PREFACE

The Russian verbs known as "motion verbs" or "verbs of motion" (глаголы движения) are notorious among students of Russian for their complexity and difficulty. It is not an easy group of verbs, and sometimes it seems that the more students learn about them the more frustrated and confused they become. In most intermediate textbooks only one or two lessons are devoted to this topic, yet one feels a need for a more rigorous treatment, especially because more and more students are now studying and working in Russia. A command of the basic motion verbs is critical to successful daily communication in Russia.

The goal of this handbook is to present a more thorough and rigorous treatment of these verbs than is traditionally found in intermediate textbooks. This volume is intended for use in second- or third-year courses, and it can be used as a complement to any of the standard textbooks. Advanced students, including graduate students, in need of a review could also profitably use this book. The purpose of this book, however, is not to present an exhaustive treatment of the subject. Certain verbs and prefixes are not discussed at all because they occur less frequently (they have been included in the appendices for reference, however). The presentation also does not aim at covering every detail or nuance of usage; an exhaustive treatment is more appropriate at the fourth-year or more advanced level, when the students have more of an intuitive feel for the workings of the language as a whole and are prepared to handle that level of detail. English and Russian usage are compared throughout in order to make the student conscious of the similarities between the two and to help the student develop an awareness of the pitfalls involved in simply "translating" English into Russian.

The language of the examples and the exercises is rather informal, although it conforms to the literary standard. Since motion verbs are so prevalent in everyday speech, the examples and exercises have been written to reflect that. A serious effort has been made to adhere to standard usage, but acceptable variants are given in places. For certain constructions, other variants may indeed be possible, but students at this level should learn the most common and universally acceptable norms of usage.

In Part I, unprefixe verbs are covered (along with perfectives of the type находим), with special attention to their use with negation and dependent verbs. The use of prepositions, adverbs, and time expressions that are relevant to motion are reviewed and summarized in tabular form in Part I. Idioms and active vocabulary covering vehicles and various miscellaneous vocabulary (train station, bus stop, subway station, driver, etc.) are also treated in Part I. Part II is devoted to the prefixed verbs, including the basic spatial meanings of the prefixes as well as some of their additional meanings. The concepts of bring and take are treated, since they are often confused by English speakers, along with a discussion of point of view and choice of prefixes. All regular verbs are listed by stem types, according to the single-stem system. For those students who are used to the two-stem system, full conjugations are included in Appendix I. With the exception of unprefixe verbs, all others are listed everywhere as perfective/imperfective.

Parts I and II contain both oral and written exercises. The oral exercises, marked with an asterisk, are designed to activate verb forms and to drill certain contexts, e.g., inclusive imperatives, the use of double conjugated forms of the type Я находим, the future of unidirectional verbs, negation, etc. The "map" in exercise 19 in Part II is designed to give the students practice in describing a person's motion throughout the course of a day. Many
variations are possible, including first-person narration, third-person narration (masculine, feminine, and plural), and tense. Having the students ask each other questions allows them to practice second-person forms, and a review of constructions such as после того, как, etc. can be incorporated. In addition, this exercise can be used to drill other active vocabulary covered in each individual course by making up small stories for each place "Vasya" visits. For example, the eating and drinking verbs and food vocabulary can be discussed in the café, study verbs and vocabulary involving education can be discussed during his trip to the university, and verbs involving human emotions (to get angry, to get upset, to calm down, to be jealous/envious, to fall in love, etc.) can be activated at almost any point by composing stories about whom he meets along the way. Of course, each instructor should tailor this exercise to the individual needs of his or her students in accordance with other active vocabulary and time considerations.

The first few written exercises in each part require the student to simply write out forms. Although this may seem unnecessary to some students and instructors, experience has shown that this type of review is necessary, especially if students have had only one year of Russian. If the students are well acquainted with the forms, these exercises could easily be omitted. The remainder of the written exercises consist of fill-ins and translations. The last few written exercises in each part are cumulative and are intended for review after all of the material has been presented. The vocabulary used in examples and exercises is on the intermediate level and should not present problems for most students. An English-Russian and Russian-English glossary is also provided.

Since the basic orientation towards "getting around" is fundamentally different for Americans and Russians, an effort has been made throughout the book to include both "Russian" and "American" contexts. The notion of hopping in a car and driving somewhere is basic to an American's sense of "going," while for most Russians, public transportation is the rule. For the most part, actions like driving someone somewhere in one's own car, picking someone up on the way to work, or driving to a store to get milk are alien concepts in Russia. For Russians who have emigrated, however, these situations are quite normal. Since students will potentially have occasion to use these verbs in both American and Russian contexts, examples of usage and the exercises include both.

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