

Interactive Russian Grammar: The Case System

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Introduction

My paper addresses a problem many of us in North American college language programs confront regularly, the solution to which regularly and frustratingly remains just out of our reach. I refer to the teaching of the most basic and most crucial element of Russian grammar, namely, its case system, and teaching it to our students whose native language, English, does not have such a system.

As I teach the Russian cases, I see vividly the disconnect between grammar presented for students (simplified, episodic, based on the "pick it up along the way" principle) and the learned papers on Russian grammar by linguists, which are barely comprehensible to a non-linguist. Materials in the middle are lacking—materials to help a literature professor acting as a "de facto" language instructor understand and address the needs of students as they learn this crucial segment of basic Russian grammar.

This core element of Russian grammar is presented to students in the first year of college language study, is revisited in the second year, and very often by the third year students either manage to completely block it out from their memory (as if it were some traumatic experience that happened "a long time ago"—that is, before summer break—but most importantly due to the lack of practice) or demonstrate a partial or even complete lack of understanding or misunderstanding of this system forcing us to deal with it again in the third year. Not only is it frustrating for both the students and the language instructor; but from the point of view of their overall proficiency, the lack of control of the case system holds our students back. There can be no talk of advanced language proficiency without a complete and automatic mastery of this basic system. Unfortunately, regardless of the specific textbooks used, the students very often manage not to have a general idea and mastery of this system even by the third year of study.

In the following pages I would like to share my interactive approach to Russian grammar, which I have developed and used to supplement a first, second, or third-year Russian textbook in order to achieve the following two goals. First and foremost, I wanted to present to the students, in a meaningful and memorable way, the case system and its functions so that they would be able to choose the necessary case quickly and confidently. Secondly, I wanted to provide them with ample opportunities to practice applying the case system in a way that supplies them with instant feedback and positive reinforcement. Thus the practical part of my approach focuses on the correct forms of nouns and adjectives in appropriate cases.

I have been referring to my approach as an "interactive Russian grammar." While I am aware of a number of educational materials focusing on Russian grammar, it is my belief that my humble contribution to language pedagogy, due to its simplicity and practicality (employed and validated in many Russian language courses over a number of years) could be useful to others.

Case Usage

My approach is not linguistic, but pedagogical: I draw my broad categories of language and grammar from my experience teaching and testing two Slavic languages that feature a case system, Russian and Polish. When students whose native language does not feature a case system encounter this system in Russian, their confusion is understandable and the question that plagues them is, "How do I choose the right case in each instance?"

I believe that for practical purposes the following four categories are essential for making the right case choice: 1) key concepts, both grammatical and lexical; 2) verbs and set phrases; 3) prepositions; and 4) time expressions, a difficult, seemingly inexplicable category that is often not given the attention it deserves.

The key grammatical concepts, which determine the choice of the case, are as follows: subject, direct object, indirect object, agent in a passive construction. Additionally I include lexical concepts, which require a specific case to be expressed, such as possession, age, direction, transportation, location, etc.

The following two categories appear obvious: it is just a fact of life that prepositions and verbs often require a specific case. But it is important to remind the students of the rigid nature of verb government in Russian, to help them review this relationship and to encourage them to keep track of all the new verbs and the cases required by them.¹ Discussing the prepositions it is important to emphasize which prepositions are unambiguous helpers (the ones that indicate only one possible case, like the preposition "к"/"к"² that always requires the Dative case), and which ones may be misleading and can denote various meanings in various instances ("в"/"в" with Accusative to express direction vs. "в"/"в" with Prepositional to express location).

The last category, that of time expressions, may appear surprising, yet is a very helpful addition to my case system. When students learn which case is needed to indicate an event taking place at a specific hour, on a certain date, during a certain week or year, they further their language mastery and feel more comfortable with their progress.

My goal is to present to the students the key factors in deciding which grammatical case to use; to work with them on one case at a time, discovering the regularities for each case and thus gradually, one case at a time, to create, in collaboration, a table of case usage which would become a valuable reference tool for them.

A sample row in the table of case usage, which my students and I work on together, will look like the following table (taking just one case as an example) (see Appendix A):

Case	Key Concepts (Grammatical & Lexical)	Verbs & Phrases	Prepositions	Time Expressions

¹ Marika Kalyuga discusses (in her article "The Use of Different Cases with Russian Verbs of Similar Meaning") one intriguing example of verb government – why Russian synonyms of the verb "to teach" require different cases.

² Throughout this article Russian words and text excerpts will be translated; case questions and prepositions will be transliterated since it is impossible to translate the case questions without the prepositions, and prepositions often have multiple meanings depending upon the context. The case endings will be left in Russian.

It is important to emphasize that overlapping between the categories is natural and inevitable in this approach, and that is not a drawback—the more cognitive links students form with one and the same concept, the more times they encounter it in different contexts, the greater the likelihood that they will be able to memorize and acquire it. Thus, for example in the phrase "купить книгу брату" [to buy a book for one's brother] you could argue that the second noun is in the Dative case since it is an indirect object of the verb, yet at the same time the students might also notice that "купить" [to buy] is one of those verbs that work with both direct and indirect objects and thus consider the verb the primary reason for using the Dative case in this sentence. Both explanations are, of course, correct, and it can be only beneficial for the students if they are aware of this overlapping.

The most important aspect of my introduction of this system is that it is not given to the students as a final product. Instead, after introducing the idea and the categories that contribute to the choice of a specific case, I encourage them to work in groups and to extract this information about one case at a time using an assigned text. Last time I used my interactive grammar was in an intermediate course (second semester of second year) where the primary textbook was *Russian Stage II*. The text, therefore, comes from this book, and is only slightly modified in order to illustrate a number of various usages of one and the same case in a brief excerpt:

Таня:

Хорошо, что я приехала к вам. [It is good that I came to you.] Я походила по вашему саду, у вас такой замечательный сад! [I walked in your garden, you have a wonderful garden!]

Людмила:

Это мой муж занимается этим, вы ему об этом и скажите. [My husband takes care of it, you should tell this to him yourself.]

Таня:

Вы смотрите передачу «До шестнадцати и старше» по телевизору? [Do you watch the show "Sixteen and

Older"?) Ее показывают по первому каналу. [They show it on the first channel.]

Людмила:

Да, мы смотрим эту передачу по вечерам. [Yes, we watch this show in the evening.]

Миша (по телевизору):

Я потерял паспорт! [I have lost my passport!] Если кто-нибудь нашел его, у меня к вам огромная просьба: позвоните по телефону ... [If someone has found it, I have a request to you: could you please call this number... ?] Он мне очень нужен! [I need it desperately!]

The inductive approach to the grammar and the task designed to be performed in pairs has a number of advantages.³ While there are always some students who feel more comfortable with the deductive mode of learning (first the rules then the examples), the majority of student learners one encounters in academia tend to be more comfortable with the inductive mode: given the material for analysis, they can and they prefer to discern the underlying rules and systematic features of the text in order to formulate these rules on their own. Additionally, with the surge of energy and motivation when they are given a chance to work on such a task in collaboration with their classmates (and, in some groups, with a bit of competitiveness) the process becomes enjoyable and the results all the more memorable and thus conducive to language study. To sum up the actual process: when we begin with the discussion of the first case (whatever this might be) I would briefly describe the categories for choosing a case, provide groups of students with empty charts, hand out a language

³ While one may argue that both inductive and deductive methods of presenting grammar to students have their advantages (see, for example, *Teaching Language in Context* by Alice Ommagio Hadley, pp. 490-493), I believe that in many cases an inductive method is more efficient. For example, Jennifer Bown's article "Now I Know My АБВs" describes a study that focuses on the relative effectiveness of inductive vs. deductive methods of teaching the Russian alphabet and proves the noticeably higher effectiveness of the former approach. This observation is applicable to other aspects of language instruction, including the presentation of grammar principles.

sample (from the textbook we work with, ideally from a recently studied chapter), and encourage them to find those concepts, verbs, prepositions and time expressions that require the usage of a given case.

The students work in pairs for a certain amount of time (5-10 minutes), then we discuss their observations and compare notes and at the end of the discussion they get a handout with information on this one case:

Case	Key Concepts (Grammatical & Lexical)	Verbs & Phrases	Prepositions	Time Expressions
Dative	Indirect object Age Liking Impersonal constructions Logical subject (with modal expressions)	Verbs requiring an indirect object, often in conjunction with the direct object: покупать что-то кому-то [to buy something for somebody]	К / К ПО / ПО	Regular events: по вечерам [in the evening] Moment of completion: к вечеру [by the evening]

The next step after this initial review of one case's functions is to practice them at home.

This review of the case system can be done at the end of the first year of Russian; in the course of the fourth semester of Russian (second semester of second year), at the beginning of the third year, or whenever the students need it. The last time I incorporated this case review method into a language course was in the spring of 2008, in the fourth semester of Russian. A semester normally lasts for sixteen weeks, and I tried to spread this review more or less evenly throughout the semester. Since Nominative case appears self-explanatory (for practical purposes) we did not devote time to it apart from a brief reminder that it is mostly used for the subject of the sentence and the endings are the ones listed in the dictionary. I scheduled each new case to be reviewed every three weeks. After the first case review the exercises were focused on this one case exclusively,

but with each additional case the exercises got more and more complex as they would deal with two, then three cases at a time until at the end of the semester the exercises incorporated all the cases. As mentioned before, after each case discussed in the classroom the students were given a handout on this one case (Appendix B), and at the end of the semester – a chart with information on the usage of all the cases (Appendix G.)

Case Endings

Only a few brief remarks are necessary here. While the choice of a certain case imposes an analytical task on the learner of Russian, the usage of a correct case ending appears a much more straightforward task. It may seem that all that is needed is for the student to have a good chart, to memorize it reverently, and to apply it consistently. Yet some nuances have to be addressed here as well.

First of all, while there exists an infinite number of tables with Russian endings I tried to create one that would take its transparency and usefulness a little bit further. As nouns are normally preceded by adjectives and in a majority of cases they are used together (a noun preceded by an adjective), I pulled the endings of adjectives and nouns together in one comprehensive, visually transparent chart (Appendix H). Even within the correct case the student faces, once again, a large number of choices. It is important to stress that the choice of the correct noun ending is made independently from choosing the adjectival ending. When students are aware of the main principles governing the choice of the correct ending (keeping the quality of the last consonant of the stem the same – hard if it was hard to begin with and soft if it was soft to begin with) they will benefit from abundant and regular practice with instant and non-threatening feedback. This is possible to provide by assigning written grammar exercises as homework together with answer key sheets and discussing the surprising and confusing variations in answers in class.

Written Practice⁴

Written practice is the next necessary step in the acquisition of the Russian case system, after the discussion of case usage in class. My exercises designed for this narrow purpose, correctly using cases and case endings, are mechanical. I believe that the whole range of exercise types (mechanical, meaningful, communicative and situational) is important for language study and all types have their strengths for particular purposes. Russian beginning and intermediate textbooks seem to shy away from (or provide an inadequate number of) mechanical exercises, I find, and I attempt to compensate this shortcoming by supplementing a textbook with my mechanical grammar exercises.⁵

After the introduction of the first grammatical case (no specific order here – rather one may choose the case they have just been dealing with in the course or the one that consistently causes difficulties for students), homework exercises tailored to this new knowledge should be assigned – that is, no choice of case can be involved here. Instead, the goal should be to provide plentiful opportunities for practicing the correct case endings (Appendix C). After the students have worked on this exercise individually (usually at home over the weekend) is the ideal moment to discuss the variations in case endings and review the definition and application of the spelling rules and the general principles governing the choice of correct case ending.

After discussing the second case in class, home exercises would incorporate the case selection (Appendix E) and additionally

⁴ Beginning and intermediate students are expected to write their assignments in cursive Cyrillic to give them an opportunity to work on their Russian handwriting skills. Those advanced students who have achieved a degree of mastery in their handwriting (by which I mean correct cursive, with no block letters) are encouraged to type their written assignments in Cyrillic.

⁵ Actually, it is easy to supplement the mechanical exercises with meaningful ones. For example, the exercises designed to practice the Dative case in Appendix C could conclude with a few incomplete statements such as "я дарю цветы..." [I give flowers to...], "я слушаю курсы по..." [I take courses in...], "я люблю ходить в гости к..." [I like visiting...] Completing these statements students are encouraged to use the Dative case and also to provide some personalized information.

provide chances to practice choosing the right endings – using a steadily expanding breadth of vocabulary and complexity of exercises, as each case is added to the picture.

By the end of the semester in the course in which this interactive approach has been applied, such grammatical exercises can be assigned weekly (normally for the weekend) and would incorporate all the cases, new verbs and new contexts (Appendix F). Gradually students' confidence with case choices and usage grows as does their satisfaction with the process of learning as they notice that not only are their test scores improving but they can express themselves more easily and correctly.

Oral Practice⁶

Ideally oral practice would be the second component to the interactive approach to this review of Russian case system, and two distinct types of oral practice exercises that can be used are oral drills (mechanical) and lexical questions (communicative).

Oral drills can provide invaluable help to students in learning the case system as well as in acquiring confidence in using it. However, practical considerations—the time and resources involved for individual instructors in making recordings—discourages this practice. Until now I have encountered the kind of mechanical oral exercises I have in mind only twice—in a Russian beginning textbook (the first-year textbook *Golosa*, in the workbook) and in some educational materials for studying Polish. These texts would set up a lexical situa-

⁶ Stress patterns in Russian are complex and may appear unpredictable; while this is a matter of concern at any stage of teaching and learning Russian, it can be consistently dealt with when the students are beyond the beginning and intermediate stages of instruction. At the beginning and intermediate levels, particularly in oral practice, it is important to draw the students' attention to instances when the stress changes in declensions and to instances when a change in stress involves a change in meaning. Some textbooks offer advanced students help in this regard, for example, there is a chapter on stress in Derek Offord's *Using Russian*. I am grateful to this paper's reviewer for suggesting that I touch on this important aspect of learning Russian.

tion requiring the usage of a specific case and would prompt the student to provide the given expressions in the necessary case (with pauses on the tape and correct answers provided after each pause).

Whether oral drills are available or not, another valuable kind of exercise can be "lexical questions"—personalized questions based on new vocabulary which, while providing a chance for the students to exchange new information, allow the student to practice a specific case endings orally (Appendix D). I formulate these questions with a familiar form of address to provide an additional opportunity for the students to practice this feature of Russian. They discuss these questions in pairs and afterwards report their findings to the whole class.

Conclusion

This interactive approach to learning/practicing/reviewing the Russian case system was designed to address a burning issue in a college language program—the insufficient focus on the basics of grammar, particularly at the beginning and intermediate levels (which often is all there is). It can be tailored to a range of students, language courses and textbooks. A language instructor can, using this approach, develop his or her own materials. The key elements of this approach – an interactive class discussion of case usages and endings, supplemented by abundant written exercises with answer keys, which encourage independent study, and oral practice, which fosters communication—allow the students not only to further their understanding of Russian grammar. It also allows them to experience success with challenging subject matter, they "have fun," they have opportunities to work together with their classmates and to contribute to the atmosphere of a classroom community. Moreover, they build a solid foundation for their subsequent language study. Given these outcomes, the additional investment of the instructor's time and effort is more than justified.

Appendix A

Grammar Review: Dative Case

Таня:

Хорошо, что я приехала к вам. [It is good that I came to you.] Я походила по вашему саду, у вас такой

замечательный сад! [I walked in your garden, you have a wonderful garden!]

Людмила:

Это мой муж занимается этим, вы ему об этом и скажите. [My husband takes care of it, you should tell this to him yourself.]

Таня:

Вы смотрите передачу «До шестнадцати и старше» по телевизору? [Do you watch the show "Sixteen and Older"?) Ее показывают по первому каналу. [They show it on the first channel.]

Людмила:

Да, мы смотрим эту передачу по вечерам. [Yes, we watch this show in the evening.]

Миша (по телевизору):

Я потерял паспорт! [I have lost my passport!] Если кто-нибудь нашел его, у меня к вам огромная просьба: позвоните по телефону ... [If someone has found it, I have a request to you: could you please call this number...?] Он мне очень нужен! [I need it desperately!]

Reasons to use a specific case			
Key concepts			
Prepositions			
Verbs/Phrases			
Time Expressions			
Forms for Adjectives and Nouns ⁷			
Masculine	Neuter	Feminine	Plural

⁷ An instructor can either incorporate the review of the case endings at the same time the usage of the cases is discussed or choose to separate these tasks – it all depends on the level and needs of the students and the nature of the specific language course. It can be argued that either way can be preferable under specific circumstances.

Appendix B

Grammar Review: Dative Case

Таня:

Хорошо, что я приехала к вам. [It is good that I came to you.] Я походила по вашему саду, у вас такой замечательный сад! [I walked in your garden, you have a wonderful garden!]

Людмила:

Это мой муж занимается этим, вы ему об этом и скажите. [My husband takes care of it, you should tell this to him yourself.]

Таня:

Вы смотрите передачу «До шестнадцати и старше» по телевизору? [Do you watch the show "Sixteen and Older"?) Ее показывают по первому каналу. [They show it on the first channel.]

Людмила:

Да, мы смотрим эту передачу по вечерам. [Yes, we watch this show in the evening.]

Миша (по телевизору):

Я потерял паспорт! [I have lost my passport!] Если кто-нибудь нашел его, у меня к вам огромная просьба: позвоните по телефону ... [If someone has found it, I have a request to you: could you please call this number... ?] Он мне очень нужен! [I need it desperately!]

Reasons to use a specific case (Dative)	
Key concepts	Indirect object/Age/Liking/Impersonal constructions/Logical subject (with modal expressions)
Prepositions	К/К ПО/ПО
Verbs/Phrases	Verbs requiring an indirect object (often in conjunction with the direct object): дарить [to give as a gift], покупать [to buy], читать [to read], ... что-то кому-то [something to somebody]

Time Expressions	Regular events: по утрам [in the morning], Moment of completion: к вечеру [by the evening]	
Forms of Adjectives and Nouns		
Masculine & Neuter	Feminine	Plural
-ому/ему -у/ю	-ой/ей -е/и	-ым/им -ам/ям

Appendix C

Written Grammar Practice (Dative Case)

1. Я скучаю по ... [I miss ...]

(вареные грибы [cooked mushrooms], жареная курица [fried chicken], сливочное масло [butter], черная икра [black caviar], красная рыба [salmon])

2. Дать белое вино к ... [To serve white wine with ...]

(вареные грибы [cooked mushrooms], жареная курица [fried chicken], вкусный сыр [tasty cheese], рыба с рисом [fish and rice], пицца с ананасом [pizza with pineapple])

3. Подарить цветы... [To give flowers to ...]

(лауреат Нобелевской премии [Nobel prize winner], знаменитая актриса [famous actress], профессиональный актер [professional actor], известный композитор [famous composer], симпатичная официантка [a nice waitress])

4. Ходить в гости к ... [To come visit ...]

(знаменитый учитель [a famous teacher], классный механик [a great mechanic], обычный милиционер [regular policeman], простой шофер [regular driver], симпатичная секретарша [a pretty secretary])

5. Курс по ... [A course in ...]

(американская литература [American literature], английский язык [English language], современная лингвистика [modern linguistics], международная политика [foreign politics], классический русский роман [classic Russian novel])

6. Спектакль по ... [A production based on ...]

(пьеса Булгакова [Bulgakov's play], роман Достоевского [Dostoyevski's novel], рассказ Толстого [Tolstoi's story], мемуары

Солженицына [Solzhenitsyn's memoirs], письма Чехова [Chekhov's letters])

7. Гулять по ... [To walk in ...]

(красивый парк [a beautiful park], центр города [downtown], улицы Москвы [Moscow streets], бульвары Петербурга [Petersburg boulevards], зеленые аллеи Колумбии [green alleys of Columbia])

Appendix D

Oral Grammar Practice (Dative Case)

1. К кому ты ходишь в гости и почему? [Whom do you visit and why?]
2. Кому ты покупаешь подарки? [Who do you buy presents for?]
На какие праздники? [On what occasions?] Почему? [Why?]
3. Чему ты радуешься? [What are you excited about?]
4. По какому предмету у тебя всегда хорошие отметки? [Which subjects do you excel in?]
5. У тебя был любимый учитель (любимая учительница) в школе? [Did you have a favorite teacher in school?] По какому предмету? [In what subject?]
6. Как ты думаешь, кому нравится современная музыка? [In your opinion, who likes modern music?] А классическая музыка? [What about the classical music?] А рэп? [And rap?]
7. По каким предметам у тебя экзамены в этом семестре? [In what subjects do you have exams this semester?]
8. Когда ты обычно пьешь кофе? [When do you normally drink coffee?] Когда ты обычно смотришь телевизор? [When do you usually watch TV?] Ходишь в кино? [Go to the movies?]
9. Сколько тебе лет? [How old are you?] А твоим друзьям? [How old are your friends?] Если у тебя есть братья и сестры, сколько им лет? [If you have brothers and sisters, how old are they?]
10. Ты любишь делать комплименты? [Do you like making compliments?] Кому, когда и как ты делаешь комплименты? [When, how and whom do you compliment?]

Appendix E

Written Grammar Practice (Dative & Genitive)

Provide the correct case endings (in singular and, wherever appropriate, in plural)

интересный рецепт [an interesting recipe]

сделать блюдо по	интересн _____	рецепт _____
[to make a dish following an interesting recipe]		
мне нужны ингредиенты для	интересн _____	рецепт _____
[I need ingredients for an interesting recipe]		

клубничное варенье [strawberry jam]

в доме нет	клубничн _____	варен _____
[there is no strawberry jam at home]		
скучать по	клубничн _____	варен _____
[I miss strawberry jam]		

вкусная рыба [tasty fish]

добавить соль к	вкусн _____	рыб _____
[to salt the tasty fish]		
много	вкусн _____	рыб _____
[a lot of tasty fish]		

настоящий вегетарианец [a true vegetarian]

объяснять свое мнение	настоящ _____	вегетарианец _____
[to explain one's opinion to a true vegetarian]		
быть в гостях у	настоящ _____	вегетарианец _____
[to visit a true vegetarian]		

внимательная хозяйка [a thoughtful hostess]

пойти навстречу	внимательн _____	хозяйк _____
[to accommodate a thoughtful hostess]		
бояться	внимательн _____	хозяйк _____
[to be afraid of a thoughtful hostess]		

Appendix F

Written Practice with All the Cases

новый костюм (new suit)

Удивляться	НОВ _____	КОСТЮМ _____
[to be surprised by the new suit]		
Положить в чемодан	НОВ _____	КОСТЮМ _____
[to put the new suit into a suitcase]		
Заехать домой за	НОВ _____	КОСТЮМ _____
[to stop by to pick up the new suit]		
Ссориться из-за	НОВ _____	КОСТЮМ _____
[to fight over the new suit]		

свадебное платье [wedding dress]

расстраиваться из-за	свадебн _____	платье _____
[to be upset over the wedding dress]		
продавать	свадебн _____	платье _____
[to sell the wedding dress]		
повесить в шкаф	свадебн _____	платье _____
[to hang the wedding dress in a closet]		
найти	свадебн _____	платье _____
[to find a wedding dress]		

любимая рубашка [favorite shirt]

показывать	любим _____	рубашк _____
[to show the favorite shirt]		
надеть	любим _____	рубашк _____
[to put the favorite shirt on]		
заснуть в	любим _____	рубашк _____
[to fall asleep wearing the favorite shirt]		
брать в путешествие	любим _____	рубашк _____
[to take the favorite shirt on a trip]		

гостеприимные хозяева [welcoming hosts]

поздравлять	гостеприимн _____	хозяев _____
[to congratulate the welcoming hosts]		
пойти навстречу	гостеприимн _____	хозяев _____
[to accommodate the welcoming hosts]		

целоваться с	гостеприимн_____	хозяев_____
[to kiss the welcoming hosts]		
сердиться на	гостеприимн_____	хозяев_____
[to be angry at the welcoming hosts]		
обижаться на	гостеприимн_____	хозяев_____
[to be offended by the welcoming hosts]		

Appendix G

Case Usage

Cases	Key Concepts	Prepositions	Verbs/Phrases	Time Ex-pressions
Имениг. Nominative (кто? что?) [kto? chto?]	Subject	No preposi- tions	У меня есть ... [I have...] Мне нравится... [I like...] After «это» [this is] & «вог» [here is]	Сейчас утро [It is morning] Сегодня среда [It is Wednesday]
Родительный Genitive (кого? чего?) [kogo? chego?]	After numerals Absence Posses- sion Descrip- tion Quanti- ties Compar- ative construc- tion	ОТ / OT, С / S ИЗ / IZ ДО / DO БЕЗ / BEZ ПОСЛЕ / POSLE ОКОЛО / OKOLO У / U ВРОДЕ / VRODE ДЛЯ / DLIA КРОМЕ / KROME ИЗ-ЗА / IZ- ZA	У меня есть... [I have...] After (не)мало [certain amount], (не)много [(not) much], (не)сколько [a few] After negated verbs After certain verbs (добиваться ... [to strive to])	Specific date, month, year (15-ого февраля 2009 года [on February 15th, 2009) (в 10 часов утра [at 10 a.m.]

<p>Дательный Dative (кому? чему?) [кому? chemu?</p>	<p>Indirect object Age Liking Logical subject (with modals) Imper- sonal construc- tions</p>	<p>К / К ПО / РО</p>	<p>After certain verbs (читать что-то кому- то [to read something to somebody]) With modals: мне надо [I have to], тебе нужно [You should]</p>	<p>По вечерам [In the evening] К вечеру [By the evening]</p>
<p>Винительны й Accusative (кого? что?) [кого? что?]</p>	<p>Direct object Direction Toasts (за хозяйку дома! [for the hostess!]) Gratitude Sports (играть в футбол [to play soccer])</p>	<p>В / V НА / NA ЧЕРЕЗ / CHEREZ ЗА / ZA ПОД / POD</p>	<p>After transitive verbs After motion verbs: ехать на работу [to drive to work] After negated verbs After certain verbs: сердиться на кого за что... [to be angry at someone for something] After some placing verbs</p>	<p>В субботу [On Saturday] Всю субботу [All Saturday] Каждую субботу [Every Saturday] В час (дня) [At 1 p.m.] Через неделю [In a week] На неделю [For a week] За неделю [In the course of a week]</p>
<p>Творительны й Instrumental (кем? чем?) [kem? chem?]</p>	<p>Profes- sion Trans- portation Tool Agent in a passive construc- tion: дом</p>	<p>С / S НАД / NAD ЗА / ZA ПЕРЕД / PERED МЕЖДУ / MEZHDU ПОД / POD</p>	<p>After the “oc- cupation” verbs: работать, быть, стать [to work, to be, to become] After «hobby» verbs:</p>	<p>Part of the day: утром [in the morning] Season: весной [in the spring]</p>

	<p>построен рабочим и [the house is built by the constructi on workers]) *no pre- position in all these cases</p>		<p>заниматься, интересоваться, увлекаться [to practice, to be interested in, to be involved in] * Мы с ним [He and I]</p>	
<p>Предложный Prepositional (о ком? о чем?) [о ком? о чем?]</p>	<p>Location Transportation Musical instruments: играть на гитаре [to play the guitar]</p>	<p>О (ОБ, ОБО) / О (ОВ, ОВО) В / V НА / NA *this case must have a preposition</p>	<p>Verbs that require prepositional case Verbs that use the preposition “о” Referring to marriage, when a man marries someone After some placing verbs</p>	<p>Last and next week, month, year: на прошлой неделе [last week], в следующем месяце [next month], в прошлом году [last year] During a specific month: в феврале [in February]</p>

Appendix H
Case Endings (Adjectives + Nouns)⁸

Cases	Masculine	Neuter	Feminine	Plural
Nom.	-ый -ь -ий -й -ой -zero ending	-ое -о -е -е(ие) (старое письмо [old letter] / staroe pis-mo)	-ая/-яя -а/-я/-ия/-ь (старшая сестра [older sister] / starshaia sestra, зимняя обувь [Winter shoes / zimniaia obuv']	-ые/-ие -ы/-и/-а-/я (старые друзья [old friends] / starye druz'ia, старшие сестры [older sisters] / starshie sestry)
Gen.	-ого/-его -а/-я (старого друга [old friend] / starogo druga)		-ой/-ей -ы/-и (старшей сестры [older sister] / starshei sestry)	-ых/-их -ов/-ев -ей/-ий -zero ending
Dat.	-ому/-ему -у/-ю (старому другу [old friend] / staromu drugu)		-ой/-ей -е/-и (старшей сестре [older sister] / starshei sestre)	-ым/-им -ам/-ям (старым друзьям [old friends] / starym druz'iam)
Acc.	Inanimate = as Nom. Animate = as Geni- tive		-ую/-юю -у/-ю/-ь (старшую сестру [older sister] / starshuiu sestru)	Inanimate = as Nom. Animate = as Genitive
Instr.	-ым/-им -ом/-ем (старым другом [old friend] / starym drugom)		-ой/-ей -ой/-ей/-ью (старшей сестрой [older sister] / starshei sestroj)	-ыми/-ими -ами/-ями (старыми друзьями [old friends] / starymi druz'iami)

⁸ This table, illustrating case endings, is supplied both with the translations and with transliterations of the Russian examples.

Преп.	-ом/-ем -е/-у/-и/-ии (старом друге [old friend] / starom druze)	-ой/-ей -е/-и (старшей сестре [older sister] / starshei sestre)	-ых/-их -ах/-ях (старых друзьях [old friends] / starykh druz'iakh)
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Three Spelling Rules

1. After «г, к, х, ж, ч, ш, щ» never write «ь», write «и» instead
2. After «г, к, х, ж, ч, ш, щ & ц» never write «ю» or «я», write «у» or «а» instead
3. After «ж, ч, ш, щ, ц» never write unstressed «о», write «е» instead

*Exceptions – foreign words, including «шоколад, брошюра, шофер» [chocolate, brochure, chauffeur] and place names

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