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
National Institute of Education
Maharagama
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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</table>
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, я

After a soft consonant the letters е, ё, ю and я indicate one sound: [э], [о], [у], and [а], respectively; нет [н ет], люди [л уд и].

The letters е, ё, ю and я indicate one sound combinations [йэ], [йо], [йу] and [йа], respectively:

1. at the beginning of a word: юг [йу], я [йа];
2. after a vowel: мое [йо], моя [йа];
3. After ь and ё: друзья [йа], съесть [йэ].
**Russian alphabet**

<table>
<thead>
<tr>
<th>буквы</th>
<th>sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Аа Аа</td>
<td>[a]</td>
</tr>
<tr>
<td>Бб Бб</td>
<td>[b]</td>
</tr>
<tr>
<td>Вв Вв</td>
<td>[v]</td>
</tr>
<tr>
<td>Гг Гг</td>
<td>[g]</td>
</tr>
<tr>
<td>Дд Дд</td>
<td>[d]</td>
</tr>
<tr>
<td>Ее Ее</td>
<td>[e]</td>
</tr>
<tr>
<td>Ёё Ёё</td>
<td>[jo]</td>
</tr>
<tr>
<td>Жж Жж</td>
<td>[z]</td>
</tr>
<tr>
<td>Зз Зз</td>
<td>[i]</td>
</tr>
<tr>
<td>Йй Йй</td>
<td>[r]</td>
</tr>
<tr>
<td>Кк Кк</td>
<td>[k]</td>
</tr>
<tr>
<td>Лл Лл</td>
<td>[l]</td>
</tr>
<tr>
<td>Мм Мм</td>
<td>[m]</td>
</tr>
<tr>
<td>Нн Нн</td>
<td>[n]</td>
</tr>
<tr>
<td>Оо Оо</td>
<td>[o]</td>
</tr>
<tr>
<td>Пп Пп</td>
<td>[p]</td>
</tr>
<tr>
<td>Рр Рр</td>
<td>[r]</td>
</tr>
<tr>
<td>Сс Сс</td>
<td>[s]</td>
</tr>
<tr>
<td>Тт Тт</td>
<td>[t]</td>
</tr>
<tr>
<td>Уу Уу</td>
<td>[u]</td>
</tr>
<tr>
<td>Фф Фф</td>
<td>[f]</td>
</tr>
<tr>
<td>Хх Хх</td>
<td>[h]</td>
</tr>
<tr>
<td>Цц Цц</td>
<td>[ts]</td>
</tr>
<tr>
<td>Чч Чч</td>
<td>[ch]</td>
</tr>
<tr>
<td>Щщ Щщ</td>
<td>[f:]</td>
</tr>
<tr>
<td>Ёы Ёы</td>
<td>[i]</td>
</tr>
<tr>
<td>Ьь Ьь</td>
<td>[i]</td>
</tr>
<tr>
<td>Ыы Ыы</td>
<td>[i]</td>
</tr>
<tr>
<td>Яя Яя</td>
<td>[ja]</td>
</tr>
</tbody>
</table>
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 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 [и], [у] 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, ъ are invariably soft.

Hard:
м, б, и, в, ф, д, т, з, с, н, л, р, г, к, х

Always hard:
ж, ш, ц

Correlative pairs
Soft:
м, б, и, в, ф, д, т, з, с, н, л, р, г, к, х

Always soft:
ч, ш, ъ

Pay attention to the pronunciation of the hard and soft consonants д – ґ; 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 ژ, к, ж, ш, ч, щ.

Voiced and voiceless consonants

Russian consonants may be voiced or voiceless.

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 [сам], зуб [зун], глаз [глаз], ноже [нос], луг [лук], but сады, зубы, глаза, ножи, луга, ложка [ложкъ], 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 [фсам], в клуб [фклуп], из клуба [исклубъ], and the final voiceless consonant of a preposition preceding the initial voiced consonant of the word that follows it becomes voiced: с доклада [здкладъ], от брата [збрать], 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

Это школа?
Это институт?
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**

![Intonational construction IC-4](image)

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:**

Старт 1

р е и б к а Н д и д м й О й х ( w д о р д и х т É’ и в и 2007

**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:
1. Identifies various types of nouns
2. Identifies peculiarities of the nouns
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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>neuter</td>
</tr>
<tr>
<td>(-ий, -ой)</td>
<td>(-ое)</td>
</tr>
<tr>
<td>новый, красный</td>
<td>новое, красное</td>
</tr>
<tr>
<td>молодой, лесной</td>
<td></td>
</tr>
</tbody>
</table>

*stressed vowels are underlined

The adjectives with a stem ending in the soft and sound acquire the endings -ий, -ее, -яя, -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 -е в after ж, ш, ч, щ if stress is on the stem (свежее молоко - fresh milk) otherwise is has the ending -е (большое окно - big window). There is a small group of adjectives called stressed adjectives. They have the ending -ой instead of -ий 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

<table>
<thead>
<tr>
<th>Stem ends in</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>к, г, х</td>
<td>masculine (-ий, -ой)</td>
<td>neuter (-ое, -ое)</td>
</tr>
<tr>
<td>ж, ш, ч, щ</td>
<td>свежий</td>
<td>свежее</td>
</tr>
</tbody>
</table>

**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, яя (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, -ым (синим морем, новым делом)
- for feminine -ей, -ой (синей лентами, новыми школами)

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, -ым (синим лентам, новым морям)
- accusative inanimate -ие, -ые (синие ленты, новые моря)
- accusative animate -их, -ых (чужих детей, новые студентов)
- instrumental -ими, -ыми (синими лентами, новыми школами)
- prepositional -их, -ых (о синих лентах, о новых школах)

### Classes of Russian pronouns

<table>
<thead>
<tr>
<th>Personal</th>
<th>1st person</th>
<th>I, we</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd person</td>
<td>ты, вы</td>
<td>you (sing), you (plural)</td>
</tr>
<tr>
<td>3rd person</td>
<td>он, она, оно, они</td>
<td>he, she, it, they</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflexive</th>
<th>себя</th>
<th>myself, oneself</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Possessive</th>
<th>мой, твой, наш, ваш, свой</th>
<th>my, your (familiar), our, your (polite/plural)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Demonstrative</th>
<th>тот, та, то, те; этот, этта, это; эти; такой, такая, такое, такие; столько</th>
<th>that; this; these; such; so much/many</th>
</tr>
</thead>
</table>

| Interrogative   | кто, что, какой, чей, | who, what, what/which, |
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 -е in the dative and prepositional cases (траве, о траве). Nouns which have initial form ending in -ия (армия, Наталья) get the ending -и in the dative and prepositional cases (армии, об армии, Натальи, о Натальи) Here is a chart that sums up the endings of first declension singular nouns.
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 олень, 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.

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular nouns endings</th>
<th>Examples *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>zero ending, -о, -е, -ий, -ие</td>
<td>олень</td>
</tr>
<tr>
<td>Genitive</td>
<td>-а, -я</td>
<td>оленя</td>
</tr>
<tr>
<td>Dative</td>
<td>-у, -ю</td>
<td>оленю</td>
</tr>
<tr>
<td>Accusative</td>
<td>-я, -о, -е, -ий, -ие</td>
<td>оления</td>
</tr>
<tr>
<td>Instrumental</td>
<td>-ем, -ом</td>
<td>оленем</td>
</tr>
<tr>
<td>Prepositional</td>
<td>-е, -и</td>
<td>(об) олень</td>
</tr>
</tbody>
</table>

* 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.

<table>
<thead>
<tr>
<th>Case</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Genitive</td>
<td>-и</td>
<td>дочери</td>
</tr>
<tr>
<td>Dative</td>
<td>-и</td>
<td>дочери</td>
</tr>
<tr>
<td>Accusative</td>
<td>zero ending</td>
<td>дочь</td>
</tr>
<tr>
<td>Instrumental</td>
<td>-ю</td>
<td>дочерью</td>
</tr>
<tr>
<td>Prepositional</td>
<td>-и</td>
<td>(о) дочери</td>
</tr>
</tbody>
</table>

* 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**

<table>
<thead>
<tr>
<th>Cases</th>
<th>Plural nouns endings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>-ы, -и</td>
<td>страны,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>линии</td>
</tr>
<tr>
<td>Genitive</td>
<td>-й</td>
<td>стран,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>линий</td>
</tr>
<tr>
<td>Dative</td>
<td>-ам, -ям</td>
<td>странам,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>линиям</td>
</tr>
<tr>
<td>Accusative</td>
<td>-ы, -и</td>
<td>страны,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>линий</td>
</tr>
<tr>
<td>Instrumental</td>
<td>-ами, -ами</td>
<td>странами,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>линиами</td>
</tr>
<tr>
<td>Prepositional</td>
<td>-ах, -ях</td>
<td>(о) странах</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(о) линиях</td>
</tr>
</tbody>
</table>

* Stressed vowels are underlined. Endings are in bold.

**Second declension**

<table>
<thead>
<tr>
<th>Cases</th>
<th>Plural nouns endings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>-а</td>
<td>окна,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>города</td>
</tr>
<tr>
<td>Genitive</td>
<td>-ов</td>
<td>окон,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>городов</td>
</tr>
<tr>
<td>Dative</td>
<td>-ам</td>
<td>окнам,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>городам</td>
</tr>
<tr>
<td>Accusative</td>
<td>-а</td>
<td>окна,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>города</td>
</tr>
<tr>
<td>Instrumental</td>
<td>-ами</td>
<td>окнами,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>городами</td>
</tr>
<tr>
<td>Prepositional</td>
<td>-ах</td>
<td>(об) окна</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(о) города</td>
</tr>
</tbody>
</table>

**Third declension**

<table>
<thead>
<tr>
<th>Cases</th>
<th>Plural nouns endings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>-и</td>
<td>ладони</td>
</tr>
<tr>
<td>Genitive</td>
<td>-й</td>
<td>ладоней</td>
</tr>
<tr>
<td>Dative</td>
<td>-ям</td>
<td>ладоням</td>
</tr>
<tr>
<td>Accusative</td>
<td>-и</td>
<td>ладони</td>
</tr>
<tr>
<td>Instrumental</td>
<td>-ямни</td>
<td>ладонями</td>
</tr>
<tr>
<td>Prepositional</td>
<td>-ях</td>
<td>(о) ладонях</td>
</tr>
</tbody>
</table>

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, озера, 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 ...).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Это берег чего?</td>
<td>Это берег реки.</td>
<td>-</td>
<td>This is the bank of what?</td>
<td>This is the bank of the river.</td>
</tr>
<tr>
<td>Это книга чья?</td>
<td>Это книга Лены.</td>
<td>-</td>
<td>Whose this book is?</td>
<td>This is Lena's book.</td>
</tr>
</tbody>
</table>

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, посереди, мимо, вдоль. However you should know that the genitive is not the only case used with these prepositions.

<table>
<thead>
<tr>
<th>без воды</th>
<th>without water</th>
</tr>
</thead>
<tbody>
<tr>
<td>для Вани</td>
<td>for Vanya</td>
</tr>
<tr>
<td>до окна</td>
<td>to the window</td>
</tr>
<tr>
<td>для чая</td>
<td>for tea</td>
</tr>
</tbody>
</table>
Usage of the Genitive case

The genitive case is used after the verbs просить, хотите, 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**

<table>
<thead>
<tr>
<th>Nominative</th>
<th>Remove</th>
<th>Add</th>
<th>Genitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>masculine</td>
<td>брат</td>
<td>--</td>
<td>а</td>
</tr>
<tr>
<td></td>
<td>чай</td>
<td>й</td>
<td>я</td>
</tr>
<tr>
<td>neuter</td>
<td>окно</td>
<td>о</td>
<td>а</td>
</tr>
<tr>
<td></td>
<td>море</td>
<td>е</td>
<td>я</td>
</tr>
<tr>
<td>feminine</td>
<td>печь</td>
<td>Ь</td>
<td>и</td>
</tr>
<tr>
<td></td>
<td>вода</td>
<td>а</td>
<td>ы</td>
</tr>
</tbody>
</table>

**Explanation of the table:**

Add -а to masculine nouns ending in a hard consonant (брать) 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**

14
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?).

<table>
<thead>
<tr>
<th>Nominative singular</th>
<th>Remove</th>
<th>Add</th>
<th>Genitive plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>masculine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>мост</td>
<td>--</td>
<td>ов</td>
<td>мостов</td>
</tr>
<tr>
<td>брат</td>
<td>--</td>
<td>ёев</td>
<td>братьев</td>
</tr>
<tr>
<td>край</td>
<td>й</td>
<td>ёв</td>
<td>крайёв</td>
</tr>
<tr>
<td>трамвай</td>
<td>й</td>
<td>ев</td>
<td>трамваев</td>
</tr>
<tr>
<td>учитель</td>
<td>ь</td>
<td>ей</td>
<td>учителей</td>
</tr>
</tbody>
</table>

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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>к сестре</td>
<td>to a sister</td>
</tr>
<tr>
<td>по воде</td>
<td>by water</td>
</tr>
<tr>
<td>согласно расписанию</td>
<td>according to time-table</td>
</tr>
<tr>
<td>благодаря брату</td>
<td>thanks to a brother</td>
</tr>
</tbody>
</table>

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 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 -у = сестру). 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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Nominative singular</th>
<th>Remove</th>
<th>Add</th>
<th>Dative</th>
</tr>
</thead>
<tbody>
<tr>
<td>masculine</td>
<td>брат</td>
<td>--</td>
<td>у</td>
<td>брату</td>
</tr>
<tr>
<td></td>
<td>чай</td>
<td>й</td>
<td>ю</td>
<td>чаяю</td>
</tr>
<tr>
<td></td>
<td>папа</td>
<td>а</td>
<td>е</td>
<td>папе</td>
</tr>
<tr>
<td>neuter</td>
<td>окно</td>
<td>о</td>
<td>у</td>
<td>окну</td>
</tr>
<tr>
<td></td>
<td>море</td>
<td>е</td>
<td>мо</td>
<td>морю</td>
</tr>
<tr>
<td>feminine</td>
<td>ночь</td>
<td>ь</td>
<td>и</td>
<td>ночи</td>
</tr>
<tr>
<td></td>
<td>вода</td>
<td>а</td>
<td>е</td>
<td>воде</td>
</tr>
</tbody>
</table>

**Explanation of the table:**

Add -у to masculine nouns ending in a hard consonant (брать) and neuter nouns ending in -о (окно).

Add -ю to masculine nouns ending in -й, -ь (чай, учитель) and neuter nouns ending in -е, -не (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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Nominative singular</th>
<th>Remove</th>
<th>Add</th>
<th>Dative plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>masculine</td>
<td>мост</td>
<td>--</td>
<td>ам</td>
<td>мостам</td>
</tr>
<tr>
<td></td>
<td>брат</td>
<td>--</td>
<td>ьям</td>
<td>братьям</td>
</tr>
<tr>
<td></td>
<td>край</td>
<td>й</td>
<td>ям</td>
<td>край</td>
</tr>
<tr>
<td></td>
<td>учитель</td>
<td>ь</td>
<td>ям</td>
<td>учителям</td>
</tr>
<tr>
<td>neuter</td>
<td>окно</td>
<td>о</td>
<td>ам</td>
<td>окнам</td>
</tr>
<tr>
<td></td>
<td>море</td>
<td>е</td>
<td>ям</td>
<td>морям</td>
</tr>
<tr>
<td>feminine</td>
<td>дочь*</td>
<td>ь</td>
<td>ям</td>
<td>дочерям</td>
</tr>
<tr>
<td></td>
<td>коса</td>
<td>--</td>
<td>м</td>
<td>косам</td>
</tr>
<tr>
<td></td>
<td>стая</td>
<td>--</td>
<td>м</td>
<td>стаям</td>
</tr>
</tbody>
</table>

- 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? Чего? (Whom? What?).

<table>
<thead>
<tr>
<th>Не надо винить кого?</th>
<th>Не надо винить сына.</th>
<th>Whom one should not accuse?</th>
<th>One should not accuse a son.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Катя читает что?</td>
<td>Катя читает книгу.</td>
<td>What is Katya reading?</td>
<td>Katya is reading a book.</td>
</tr>
</tbody>
</table>

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 (лунаБА 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

<table>
<thead>
<tr>
<th></th>
<th>Nominative singular</th>
<th>Remove</th>
<th>Add</th>
<th>Accusative singular</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>inanimate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feminine ending in -ь</td>
<td>стол</td>
<td>чай</td>
<td>ветер</td>
<td>стол</td>
</tr>
<tr>
<td>feminine ending in -а, -я</td>
<td>окно</td>
<td>море</td>
<td></td>
<td>окно</td>
</tr>
<tr>
<td>feminine ending in -а, -я</td>
<td>ночь</td>
<td></td>
<td></td>
<td>ночь</td>
</tr>
<tr>
<td>feminine ending in -а, -я</td>
<td>дочь</td>
<td></td>
<td></td>
<td>дочь</td>
</tr>
<tr>
<td>feminine ending in -а, -я</td>
<td>отец</td>
<td>журавль</td>
<td>--</td>
<td>я</td>
</tr>
<tr>
<td>feminine ending in -а, -я</td>
<td>бочка</td>
<td>воля</td>
<td>а</td>
<td>я</td>
</tr>
<tr>
<td>feminine ending in -а, -я</td>
<td>вода</td>
<td>а</td>
<td>у</td>
<td>воду</td>
</tr>
</tbody>
</table>
### The Accusative of plural nouns

<table>
<thead>
<tr>
<th>Case</th>
<th>Gender</th>
<th>Nominative singular (plural)</th>
<th>Remove</th>
<th>Add</th>
<th>Accusative plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>inanimate</strong></td>
<td>masculine</td>
<td>стол (столы)</td>
<td>чай (чай)</td>
<td>ветер (ветры)</td>
<td>столы</td>
</tr>
<tr>
<td><strong>animate</strong></td>
<td>neuter</td>
<td>окно (окна)</td>
<td>море (моря)</td>
<td></td>
<td>окна</td>
</tr>
<tr>
<td><strong>animate</strong></td>
<td>feminine</td>
<td>ночь (ночи)</td>
<td></td>
<td></td>
<td>Ночи</td>
</tr>
<tr>
<td><strong>animate</strong></td>
<td>feminine ending in -ь</td>
<td>дочь</td>
<td></td>
<td>ь</td>
<td>ей</td>
</tr>
<tr>
<td><strong>animate</strong></td>
<td>masculine</td>
<td>отец</td>
<td>журавль</td>
<td></td>
<td>ь</td>
</tr>
<tr>
<td><strong>animate</strong></td>
<td>feminine and masculine ending in -а, -я</td>
<td>бочка</td>
<td>(бочки)</td>
<td>стая (стаи)</td>
<td>бочки</td>
</tr>
<tr>
<td><strong>animate</strong></td>
<td>feminine ending in -а, -я</td>
<td>вода (воды)</td>
<td>книга (книги)</td>
<td></td>
<td>воды</td>
</tr>
</tbody>
</table>

### The Instrumental

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

<table>
<thead>
<tr>
<th>Я восхищаюсь чем?</th>
<th>Я восхищаюсь его талантом.</th>
<th>(literally) I am carried away by his talent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Катя работает кем?</td>
<td>Катя работает врачом.</td>
<td>(literally) As who does Katya work? Katya works as a doctor.</td>
</tr>
</tbody>
</table>

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 полем (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:

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Dative</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>за домом</td>
<td>behind the house</td>
<td></td>
</tr>
<tr>
<td>над столом</td>
<td>over the table</td>
<td></td>
</tr>
<tr>
<td>перед рекой</td>
<td>in front of the river</td>
<td></td>
</tr>
<tr>
<td>под водой</td>
<td>under water</td>
<td></td>
</tr>
<tr>
<td>с учителем</td>
<td>with the teacher</td>
<td></td>
</tr>
</tbody>
</table>

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, -ямы (plural).

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

### The instrumental of singular nouns

<table>
<thead>
<tr>
<th>Nominative singular</th>
<th>Remove</th>
<th>Add</th>
<th>Dative</th>
</tr>
</thead>
<tbody>
<tr>
<td>masculine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>брат</td>
<td>--</td>
<td>ом</td>
<td>братом</td>
</tr>
<tr>
<td>чай</td>
<td>й</td>
<td>ем</td>
<td>чаем</td>
</tr>
<tr>
<td>пapa</td>
<td>а</td>
<td>ой</td>
<td>папой</td>
</tr>
<tr>
<td>neuter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>окно</td>
<td>о</td>
<td>ом</td>
<td>окном</td>
</tr>
<tr>
<td>море</td>
<td>е</td>
<td>ем</td>
<td>морем</td>
</tr>
<tr>
<td>feminine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ночь</td>
<td>й</td>
<td>бью</td>
<td>ночью</td>
</tr>
<tr>
<td>вода</td>
<td>а</td>
<td>ой</td>
<td>водой</td>
</tr>
</tbody>
</table>

**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 -ямы to masculine nouns ending in -ъ, 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.

<table>
<thead>
<tr>
<th>The prepositional of singular nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative singular</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>masculine</td>
</tr>
<tr>
<td>брат</td>
</tr>
<tr>
<td>чай</td>
</tr>
<tr>
<td>папа</td>
</tr>
<tr>
<td>санаторий</td>
</tr>
<tr>
<td>сад</td>
</tr>
<tr>
<td>neuter</td>
</tr>
<tr>
<td>окно</td>
</tr>
<tr>
<td>море</td>
</tr>
<tr>
<td>открытие</td>
</tr>
<tr>
<td>feminine</td>
</tr>
<tr>
<td>ночь</td>
</tr>
<tr>
<td>вода</td>
</tr>
</tbody>
</table>
Explanation of the table:

All feminine nouns ending in -ь, -не, 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 береге.

<table>
<thead>
<tr>
<th>The prepositional of plural nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative singular</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>masculine</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>neuter</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>feminine</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

References:

01. Russian in Exercises by S. Khavronina and A. Shirochenskaya Moscow 2000
02. Грамматика русского языка в иллюстрациях К.И.Пелиханова,М.Н.Лебедева. Москва.1991 ISBN 5-200-00946-4
03. Ю.Г. Овсиенко, Русский язык для начинающих (для говорящих на английском языке) Издательство «РУССКИЙ ЯЗЫК» Москва 2004, ISBN 5-200-03247-4
05. Hemantha Sirisena, ПУССКИЙ ЯЗЫК INTRODUCTORY PHONETIC AND LEXICAL COURSE IN RUSSIAN ISBN 978-955-96948-3-0

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.

Group activity:

Above activities are to be applied by pairs or groups according to the lesion plan.
Unit 03
Russian Verb

**Competency:** Uses basics grammatical components and patterns of simple sentences

**Competency Level:**
1. 1 Makes sentences using basic grammatical components
2. 2 Acquires peculiarities of the Russian verbs
3. 3 Counts numbers
4. 4 Counts months and days
5. 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**

<table>
<thead>
<tr>
<th>TENSE AND ASPECT</th>
<th>USAGE</th>
<th>EXAMPLE SENTENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PAST TENSE, IMPERFECTIVE ASPECT</strong></td>
<td>Used to designate an action that began and ended at a particular time in the past; the result is not important for the speaker</td>
<td>Вчера вечером он читал книгу.</td>
</tr>
<tr>
<td></td>
<td>Used for an action that occurred over period of time but was completed in the past; the action, not duration, is emphasized</td>
<td>Он плавал в бассейне весь день.</td>
</tr>
<tr>
<td></td>
<td>Used for an activity that took place regularly in the past</td>
<td>Во время каникул мы ходили в кино каждое утро.</td>
</tr>
<tr>
<td></td>
<td>Used for actions occurred over period of time simultaneously but were completed in the past</td>
<td>Когда я читал книгу, брат смотрел телевизор.</td>
</tr>
<tr>
<td></td>
<td>Used when the result of an action is nullified, i.e. an opposite action occurred</td>
<td>В комнате холодно, потому что я открывал окно. (i.e. открыл и закрыл)</td>
</tr>
<tr>
<td></td>
<td>Used for an action that occurred over period of time but was completed in the</td>
<td>Он строил дом целый месяц.</td>
</tr>
<tr>
<td><strong>TENSE</strong></td>
<td><strong>ASPECT</strong></td>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Past, Perfective</td>
<td>Used to emphasize the result of an action that began and ended at a particular time in the past</td>
<td>Вчера вечером я прочитал книгу от начала до конца.</td>
</tr>
<tr>
<td>Present, Imperfective</td>
<td>Used when the result of an action remains</td>
<td>Он надел новую рубашку. (i.e. he put on and it's still on)</td>
</tr>
<tr>
<td>Future, Imperfective</td>
<td>Used for an action that will be finished at a particular time in the future</td>
<td>Вечером она приготовит ужин.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TENSE</strong></th>
<th><strong>ASPECT</strong></th>
<th><strong>Example</strong></th>
<th><strong>Translation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Past, Perfective</td>
<td>Used to emphasize the result of an action that began and ended at a particular time in the past</td>
<td>Когда мы пришли в класс, учитель уже ушёл домой. Мы успели сыграть партию в шахматы до того, как пришёл Андрей.</td>
<td>Andrei lives in Moscow.</td>
</tr>
<tr>
<td>Present, Imperfective</td>
<td>Used for a present state of affairs</td>
<td>Волга впадает в Каспийское море. Солнце встаёт на востоке.</td>
<td>Every morning he reads the newspapers.</td>
</tr>
<tr>
<td>Future, Imperfective</td>
<td>Used for future timetables and arrangements</td>
<td>Поезд отходит в 12:00. Решено. Мы идём в кино.</td>
<td>The train departs at 12:00. It's decided. We're going to the cinema.</td>
</tr>
<tr>
<td>Future, Perfective</td>
<td>Used for an action that will be finished at a particular time in the future</td>
<td>Завтра утром я буду играть в теннис. Вечером она будет готовить ужин.</td>
<td>The sun rises in the east.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TENSE</strong></th>
<th><strong>ASPECT</strong></th>
<th><strong>Example</strong></th>
<th><strong>Translation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Past, Imperfective</td>
<td>Used for a past action that had a result before another past action that also had a result</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present, Imperfective</td>
<td>Used for a general fact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future, Imperfective</td>
<td>Used for a specific action that is occurring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future, Imperfective</td>
<td>Used for an activity that takes place over period of time specified</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24
**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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ты (you - singular)</td>
<td>читаешь</td>
</tr>
<tr>
<td>он (he)</td>
<td>читает</td>
</tr>
<tr>
<td>мы (we)</td>
<td>читаем</td>
</tr>
<tr>
<td>вы (you - plural)</td>
<td>читаете</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ты (you - singular)</td>
<td>веришь</td>
</tr>
<tr>
<td>он (he)</td>
<td>верит</td>
</tr>
<tr>
<td>мы (we)</td>
<td>верим</td>
</tr>
<tr>
<td>вы (you - plural)</td>
<td>верите</td>
</tr>
</tbody>
</table>

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 запраывать, клеить, беспокойтть. Exceptions are: брить, стелить, носбрить, 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, завернуть, перетерпеть, etc.

3. Four verbs ending in -ать: гнать, дышать, держать, слышать + all verbs derived from them, like прорвать, 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)

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>хочу</td>
<td>хотим</td>
</tr>
<tr>
<td>2nd person</td>
<td>хочешь</td>
<td>хотите</td>
</tr>
<tr>
<td>3rd person</td>
<td>хочет</td>
<td>хотят</td>
</tr>
</tbody>
</table>

### бежать (to run)

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>бегу</td>
<td>бежим</td>
</tr>
<tr>
<td>2nd person</td>
<td>бежишь</td>
<td>бежим</td>
</tr>
<tr>
<td>3rd person</td>
<td>бежит</td>
<td>бегут</td>
</tr>
</tbody>
</table>

### 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).
The concept of the **indicative mood** was mentioned above. The indicative mood (изъявителное 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), общаяю ([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,
Подымается корабли --
Не губи ты нашу душу:
Выпlesни ты нас на сушу!

In this excerpt from a poem by Pushkin, the verbs плешь (you] splash), точишь, топишь (sink), подымается (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, развевшись, **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), гордишься (**you** are proud), целишься (**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:

<table>
<thead>
<tr>
<th>theme</th>
<th>rheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>В прошлом году мой друг</td>
<td>построил дом.</td>
</tr>
</tbody>
</table>

(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
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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 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.
  - Наталя 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
таможная
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

**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:**
- 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**


**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


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:

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:


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.

<table>
<thead>
<tr>
<th>Students' name</th>
<th>Listening attentively</th>
<th>Recognition of sound and word correctly</th>
<th>Use of letters in appropriate place</th>
<th>Clarity and cleanliness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Students' name</th>
<th>Peculiarities of feminine gender according to their endings</th>
<th>Peculiarities of masculine gender according to their endings</th>
<th>Peculiarities of plural nouns</th>
<th>Clarity and cleanliness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

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.

<table>
<thead>
<tr>
<th>Students' name</th>
<th>gender</th>
<th>person</th>
<th>number</th>
<th>tense</th>
<th>Clarity and cleanliness</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Students' name</th>
<th>situational greeting</th>
<th>Self introduction</th>
<th>Introduce other persons</th>
<th>Clarity and cleanliness</th>
<th>Correct responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students' name</th>
<th>comprehension</th>
<th>construction of sentences</th>
<th>Application of grammatical rules</th>
<th>Clarity and cleanliness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Students' name</th>
<th>word order</th>
<th>tense pattern</th>
<th>aspect of verbs</th>
<th>content</th>
<th>Clarity and cleanliness</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Students' name</th>
<th>word order</th>
<th>tense pattern</th>
<th>aspect of verbs</th>
<th>content</th>
<th>Clarity and cleanliness</th>
<th>language style</th>
</tr>
</thead>
</table>

Mark range

Reached the competency level 4
Satisfactory 3
Not reached the competency level 2
Activity 3. Make a report on specific characteristics of biographies of prescribed Russian writers.

Mark range

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