), **ехать автобусом** (to go by bus).

The instrumental case is widely used to describe one's job - **Я работаю учителем** (I work as a teacher), **Отец был рабочим** (The father was a worker).

It is also used in space and time phrases. For example: **ехать по полю** (to go through the field), **проснуться утром** (to wake up in the morning), **вернуться летом** (to come back in summer).

The instrumental case is used after such prepositions as **за** (behind), **между** (between), **над** (over), **перед** (in front of), **под** (under), **с** (with). For example:

за домом	behind the house
над столом	over the table
перед рекой	in front of the river
под водой	under water
с учителем	with the teacher

The instrumental can also be used without prepositions.

The instrumental is formed from the nominative singular nouns with the help of the following endings: **-ом, -ем, -ой, -ей, -ью** (singular); **-ами, -ями** (plural).

The tables below sum up how the instrumental of nouns is formed.

The instrumental of singular nouns

	Nominative singular	Remove	Add	Dative
masculine	брат	--	ом	братом
	чай	й	ем	чаем
	папа	а	ой	папой
neuter	окно	о	ом	окном
	море	е	ем	морем
feminine	ночь	ь	ью	ночью
	вода	а	ой	водой

Explanation of the table:

Add **-ами** to masculine nouns ending in a consonant, neuter nouns ending in **-о** and **-е** and feminine nouns ending in **-а**.

Add **-ями** to masculine nouns ending in **-а**, neuter nouns ending in **-е** and feminine nouns ending in **-я**, **-ь**.

The Prepositional Case

Just like the name implies, the prepositional case is always used with prepositions in the sentences like "Я говорю... о доме, о маме, об окне" (I talk ... about house, about mother, about window) and "Он находится... в доме, в пути" (He is... in a house, in the way).

When to use

1. The prepositional case is used to **designate the place**. The nouns answering the question "where" are often used with the prepositions **в** and **на**.

Где ты был? Я был в школе.
Where have you been? I have been at school.

2. The prepositional case is also used to **designate the person or object being talked or thought about**. Thus, the prepositional case is used after the preposition **о** with the verbs like **говорить, думать**.

Думать о семье. - To think about a family.

Говорить о погоде. - To talk about the weather.

3. The prepositional case is used with names of the months to **designate time**.

Это было в мае. - This was in May.

How to form

The prepositional is formed from the nominative singular nouns with the help of the following endings: **-е, -и, -у, -ю** (singular); **-ах, -ях** (plural). You will generally need to remove the last letter from the nominative singular noun and add one of these endings.

The tables below sum up how the prepositional of nouns is formed.

The prepositional of singular nouns

	Nominative singular	Remove	Add	Prepositional
masculine	брат	--	е	(о) брате
	чай	й	е	(о) чае
	папа	а	е	(о) папе
	санаторий	й	и	(о) санатории
	сад	--	у	(в) саду
neuter	окно	о	е	(об) окне
	море	е	е	(о) море
	открытие	е	и	(об) открытии
feminine	ночь	ь	и	(о) ночи
	вода	а	е	(о) воде

Explanation of the table:

All feminine nouns ending in **-ь, -ие**, neuter nouns ending in **-ие**, as well as masculine nouns ending in **-ий** get the new ending **-и** in the prepositional case. Some masculine nouns end in **-у, -ю** in the prepositional when used after the prepositions **в** and **на**.

For example: **в саду, на краю, на берегу.**

After the preposition **о** (about) the same nouns get the ending **-е** in the prepositional.

For example: **о саде, о крае, о берегу.**

The prepositional of plural nouns

	Nominative singular	Remove	Add	Prepositional plural
masculine	мост	--	ах	(о) моста х
	гость	ь	ях	(в) гостя х
	край	й	ях	(о) края х
	учитель	ь	ях	(о) учителя х
neuter	окно	о	ах	(в) окна х
	море	е	ях	(о) моря х
feminine	коса	а	ах	(о) коса х
	стая	я	ях	(о) стая х

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Learning- Teaching process

1. Classify given nouns according to their gender.
2. Show the declension patterns of nouns in Russian cases.
3. Insert adjectives in appropriate form.
4. Answer the questions using adverbs.
5. Classify given possessive pronouns according to their gender.
6. Make sentences using constructions У меня, У тебя есть...,
Demonstrative pronouns: этот, эта, это, эти,
The questions: Какокой?, Какая?, Какое?, Какие?

Group activity:

Above activities are to be applied by pairs or groups according to the lesson plan,.

Unit 03 Russian Verb

Competency: Uses basics grammatical components and patterns of simple sentences

Competency Level:

3. 1 Makes sentences using basic grammatical components
3. 2 Acquires peculiarities of the Russian verbs
3. 3 Counts numbers
3. 4 Counts months and days
3. 5 Tells the time

No of Periods: 40

Learning Outcomes: The student will be able to,

- make sentences using basic grammatical components
- acquires peculiarities of the Russian verbs
- counts numbers and counts months and days

Introduction: The Russian verb is difficult for foreign students to comprehend at first. This is due to the peculiarities in its conjugation, to the phenomena as verbal aspects and verb of motion.

Guideline for Explaining the Target Subject Input – Verbs

Usage of Russian Verbs

TENSE AND ASPECT	USAGE	EXAMPLE SENTENCES
PAST TENSE, IMPERFECTIVE ASPECT	Used to designate an action that began and ended at a particular time in the past; the result is not important for the speaker	Вчера вечером он читал книгу.
	Used for an action that occurred over period of time but was completed in the past; the action, not duration, is emphasized	Он плавал в бассейне весь день.
	Used for an activity that took place regularly in the past	Во время каникул мы ходили в кино каждое утро.
	Used for actions occurred over period of time simultaneously but were completed in the past	Когда я читал книгу, брат смотрел телевизор.
	Used when the result of an action is nullified, i.e. an opposite action occurred	В комнате холодно, потому что я открывал окно. (i.e. открыл и закрыл)
	Used for an action that occurred over period of time but was completed in the	Он строил дом целый месяц.

	past. The duration is emphasized	
PAST TENSE, PERFECTIVE ASPECT	Used to emphasize the result of an action that began and ended at a particular time in the past	Вчера вечером я прочитал книгу от начала до конца.
	Used for a past action that had a result before another past action that also had a result	Когда мы пришли в класс, учитель уже ушёл домой. Мы успели сыграть партию в шахматы до того, как пришёл Андрей.
	Used when the result of an action remains	Он надел новую рубашку. (i.e. он надел и сейчас она надета)
	Used to designate an action that began and ended at a particular time in the past; the time during which the result was achieved is emphasized	Он построил дом за месяц.
PRESENT TENSE, IMPERFECTIVE ASPECT	Used for a present state of affairs	Андрей живёт в Москве.
	Used for a general fact	Волга впадает в Каспийское море. Солнце встаёт на востоке.
	Used for habitual actions	Каждое утро он читает газеты.
	Used for future timetables and arrangements	Поезд отходит в 12:00. Решено. Мы идём в кино.
	Used for a specific action that is occurring	На улице идёт сильный дождь.
	Used for an activity that takes place over period of time specified	Они играют в теннис уже 2 часа.
FUTURE TENSE, IMPERFECTIVE ASPECT	Used for an action that will be ongoing or repeating at a particular time in the future, but it is not known whether will be finished or not	Завтра утром я буду играть в теннис. Вечером она будет готовить ужин.
FUTURE TENSE, PERFECTIVE ASPECT	Used for an action that will be finished at a particular time in the future	Скоро он узнает хорошие новости. Вечером она приготовит ужин.

Conjugation of Verbs

Changes, which Russian verbs undergo depending on person and number, are called conjugation.

There are two conjugations in Russian, called the 1st conjugation and the 2nd conjugation (or E-conjugation and И-conjugation, respectively).

The **1st conjugation** verbs are those, which have the letter "е" in their endings, for example:

читать (to read)

ТЫ (you - singular)	чита <u>е</u> шь
ОН (he)	чита <u>е</u> т
МЫ (we)	чита <u>е</u> м
ВЫ (you - plural)	чита <u>е</u> те

The **2nd conjugation** verbs have the letter "и" in their endings.

верить (to believe)

ТЫ (you - singular)	вер <u>и</u> шь
ОН (he)	вер <u>и</u> т
МЫ (we)	вер <u>и</u> м
ВЫ (you - plural)	вер <u>и</u> те

You will need to determine the conjugation of the verb in order to write correct personal endings. Usually, there is no problem with this for verbs which have stressed endings. For such verbs the same letter is used in writing as in speaking. For example, in words **спишь, гребёшь** the same letter is written as is heard.

Remember:

Conjugation is typical only for present and future tense verbs used in indicative mood. Past tense verbs change only by gender and number.

However if the stress is on the base rather than ending, choosing correct ending will be a bit challenging. You will need to determine the conjugation of the verb by looking at its infinitive and applying the following rule.

The **2nd conjugation** verbs (with unstressed ending) are:

1. Those, which end in **-ить**, like **заправить, клеить, беспокоить**. Exceptions are: **брить, стелить, побрить, постелить, выстелить, etc.**
2. Seven verbs ending in **-еть**: **смотреть, видеть, ненавидеть, зависеть, терпеть, вертеть, обидеть + all verbs derived from them, like **посмотреть, увидеть, вытерпеть, завертеть, перетерпеть, etc.****
3. Four verbs ending in **-ать**: **гнать, дышать, держать, слышать + all verbs derived from them, like **прогнать, задышать, удержать, расслышать, etc.****
4. The remaining verbs (not mentioned in points 1. to 3.) are **1st conjugation** verbs.

There are some verbs, which can have the endings of both the 1st conjugation and the 2nd conjugation. These are the verbs **хотеть, бежать** and those derived from them (**захотеть, добежать, etc.**).

хотеть (to want)

	Singular	Plural
1st person	х <u>о</u> ч <u>у</u>	хот <u>и</u> м
2nd person	х <u>о</u> ч <u>е</u> ш <u>ь</u>	хот <u>и</u> те
3rd person	х <u>о</u> ч <u>е</u> т	хот <u>я</u> т

бежать (to run)

	Singular	Plural
1st person	б <u>е</u> г <u>у</u>	беж <u>и</u> м
2nd person	беж <u>и</u> ш <u>ь</u>	беж <u>и</u> м
3rd person	беж <u>и</u> т	бег <u>у</u> т

Person and Number of the Verb

All forms of the Russian verb, except the infinitive, change in number. There are singular and plural verb forms. To illustrate this, let's look at past, present and future tense forms of the indicative verb "**ходить**" (to go).

Change of the verb in person and number

	Singular	Plural
Past tense	ходил	ходили
Present tense	хожу	ходим
Future simple tense	пройду	пройдём
Future compound tense	буду ходить	будем ходить

The concept of the **indicative mood** was mentioned above. The indicative mood (изъявительное наклонение) is used to talk about actions which occurred in past, occur presently, and will occur in future. For example,

Школьник учит уроки.

The schoolboy is learning his lessons.

Школьник учил уроки.

The schoolboy was learning his lessons.

Школьник будет учить уроки.

The schoolboy will be learning his lessons.

Russian verbs also change in person. The grammatical term "person" refers to those who take part in speech either directly or indirectly.

The **first person verbs** designate that the action is being performed by a speaker, as in

В свободное время я читаю книги, общаюсь с друзьями, слушаю музыку, или просто лежу на диване.

Here the verbs **читаю** ([I] read), **общаюсь** ([I] converse), **слушаю** ([I] listen), and **лежу** ([I] lie) mean that the person who is speaking performs the actions.

The **second person verbs** designate that the action is being performed by a collocutor.

**Ты, волна моя, волна!
Ты пуглива и вольна;
Плещешь ты, куда захочешь,
Ты морские камни точишь,
Топишь берег ты земли,
Подымаешь корабли --
Не губи ты нашу душу:
Выплесни ты нас на сушу!**

In this excerpt from a poem by Pushkin, the verbs **плещешь** ([you] splash), **точишь**, **топишь** (sink), **подымаешь** (raise), **губи** (ruin), and **выплесни** (splash out) are used to show that the actions are performed by the wave.

The *third person* designates that the action is being performed by someone or something that is being talked about, i.e. by an indirect participant of speech. For example,

**Черёмуха душистая, развесившись, стоит,
А зелень золотистая на солнышке горит.**

Here **стоит** ([it] stands) and **горит** (burn) refer to the object which is spoken about, namely **черёмуха** (the cherry).

In Russian, verb endings indicate person and number of the verb.

Remember:

Second person singular verbs are to be written with **ь**, for example: читаешь ([you] read), гордится ([you] are proud), целится ([you] aim).

Sentence Structure in Russian

In the Russian language, the word order is rather flexible. Though the Russian sentence is generally arranged SUBJECT-VERB-OBJECT

The grammar rules allow to use virtually any combination of subject, verb and object within the sentence.

For example, the sentence "**A cat caught a mouse**" can be translated into Russian in the following ways:

- 1) *Кошка поймала мышь.*
- 2) *Мышь поймала кошка.*
- 3) *Поймала кошка мышь.*
- 4) *Кошка мышь поймала.*
- 5) *Мышь кошка поймала.*
- 6) *Поймала мышь кошка.*

Does the meaning change?

The word order does not change the meaning IF the sentence is taken out of context, as you could see in the example above.

BUT if the sentence is a part of particular setting, the rearrangement of words changes the meaning.

It is known that every complete sentence has a theme and a rheme. The theme is one or more words which express already known or understood information, i.e. information that is being taken for granted. The rheme is new information that a speaker wants to communicate, for example:

theme	rheme
<i>В прошлом году мой друг</i>	<i>построил дом.</i>

(Last year my friend built a house.)

The rheme is always logically stressed in Russian. So, the change of word order within the sentence causes this logical stress and, finally, the meaning to alter.

Look at the following example illustrating how the meaning of the sentence is changed depending on the word order. The rheme (new information) is in bold.

*В прошлом году мой друг **построил дом возле озера.***
(the stress is on the fact that he built a house near a lake)

*Дом возле озера мой друг **построил в прошлом году.***
(the stress is on the fact he built a house last year, not this year)

*В прошлом году мой друг построил дом **возле озера.***
(the stress is on the fact he built a house near a lake, not near a road)

*В прошлом году построил дом возле озера **мой друг.***
(the stress is on the fact my friend, not an enemy built a house near a lake)

Does the style change?

Yes. The word order has an impact on the style of what is being said. Usually, the sentence starts from the VERB if a speaker wants to communicate past events, as in a narrative.

Было это в январе. Шёл я по улице. Вдруг вижу - ты идёшь навстречу...
(It was in January. I was walking down a street. Suddenly I saw you going towards me...)

The VERB put in the end of the sentence is characteristic for some questions like

Как тебя зовут?
(What is your name?)

Где ты был?
(Where have you been?)

as well as for emphasizing an action:

Они всё ещё гуляют.
(They are still walking.)

Где живёшь я так и не знаю.
(I still don't know where you live.)

The VERB put in the middle of the sentence is the most common case in Russian.

References:

- Russian in Exercises by S. Khavronina and A. Shirochenskaya Moscow 2000
- Грамматика русского языка в иллюстрациях К.И.Пелиханова, М.Н.Лебедева. Москва.1991 ISBN 5-200-00946-4
- Russian Grammar: A Practical Approach by S. Khavronina and A. Shirochenskaya Moscow 2009

Learning- Teaching process

1. Conjugate given verbs in the present, past and future.
2. Classify given verbs according their aspect.
3. Construct simple sentences using verbs.
4. Classify given verbs according their conjugation(group).

Unit 04

Comprehension

Competency: Listens, understands and responds

Competency Level: 4. 1 Understands basic pronunciation
4. 2 Understands daily conversations
4. 3 Extracts and Understands information & instructions properly

No of Periods: 28

Learning Outcomes: The student will be able to,

- understand basic pronunciation
- understand daily conversations and Extract and understand information & instructions properly.

Introduction: Students are expected to be competent in basic skills of Reading, writing, listening and speaking in Russian, to understand factual information, to interpret, evaluate and use information for a specific purpose in real life situation to acquire communication strategies, to express, discuss, clarify and respond to emotions, ideas, opinions and values.

Guideline for Explaining the Target Subject Input –

Знакомства и приветствия – 1

Как поживаешь.

Нормально.

Всё хорошо.

Нечего.

Здравствуй. Здравствуйте.

Добрый день.

Добрый вечер.

Как вас (тебя) зовут?

Как дела. Как жизнь.

Привет. Доброе утро.

Рад(а) познакомиться...

Я тоже очень рад(а)...

Давайте познакомиться...

- привет, Саша!

- Здравствуй, Илья!

- Саша, ты не знаешь, что за девушка наряжает ёлку с Криллом?

- Знаю, это Маша, она учится в нашем классе.

- Познакомишь?

- Конечно.

- доброе утро, Маша. Как твои дела?
- Нормально, спасибо.
А ты как?
- Отлично!

- привет!
- Я буду учиться в вашем классе.
- А как тебя зовут?
- Антон.

- ты из какого класса?
- Из седьмого.
- И я тоже.
- Давай познакомимся.
- Сергей.

- Здравствуйте, ребята. Я ваша новая преподавательница математики.
А как ваше имя отчество?
- Анна Петровна.

Который час? – 2

Который час?
Сколько времени?
Сколько сейчас?
Сколько на твоих (часах)?
Часы отстают, спешат, идут правильно.

- Который час?
- Без пятнадцати(четверти) семь.

- Сколько времени прошло?
- Два часа.

- Сколько сейчас?
- Пять минут двенадцатого.

- Сколько (времени) на ваших часах?
- Тридцать пять (минут) седьмого.

- А на моих (часах) без двадцати.
- Твои (часы) спешат!
- Нет, это твои (часы) отстают!

- Сейчас тридцать минут седьмого.
- Мои часы точные.

- Твои спешат, а твои отстают!

За столом – 3

- Положите мне....
- Передайте мне...
- Что вы будете?
- Можно мне...
- Попробуйте...
- Что вам налить?
- Очень вкусно
- Что вам положить?
- Спасибо, хватит.
- Очень вкусный салат, вкусная рыба, вкусные порожки...

- Прошу к столу!
- Что вам налить?
- Красное вино пожалуйста.

- Давайте я положу вам этот салат с крабами.
- Спасибо.
Как вкусно!

- Наташа, передай мне пожалуйста, хлеб.
- Пожалуйста!
Кому ещё хлеб?

- Берите рыбу!
Рыба очень вкусная!
- Вы сами готовили?
- Да, я всегда готовлю рыбу сама, а ловил её мой друг.

- Кому налить минеральную воду?
- Налейте мне, пожалуйста, сок!

Семья – 4

Папа
Мама
Сын
Дочь
Муж
Жена
Дети

Бабушка
Дедушка

Племянница
Племянник

Ребёнок

Дядя
Тётя

Внук
Внучка

Брат
Братья
Сестра
Сёстры

- У тебя большая семья?
- Нас четверо: папа, мама, я и моя сестра.

- Как её зовут?
- Марина.
- Сколько ей лет?
- Девятнадцать.

- А у тебя есть бабушка и дедушка?
- Да, недавно мы отмечали их золотую свадьбу.

- Вы живёте вместе?
- Нет, но мы часто приезжаем к ним в гости.

- Кто твои родители?
- мой папа – врач, хирург.
- А где работает мама?
- В библиотеке.
Она библиотекарь.

Приём гостей – 5

Проходи, проходите
Заходи, заходите
Познакомься (познакомьтесь), это...
Давай своё пальто
Давайте ваше пальто
Куда можно поставить (положить) сумку, чемодан, зонт...
Что ты будешь, чай, кофе?

- Проходи!
- Это тебе!

- Спасибо!

- Давай куртку!

- Спасибо.

Я сама повешу.

- куда можно поставить сумку?

- Сюда, пожалуйста.

- Познакомься, мама это мой друг Олег.

- Наталья Петровна.

- Олег.

- Очень приятно.

- Рада познакомиться.

- что ты будешь, чай, кофе?

- Чай, пожалуйста.

Дом, квартира, комната – 6

Прихожая

Коридор

Балкон

спальня

Туалет (санузел)

Ванная

Гостиная

Детская

Гостиная

Столовая

кухня

кабинет

- приходи ко мне завтра.

- А где ты живёшь?

- В доме, где аптека.

- А на каком этаже (ты живёшь)?

- На пятом.

- А (какой) номер квартиры?

- Сто пятнадцатая.

- У нас внизу домофон, набери 115 (сто пятнадцать), я тебе открою.

- хорошо.

- Какая красивая прихожая!

- Спасибо.

- А это гостиная.
- Как у вас уютно!

В аэропорту - 7

Чемодан
 Ручная кладь
 Багаж
 Негабаритный багаж
 Паспортный контроль
 таможенная
 Таможенная декларация

- Ваш билет и паспорт, пожалуйста.
- Вам место у окна?
- Да, если можно.
- Ручная кладь есть?
- Есть, сумка.
- Поставьте ваши вещи на конвейер.
 Ключи и фотоаппарат тоже.
 Проходите, пожалуйста.
- Вам помочь упаковать багаж?
- Сколько это стоит?
- Эта услуга бесплатная.
- Ваш посадочный талон, пожалуйста.
 Ваше место в середине салона, слева.
- Спасибо.

References:

- Russian in Exercises by *S. Khavronina* and *A. Shirochenskaya*, Moscow
- *rei hkaNdl d m%ōYh(wdpd%h tÉ' i βfi k* 2007
- Introduction to Spoken Russian 2007, Author Publication, ISBN 955-96948-1-2

Learning- Teaching process

1. Compose dialogues.
2. Complete missing places of dialogues
3. Role play.
4. Play a short drama.
5. Write answers for the questions after seeing a drama or film.

Unit 5 Communication

Competency: Engages in communication clearly & effectively

Competency Level:

- 5.1 Asks simple questions
- 5.2 Answers questions
- 5.3 Engage in the conversations
- 5.4 Pronounces sounds correctly

Number of periods: 10

Learning outcomes: The Student will be able to,

- ask simple questions & answer questions
- engage in the conversation
- pronounces sounds correctly.

Introduction: After completion of following Target Subject Input student will be able to master the structure of simple sentence and use them in daily conversation and to learn to ask and answer various questions.

Guideline for Explaining the Target Subject Input

In the shop
In the post office
At the theatre
At the bus station
At the cafe
At a restaurant
At the market
Telephone conversation
(And any other situational dialogues)

References:

- Introduction to Spoken Russian 2007, Author Publication, ISBN 955-96948-1-2
- Russian Films and Dramas

Learning- Teaching process

1. Make a dialogue on a given topic/situation.
2. Individual presentation
3. Role play

Unit 6

Comprehension

Competency: Reads and Comprehends meaning

Competency Level:

- 6.1 Reads simple texts
- 6.2 Comprehends given texts
- 6.3 Understands the meaning of the texts
- 6.4 Retells the texts in own words

Number of periods: 66

Learning outcomes: The student will be able to,

- read simple texts
- comprehend given texts
- understands the meaning of the texts and retells in own words.

Introduction: For this purpose it is suggested to use adopted/simplified Russian text. And texts from Prescribed text Books.

Guideline for Explaining the Target Subject Input

Russian Literature (A Text Book for General Certificate Examination [Advanced Level] in Russian) 2009, Author Publication, ISBN 978-955-51636-1-3

References:

Above recommended text book

Learning- Teaching process

1. Presentations(group or individual)
2. Paraphrasing

Unit 7

Translation

Competency : Translates

Competency Level:

- 7.1 Reads & comprehends meanings
- 7.2 Translates
- 7.3 Becomes aware of the similarities and dissimilarities in the source and the target language

Number of periods: 40

Learning outcomes: Student will be able to,

- read and comprehend, translate and become aware the similarities and dissimilarities in the source and the target language

Introduction: Translation of adopted and simplified Russian texts will provide an opportunity to convince grammatical structure of target language and to have a more lexical basis for further studies.

Guideline for Explaining the Target Subject Input

Russian Literature (A Text Book for General Certificate Examination [Advanced Level] in Russian) 2009, Author Publication, ISBN 978-955-51636-1-3

References:

Selected simplified short stories provided by the class teacher

Learning- Teaching process

1. Translation assignment
2. Translate in to target language and to mother language.

Unit 8

Literary Comments

Competency : Evaluates and criticizes literary works

Competency Level:

- 8.1 Reads and comprehends simple literary work
- 8.2 Answers simple questions based on literary work
- 8.3 Makes simple comments

Number of periods: 10

Learning outcomes: The student will be able to,

- read and comprehends simple literary work,
- answer simple questions based on literary work and make simple comments

Guideline for Explaining the Target Subject Input

Biographies of famous writers

References:

Russian Literature (A Text Book for General Certificate Examination [Advanced Level] in Russian) 2009, Author Publication, ISBN 978-955-51636-1-3

Learning- Teaching process

1. Presentation and assignments.
2. Essay writing
3. Reading and appreciation

Unit 9

Culture and Society

Competency: Incorporates ethics and morals found in language and literature.

Competency Level:

- 9.1 Acquires knowledge about Russian culture and society
- 9.2 Compares and contrasts Russian & Sri Lankan cultures and society

Number of periods: 05

Learning outcomes: The student will be able to,

- acquire knowledge about Russian culture and society.

Guideline for Explaining the Target Subject Input

Materials provided by the class teacher

References:

News papers, Periodicals, Magazines.

Learning- Teaching process

1. Assignments and presentations
2. Films about the History of Russia, Geography and ethnography.

Unit 10
Culture and Society

Competency: familiarizes with culture, society and traditions through language

Competency Level:

- 10.1 Acquires knowledge about traditional culture & society
- 10.2 Acquires knowledge about modern culture and society
- 10.3 Compares and contrasts

Number of periods: 05

Learning outcomes: The student will be able to,

- acquire knowledge about culture & society

Guideline for Explaining the Target Subject Input

Extracts of the prescribed literature compilation.

References:

Russian Literature (A Text Book for General Certificate Examination [Advanced Level] in Russian) 2009, Author Publication, ISBN 978-955-51636-1-3

Learning- Teaching process

1. Assignments
2. Presentations
3. Paraphrasing
4. Organization of Russian film festival and Russian Day

School Based Assessment

School Based Assessment - Introduction

Learning Teaching and Evaluation are the three major components of the process of Education. It is a fact that teachers should know that evaluation is used to assess the progress of the learning –teaching process. Moreover, teachers should know that these components influence mutually and develop each other. According to Formative Assessment (Continuous Assessment) fundamentals, assessment should take place during the process of teaching. Formative Assessment can be done at the beginning, in the middle, at the end and at any instance of the learning teaching process.

Teachers who expect to assess the progress of learning of the students should use an organized plan. School Based Assessment (SBA) process is not a mere examination method or a testing method. This programme is known as an intervention to develop learning of students and teaching of teachers. Furthermore, this process can be used to maximize the students' capacities by identifying their strengths and weaknesses closely.

When implementing SBA programmes, students are directed to exploratory processes through Learning Teaching activities and it is expected that teachers should be with the students facilitating, directing and observing the task they are engaged in.

At this juncture, students should be assessed continuously and the teacher should confirm whether the skills of the students get developed up to expected levels by assessing continuously. The learning-teaching process should not only provide proper experiences to the students but also check whether the students have acquired them properly. For this to happen, proper guidance should be given.

Teachers who are engaged in evaluation (assessment) would be able to supply guidance in two ways. They are commonly known as feedback and feed-forward. Teacher's role should be providing feedback to avoid learning difficulties when the students' weaknesses and inabilities are revealed and provide feed-forward when the abilities and the strengths are identified, to develop such strong skills of the students.

For the success in the teaching process, students need to identify which objectives of the course of study could be achieved and to what extent. Teachers are expected to judge the competency levels students have reached through evaluation and they should communicate information about student progress to parents and other relevant parties. The best method that can be used to assess is the SBA that provides the opportunity to assess students continuously.

Teachers who have got the above objectives in mind will use effective learning, teaching, and evaluation methods to make the teaching process and learning process effective. Following are the types of evaluation tools students and teachers can use. These types were introduced to teachers by the Department of Examination and National Institute of Education with the new reforms. Therefore, we expect that the teachers in the system would be well aware of them.

Types of assessment tools:

- | | |
|------------------------------|--------------------------|
| 1. Assignments | 2. Projects |
| 3. Survey | 4. Exploration |
| 5. Observation | 6. Exhibitions |
| 7. Field trips | 8. Short written reports |
| 9. Structured essays | 10. Open book test |
| 11. Creative activities | 12. Listening Tests |
| 13. Practical work | 14. Speech |
| 15. Self-creation | 16 Group work |
| 17. Concept maps | 18. Double entry journal |
| 19. Wall papers | 20. Quizzes |
| 21. Question and answer book | 22. Debates |
| 23. Panel discussions | 24. Seminars |
| 25. Impromptus speeches | 26. Role-plays |

Teachers are not expected to use the above-mentioned activities for all the units and for all the subjects. Teachers should be able to pick and choose the suitable type for the relevant units and for the relevant subjects to assess the progress of the students appropriately.

The types of assessment tools are mentioned in the Teacher's Instructional Manual. If the teachers try to avoid administering the relevant assessment tools in their classes, there will be lapses in exhibiting the growth of academic capacities, affective factors and psycho-motor skills in the students

Term : 1.

Competency : 1.0

Competency Level : 1.4

Type of assessment : presentation/exhibition

Activity 1. Listening attentively and Recognition of articulatory peculiarities and writing correctly.

Students' name	Listening attentively	Recognition of sound and word correctly	Use of letters in appropriate place	Clarity and cleanliness

Mark range

Reached the competency level	4
Satisfactory	3
Not reached the competency level	2

Term : 1.

Competency : 2.0

Competency Level : 2.1

Type of assessment : Written assignment

Activity 2. Compilation of Nouns according to their gender.

Students' name	Peculiarities of feminine gender according to their endings	Peculiarities of masculine gender according to their endings	Peculiarities of plural nouns	Clarity and cleanliness

Mark range

Reached the competency level	4
Satisfactory	3
Not reached the competency level	2

Term : 1.

Competency : 1.0

Competency Level : 2.1

Type of assessment : Written assignment

Activity 3. Write the declension patterns of nouns in three gender in singular and plural.

Students' name	Correct formation of noun according to each case	Question on each case(Кого? Чего? Кто? Что? и.т.д.)	Omission of endings	Clarity and cleanliness

Mark range

Reached the competency level	4
Satisfactory	3
Not reached the competency level	2

Term : 2.

Competency : 3.0

Competency Level : 3.1

Type of assessment : Written assignment

Activity 1. Conjugate an imperfect verb in past, present and future tenses.

Students' name	gender	person	number	tense	Clarity and cleanliness

Mark range

Reached the competency level	4
Satisfactory	3
Not reached the competency level	2

Term : 2.

Competency : 5.0

Competency Level : 5.3

Type of assessment : presentation

Activity 2. Greetings

Students' name	situational greeting	Self introduction	Introduce other persons	Clarity and cleanliness	Correct responses

Mark range

Reached the competency level	4
Satisfactory	3
Not reach the competency level	2

Term : 2.

Competency : 6.0

Competency Level : 6.2

Type of assessment : Assignment

Activity 3. Read the text and answer the questions

Students' name	comprehension	construction of sentences	Application of grammatical rules	Clarity and cleanliness

Mark range

Reached the competency level	4
Satisfactory	3
Not reached the competency level	2

Term : 3.

Competency : 7.0

Competency Level : 7.2

Type of assessment : Written assignment

Activity 1. Translate an extract from prescribed text.

Students' name	word order	tense pattern	aspect of verbs	content	Clarity and cleanliness

Mark range

Reached the competency level	4
Satisfactory	3
Not reached the competency level	2

Term : 3.

Competency : 8.0

Competency Level : 8.1

Type of assessment : written assignment

Activity 2. Translate a biography of eminent Russian writer in to mother

Students' name	word order	tense pattern	aspect of verbs	content	Clarity and cleanliness	language style

Mark range

Reached the competency level	4
Satisfactory	3
Not reached the competency level	2

Term : 3.

Competency : 10.0

Competency Level : 10.3

Type of assessment : Written assignment

Activity 3. Make a report on specific characteristics of biographies of prescribed Russian writers.

Students' name	specific characteristics	themes of writers	main characters of their literary works	personalization of specific characteristics of Russian writers	Clarity and cleanliness

Mark range

Reached the competency level 4

Satisfactory 3

Not reached the competency level 2