TABLE OF CLASSES OF VERBS DEVELOPED AT THE SPRÅKSKOLEN RUSSISK.NO &METODIUS

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Abstract

Most beginner's book in Russian as a foreign language (my own beginner's book being an exception), fail to introduce students to the subject of verb classes. As result, even advanced students tend to fail to understand that forms such as «рисовaю» are incorrect. We believe that this and similar errors can and should be prevented, and that this can be done starting from level A1.

To this aim, we have developed a table of verb classes, part of which we have implemented in our textbook for level A1, with explanations and exercises for this level. For higher levels, we gave lectures on verb classes using mentioned table, several of which are available on our YouTube channel.

The table of verb classes is included in our book «Russisk morfologi» ("Russian morphology"). We very briefly touched on this table last year, when we participated at a conference here in Burgas where we presented the application and presentation of grammatical materials in our textbooks for PKII for Norwegians. This year we will present this table in detail. We will show you how it looks and explain the principles behind its organization and presentation of verb classes, as well as share our experiences with regard to how our students have received it and our own evaluation of the degree to which the table has helped our students.

Keywords: *classes of Russian verbs, conjugations*

Last year, at a conference here in Burgas, I talked about the method and types of presentation of grammatical material in textbooks and manuals developed at the Språkskolen school russisk.no &METODIUS. Among these materials there are some grammar tables where information, the description of which requires several pages, is presented in a compact form and is easy to use. All tables need a proper design which is most appropriate for the material presented. We got a good help from Leif Halvard Silli in that respect.

This year I want to tell about one of ours tables - the table of verb classes. I am a teacher, it is important for me to present the required grammatical material in such a way that would be most clear for my students. A good table helps to see what is not so easily noticeable in the text. Verb classes is a difficult topic. The way it is presented in the literature, does not make it easy to understand what is the practical benefit for the student of the Russian language to be acquainted to it.

Table is a tool that visualizes the advantages and disadvantages of the content that is presented in it, makes it more convex. A good table helps to see what is not so easily noticeable in the descriptions. You need distinctive criteria to make a good table. We have read Academic and non-Academic publications on the current topic and realized that there is no consensus either in the number of classes or in criteria for distribution of verbs by class. We understood the reason why a lot of teachers give up and just jump over this very topics in their teaching. We hope that our table would be helpful for them.

Why did we use our time for a such contradictory and intricate topic? The answer is as following. Our school is an independent educational institution and at the same time a local testing center of the Head Testing Center of Lomonosov Moscow State University. When developing our own textbooks and manuals, as well as in our teaching practice, we rely on the documents of the testing system for Russian as a foreign language. These are programs and standards, requirements, open tests, TRKI state standards, lexical minimum. They are the very source for compiling lists of topics to be developed and presented in an easy-to-study form in educational materials for current levels (which are 6 in total) in our school.

One of such requirements, described in the Standards of the three initial levels, i.e. A1, A2 and B1, is the requirement of acquaintance with classes and groups of verbs. The words classes and groups in the formulation above indicates that the authors of the Standards distribute verbs into classes and groups, and this approach is considered as generally accepted. The Standards provide examples of verbs that are representative for classes and groups of verbs. Continuous numbering does not separate classes from groups. The examples given in Standards consist of two forms - the infinitive and the present tense form of the third person plural. In the Standard og Level A1, the number of examples is 15, in the Basic Standard A2 - 16, in the first Standard B1 - 17. In other words, one class (or group) is added to each subsequent level. Among the examples that classes and groups should represent, we find verbs that almost all authors who write about verb classes go beyond the system of dividing verbs into classes and consider them as irregular (somebody calls them single) verbs. There are 4 such verbs in the Standards: идти (number 11), ехать (number 12), хотеть (number 13) and есть (number 17). We see that already at the stage of reading the Standards, it becomes clear that much is unclear.

Speaking of requirement for verb classes in Standards, the first thing which comes to my mind, is what professor L.P. Klobukova some years ago told at the advanced training courses for testers at Moscow State University about the production of documents for testing system for Russian as a foreign language. She said that the Standards were issued in record short time, they came before the linguodidactic descriptions had been created. In 2006 came Program and Requirements for level B1. In the Requirements there was nothing new as for classes of verbs comparing to the edition of 1999. I the Program there was a better explanation of what classes of verbs were and the division in classes was identical with the division in Belyakova's book. L.N. Noreiko, the author of the chapter on verbs in the Program, gives this definition to verb classes:

«Classes of verbs is a group of verbs which belong to the same conjugation and characterized by a certain correlation between the stems of the past and present tense». She illustrates her definition by giving the infinitive form and the personal forms of the present tense. In other words, it is clear that she considers the stem of the infinitive and the stem of the past tense identical for all verbs. She gives not a single form of the past tense. If she would do so, it would become clear that the stem of the past tense in class 7, both a) and b) in her classification do not coincide with the stem of the infinitive. Compare: вести has вес- as the stem of the infinitive, while вёл is the stem of the past tense. Apparently, she considered it unnecessary to draw the attention of candidates of such a low level as 1 to this fact. But we cannot leave the fact that both вести and 44везти are presented in Lexical minimum for B1.

Standards for A1, A2 and B1 were published in 1999 and 2001, Requirements and The program were published in 2006. By the time of their release, such important works as Zaliznyak's Grammatical Dictionary (first edition in 1977, second in 1980), Russian Grammar of the USSR Academy of Sciences in two volumes (the second volume in 1980 and the first volume in 1982), and Short Russian Grammar (1989) had already been issued. They have something in common in their description of verb classes, but there are also differences.

The common is the recognition of the fact that every Russian verb has several stems. It is also common that all the authors agree that there are verb forms that are formed from two different stems of the same verb. Personal forms, present participles and present gerund are formed from the present stem. The past tense forms, past participles and past gerund are formed from the past stem. Everyone also admits that all verbs of the Russian language, with the exception of plus or minus ten, are conveniently divided into parts based on the principle of correlation of verb stems. There is a consensus that the last phoneme or a combination of last phonemes of the stem, and not the whole stem, is important to take into consideration when one divides Russian verbs into classes. This is where consensus ends, and the differences begin.

The criterion for dividing verbs into classes is formulated as the character of the correlation of the verb stems. It's not difficult to see that the term character of the correlation is rather vague. At least this is not clear enough criterion to build a classification based on it. Zaliznyak, the author of the «Grammatical Dictionary», found a way out by rethinking the term conjugation. All the other authors adhere to the traditional understanding of conjugation as a thematic vowel in personal forms. Since there are two such vowels, then there are two conjugations: the first with the thematic vowel -e- and the second with the

thematic vowel -и-. The author of the Grammatical Dictionary, A. A. Zaliznyak, understands the term conjugation as a set of flexions of the personal forms of the verb which consists of a final piece of the present stem plus a thematic (connecting) vowel plus personal verb flexion in traditional sense. He calls types of conjugations what other authors call verb classes. Thus, he managed to find a principle on which to build a classification. He is the only one who managed to make a comprehensable and rather logic table of verb classes, or according to his terminology: types of verb conjugation.

Other authors offer classifications consisting of descriptions that contain additional information: if the verb is productive or unproductive, if the verb belongs to i-conjugation or e-conjugation, what is the final vowel in the stem of infinitive. In fairness, I must say that Zaliznyak is also concerned about the final vowel of the infinitive stem. And this is because he also proceeds from the principle of the correlation of the stems. This vague principle contributes to a large discrepancy both in the number of classes and in the distribution of verbs by class, as well as in the further division of classes into smaller units. There is no agreement on which stems to rely on in the classification: on the stem of the infinitive and the stem of the present tense or on the stem of the past tense and the stem of the present tense.

Each Russian imperfect verb has 3 stems: the stem of the infinitive, the stem of the present tense and the stem of the past tense. The same applies to perfect verbs, with the only difference that instead of the stem of the present tense, they have the stem of the future tense due to the fact that the forms of the present tense in perfect verbs have the meaning of the future tense. The Academic "Russian Grammar", "Short Russian Grammar", and "Grammatical Dictionary" combine the stems of the present and future tense into the stem of the present-future, often abbreviated to the stem of the present tense. The absolute majority of verbs has identical the stem of the past tense and that of the infinitive. Although there is a very small number of verbs with unlike stems in the past tense and in the infinitive, this fact as such makes impossible to combine these two stems into one common stem.

The combinations of the stems used by authors are different, but the stem of the present tense is presented in all classifications. The Academic Russian Grammar, as well as Short Russian Grammar, in their classification proceed from the finite phonemes of the infinitive stems and the corresponding final phonemes in the stem of the present tense. Based on this correlation, The Academic Russian grammar distributes verbs into classes, and there are 10 of them. But, since The Academic Russian grammar is not limited to this one principle, but takes into account other factors, for example, the final vowel of the infinitive stem, it is forced to divide some of its 10 classes into subclasses, and subclasses into groups.

"Short Russian grammar", in addition to the correlation of the stems and the final vowel of the infinitive stem, uses the concept of verb productivity. This concept was used by V.V. Vinogradov in his classic work "The Russian Language" (the first edition was published in 1962) and has since become firmly in use. Short Russian Grammar, according to the principle of productivity, distributes verbs into productive classes, of which there are 5, and unproductive groups, of which there are 12. The numbering is separate: classes - their own (1-5), groups - their own (1-12).

The Academic Russian Grammar and Short Russian Grammar understand conjugation traditionally: the 1st conjugation with a thematic vowel -e- and the 2nd conjugation with a thematic vowel -i-. With this understanding, information about this should be provided additionally in the description of each class, subclass and group, which they do.

Zaliznyak has in his Grammatical Dictionary the number of classes, or according to his terminology, conjugation types, 16. The same quantity has Belyakova in her «How is the Russian verb constructed?» and Noreiko in «The Program» from 2006.

The Academic Russian Grammar, Short Russian Grammar and Zaliznyak differ in the distribution of verbs by class. For example, "The Academic Russian Grammar" proceeds from the fact that the stem of the present tense always ends in a consonant, which may be -й-, or there may be another consonant. According to this logic, all verbs with the present stem on -й- should be in the same class. And so it is: in the Academic Russian Grammar all the stems of present tense with й in the end are combined in the first class: читать (чита-), белеть (беле-), гнить (гни-), imperfective дуть (ду-), бить (би-). Neither "Short Russian Grammar" nor Zaliznyak agree with this. "Short Russian Grammar" carries all the named verbs into different classes and groups. Zaliznyak agrees that читать and белеть belong to the 1st class

(or, in his terminology, to the 1st type of conjugation), but does not agree with the attribution of гнить, дуть and бить to the same type. Гнить and imperfective дуть Zaliznyak refers to the 12th, and бить - to the 11th.

The Academic Russian Grammar and Short Russian Grammar are solid scientific publications where grammatical phenomena are described in as much details as possible. It is difficult to use them in practical classes at school or in a foreign audience. The "Grammatical dictionary", being as well Academic, is meant to be used practically. From this point of view, it was evaluated and applied by V.P. Berkov who included the classification of Zaliznyak in grammar apparatus in Russian-Norwegian dictionary. Russian-Norwegian dictionary by Berkov is the most popular among Norwegians studying the Russian language, and the fact that Zaliznyak's system was incorporated in this dictionary was one of the reasons why we divided the verbs into 16 classes in our own classification.

In 2000 was published the manual by N.N. Belyakova "How is the Russian verb constructed?" The author, who is now deceased, was a lecturer at the Faculty of Philology of the Moscow State University named after M.V. Lomonosov. In her work, Belyakova proceeded from the needs of the teacher. Nina Nikolaevna described in detail and classified the verbs of the "Lexical minimum" for the first level B1. As a matter of fact she included more verbs than in Lexical minimum, in her book, for instance гнить and дуть. In this manual, she retained the division into productive classes and unproductive groups, which we observed in the "Short Russian Grammar".

All verbs Belyakova divided into 4 productive classes and 12 unproductive groups, the last of which is divided into three subgroups. But unlike the "Short Russian Grammar", her numbering is continuous, the border between classes and groups is thus not marked. And we find this continuous numbering in the Standards. The total number of classes and groups in Belyakova's book is the same as the types of conjugations in Zaliznyak's "Grammatical Dictionary", namely 16. The distribution of verbs by classes and groups generally coincides with what Zaliznyak does in his dictionary: the first four classes of Belyakova are identical to the first four types of conjugation of Zaliznyak. The first group of Belyakova is conjugation type number 5 in Zaliznyak. The second group is the sixth type. However, Belyakova's group 3 includes verbs like мёрзнуть, погибнуть on the grounds that the stem of the past tense, unlike verbs like обмануть, is not equal to the stem of the infinitive. Zaliznyak both погибнуть and мёрзнуть refers to type 3, i.e. in the third productive class of Belyakova, where she has collected only those verbs on -нуть, in which the stem of the past tense coincides with the stem of the infinitive.

In the preface, N.N. Belyakova gives a theoretical justification for her systematization of verb classes. In total, the stems of the verb Belyakova counted four: 1) the stem of the infinitive; 2) the stem of the present tense of imperfect verbs; 3) the stem of the future tense of the perfect verbs; 4) the stem of the past tense. The stems number 2 and number 3 are combined into one. Thus, there are three stems: the stem of the present tense, the stem of the past tense and the stem of infinitive. The stem of the infinitive is the one which others are formed from. Considering that the stem of the past tense in most cases coincides with the stem of the infinitive, Belyakova limited herself to describing these cases specifically. She focused her main attention on the description of formation of the stem of the present tense from the stem of the infinitive with the help of affixes and stress.

The description of classes and groups in Belyakova's book consists of the following elements: 1) the infinitive suffix and the vowel preceding it; 2) repetition of the preceding vowel described in 1); 3) description of what this vowel alternates with in the stem of present tense; 4) conjugation which verbs in the actual class or group belong to - number 1 or number 2; 5) stress in the present tense; 6) description of the forming of the stem of the past tense from the stem of the infinitive; 7) stress in the past tense. For the most verbs applies the same description: the past tense is formed from the stem of the infinitive «according the general rule», that is the stem of the past tense and the stem of the infinitive identical. Belyakova is not so categorical as Noreiko as for identity of the stem of the past tense and that of the infinitive. She describes all the cases where these are not identical.

We have dwelt in some detail on the descriptions of verb classes by authors who inspired us to develop our table. Thus, we outlined the tradition from which our concept of verb classes and our table grew. Now we will turn to the description of our table. We will talk about its structure and content, and then

we will focus on the theoretical conclusions to which it led us. We chose this order of description because it reflects our real path from reading above mentioned books to finding criteria for our classification, compiling a table based on our thoughts, and then, based on the table already created, conclusions of a theoretical nature.

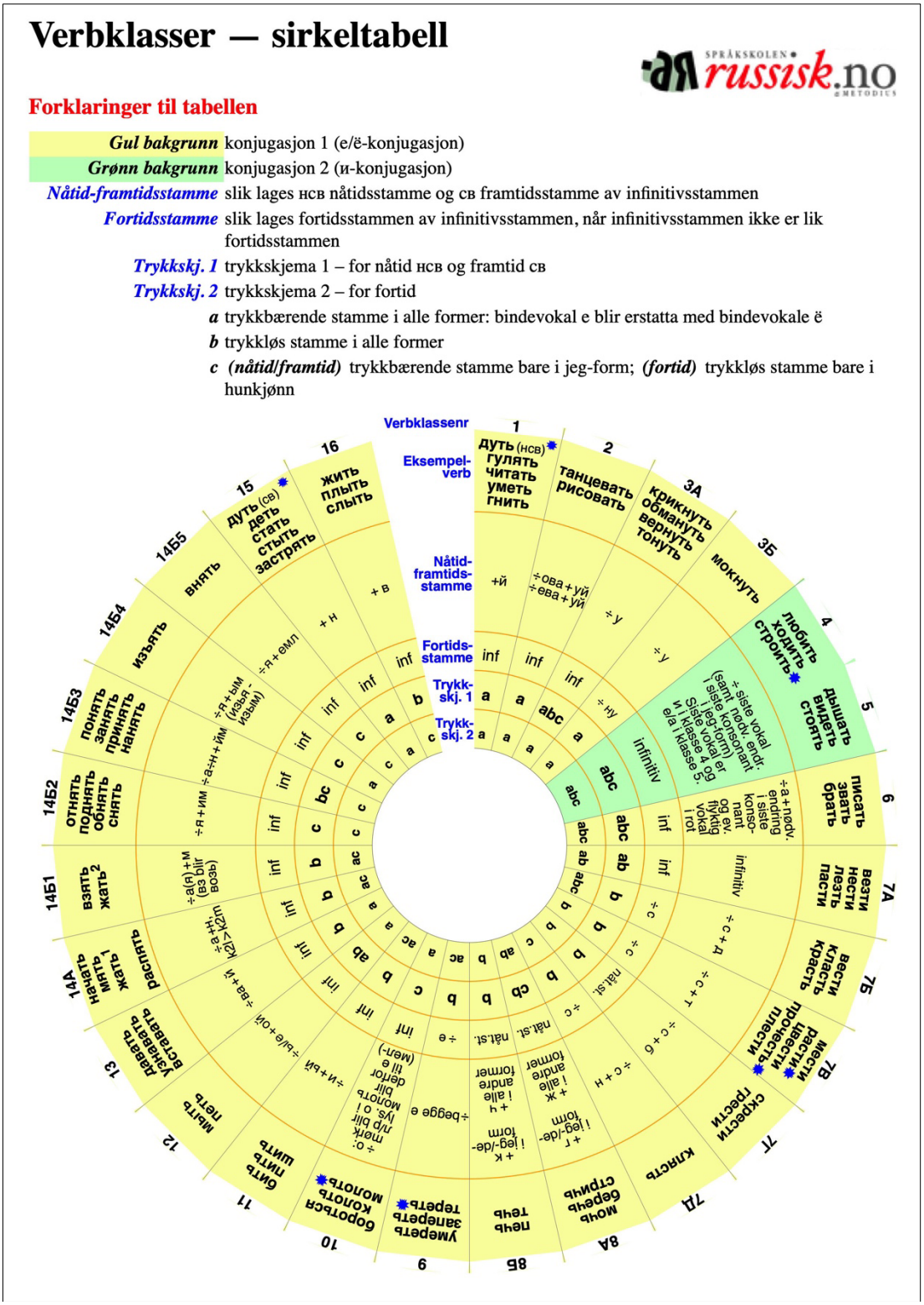
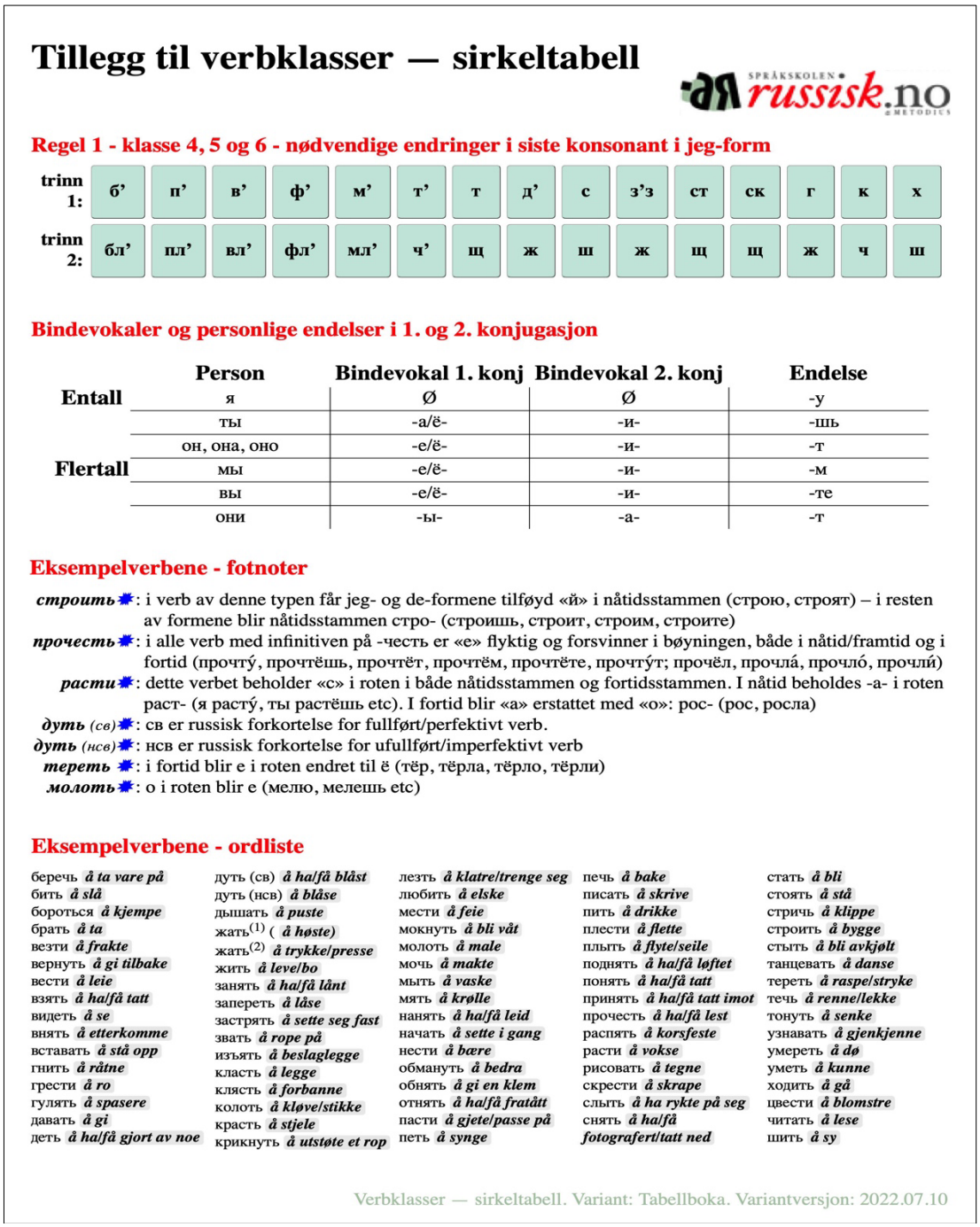


Figure 1: Table of classes of verbs - the front of the handout.



Tillegg til verbklasser — sirkeltabell

SPRÅKSKOLEN russisk.no METODICS

Regel 1 - klasse 4, 5 og 6 - nødvendige endringer i siste konsonant i jeg-form

trinn 1:	б’	п’	в’	ф’	м’	т’	т	д’	с	з’з	ст	ск	г	к	х
trinn 2:	бл’	пл’	вл’	фл’	мл’	ч’	щ	ж	ш	ж	щ	щ	ж	ч	ш

Bindevokaler og personlige endelser i 1. og 2. konjugasjon

	Person	Bindevokal 1. konj	Bindevokal 2. konj	Endelse
Entall	я	Ø	Ø	-у
	ты	-а/ё-	-и-	-шь
	он, она, оно	-е/ё-	-и-	-т
Flertall	мы	-е/ё-	-и-	-м
	вы	-е/ё-	-и-	-те
	они	-ы-	-а-	-т

Eksempelverbene - fotnoter

строить : i verb av denne typen får jeg- og de-formene tilføyd «й» i nåtidsstammen (строю, строят) – i resten av formene blir nåtidsstammen стро- (строишь, строит, строим, строите)

прочесть : i alle verb med infinitiven på -честь er «е» flyktig og forsvinner i bøyningen, både i nåtid/framtid og i fortid (прочту́, прочтёшь, прочтёт, прочтём, прочтёте, прочту́т; прочёл, прочла́, прочло́, прочли́)

расти : dette verbet beholder «с» i roten i både nåtidsstammen og fortidsstammen. I nåtid beholdes -а- i roten раст- (я расту́, ты растёшь etc). I fortid blir «а» erstattet med «о»: рос- (рос, росла)

дуть *(св)* : св er russisk forkortelse for fullført/perfektivt verb.

дуть *(нсв)* : нсв er russisk forkortelse for ufullført/imperfektivt verb

тереть : i fortid blir е i roten endret til ё (тёр, тёрла, тёрло, тёрли)

молоть : о i roten blir е (мелю, мелешь etc)

Eksempelverbene - ordliste

беречь *å ta vare på*
бить *å slå*
бороться *å kjempe*
брать *å ta*
везти *å frakte*
вернуть *å gi tilbake*
вести *å leie*
взять *å ha/få tatt*
видеть *å se*
внять *å etterkomme*
вставать *å stå opp*
гнить *å råtne*
грести *å ro*
гулять *å spasere*
давать *å gi*
деть *å ha/få gjort av noe*
дуть (св) *å ha/få blåst*
дуть (нсв) *å blåse*
дышать *å puste*
жать(1) (*å høste)*
жать(2) *å trykke/presse*
жить *å leve/bo*
занять *å ha/få lånt*
запереть *å låse*
застрять *å sette seg fast*
звать *å rope på*
изъять *å beslaglegge*
класть *å legge*
клясть *å forbanne*
колоть *å kløve/stikke*
красть *å stjele*
крикнуть *å utstøte et rop*
лезть *å klatre/trenge seg*
любить *å elske*
мести *å feie*
мокнуть *å bli våt*
молоть *å male*
мочь *å makte*
мыть *å vaske*
мять *å krølle*
нанять *å ha/få leid*
начать *å sette i gang*
нести *å bære*
обмануть *å bedra*
обнять *å gi en klem*
отнять *å ha/få fratått*
пасти *å gjete/passe på*
петь *å synge*
печь *å bake*
писать *å skrive*
пить *å drikke*
плести *å flette*
плыть *å flyte/seile*
поднять *å ha/få løftet*
понять *å ha/få tatt*
принять *å ha/få tatt imot*
прочесть *å ha/få lest*
распять *å korsfeste*
расти *å vokse*
рисовать *å tegne*
скрести *å skrape*
слыть *å ha rykte på seg*
снять *å ha/få fotografert/tatt ned*
стать *å bli*
стоять *å stå*
стричь *å klippe*
строить *å bygge*
стыть *å bli avkjølt*
танцевать *å danse*
тереть *å raspe/stryke*
течь *å renne/lekke*
тонуть *å senke*
узнавать *å gjenkjenne*
умереть *å dø*
уметь *å kunne*
ходить *å gå*
цвести *å blomstre*
читать *å lese*
шить *å sy*

Verbklasser — sirkeltabell. Variant: Tabellboka. Variantversjon: 2022.07.10

Figure 2: Table of Classes of Verbs - the back of the handout.

Our table is round. It presents 16 classes of verbs. Four of them are divided into smaller units. These are classes 3, 7, 8 and 14. They are divided into such units denotet by Russian letters: 3А and 3Б, 7А, 7Б, 7В, 7Г and 7Д, 8А and 8Б, 14А and 14Б. A unit marked with letter Б in class number 14 is divided into further divisions denoted by figures: 14Б1, 14Б2, 14Б3, 14Б4, 14Б5. That was done because the consonant which should be applied when the stem of present tense is formed is different in 14Б1, 14Б2, 14Б3, 14Б4 and 14Б5, while the final consonant of the stem of the infinitive is the same.

We have just described the content of the 1st row of our circular table. On this the topmost row in our table there are class numbers and numbers of the smaller units described above. There are 6 rows in the table and 28 columns. All the columns are yellow with two exceptions. Yellow means that all verbs in

these classes belong to conjugation 1. The one of the exception is two columns colored green. These two columns combine for class 4 and 5 which belong to conjugation 2. One more exception is a white column. In this column you will find names of rows: 1) class numbers, 2) examples, 3) rule 1 - rule for formation of the stem of present tense from the stem of infinitive, 4) rule 2 - rule for formation of the stem of past tense from the stem of infinitive, 5) stress patterns for the personal forms, 6) stress patterns for the past tense forms. Rule 2 for the most of verbs described with «inf» which means that the stem of the past tense is identical to the stem of the infinitive.

In addition to the table of classes of verbs there are explanations of words and abbreviations used in column described above. In the row for stress patterns there small Latin letters. They denote different stress patterns. Verbs have three stress patterns in the present tense and three patterns in the past tense. The small «a» and «b» have the same content for both the present tense of imperfect verbs and the future tense of perfect verbs, as well as for the past tense: the Latin letter «a» means stress on the stem in all forms, and the Latin letter «b» means stress on the connective (thematic) vowel in those forms where it is, and on the flexions in those forms where a connective vowel is not required. The Latin letter «c» has different meanings in the forms of the present-future and in the past tense. In the first case, it means stress on the flexion in the present tense form for the first person singular. In the past tense it means stress on the flexion only in the feminine form.

On the back side of the sheet with the table of verb classes there are two rectangular tables, notes explaining verbs marked with asterisks in the table of the classes of verbs. In addition, there is a Russian-Norwegian dictionary, which contains all the examples of verbs given in the verb class table.

The first rectangular table on the other side shows the consonant alternations of the final consonant of the stem of the infinitive (1st row) and the final stem of the present tense (2nd row). The table consists of two rows and 15 columns. The first row of the table contains the final consonant of the infinitive stem. The second row shows the corresponding final consonant of the stem of the present tense. The changing which are shown in this table are relevant for classes 4, 5, 6. The rule of formation of the stem of the present-future tense from the stem of the infinitive in these classes states that it is necessary to take away the final vowel from the stem of the infinitive and make the necessary changes of the final consonant. The expression «necessary changes» means that one should find out whether they are necessary or not. In order to find out, one needs to look at the table described above - the table of consonant alternations. If the final consonant is presented in the first row of the consonant alternation table, changes are necessary. If not, changes are not required, the stem of the present-future tense is ready for use. If the consonant is found in the first row of the table, it should be replaced by the consonant from the second raw in the same column in the second row. For example, in the verb ходить, the final consonant of the infinitive stem is д', we see it in the first row of the table and replace it by ж: хож-.

The difference between classes 4-5 and 6 is that in classes 4-5 the replaced final consonant is used only in the first person singular (я вижу, but ты видишь), and in class 6, the replaced final consonant of the stem of the present tense applies in all personal forms (я пишу, ты пишешь, он пишет, мы пишем, вы пишете, они пишут).

We see no reason to separate classes 4 and 5, because the rule of formation of the stem of the present-future tense for verbs of these classes is identical for both classes. In the Program for the level B1 of 2006, classes 4 and 5 are separated. Both Zaliznyak and Belyakova and the Program proceed from the same criterion, namely the final vowel of the infinitive stem: verbs of class 4 have «и» as a final vowel, and verbs of class 5 can have «а», «я» and «е». For us it is not a criterion for separation since it has nothing with the rule of present stem formation to do. Nevertheless, we do this in order not to confuse our students who actively use the Berkov Russian-Norwegian dictionary, where the classification of Zaliznyak is adopted, where class 4 is separated from class 5.

As we mentioned above, there is another rectangle table on the back of the verb class table. This is a table of flexions in personal forms and thematic vowels which mark conjugations. Traditionally the thematic vowel are included in the composition of personal flexions. We separated the thematic vowels from the personal flexions and got one set of flexions instead of two. Another benefit is: a clearly marked conjugations.

Below the table with personal flexions there are explanations of asterisks for verbs 50in the examples of the verb class table. There are 7 verbs which need to be explained. Three of these (строить, дуть (св) and дуть (нсв) explanations has to do with the rule for formation of the stem of present tense and four (прочесть, расти, тереть, молоть) has to do with what happens in their roots when the rule for for formation of the stem of present tense is applied. The two verbs дуть (св) and дуть (нсв) have the same meaning but different aspects and belong to different classes. The verb дуть (св) belongs to class 15 where the rule 1 (formation of the present stem) is plus н: дуну, дунешь, дунет etc like стану, станешь etc. The verb дуть (нсв) belongs to class 1, where the rule 1 (formation of the present stem) is plus й: дую, дуешь etc like читаю, читаешь etc.

As for the verb строить which belongs to class 4, the infinitive stem is строи-. According to the rule 1 (formation of the present stem) the final vowel should be taken away. But the stem of the present tense should end in a consonant, and in this case, after applying rule 1, the stem ends in a vowel. Therefore, a consonant should be added, and in this case the consonant to apply will be й. In other words, the stem of the present tense will be строй-.

Verbs прочесть, расти, тереть and молоть form their respectively present stems according rule 1 which is actual for their respective classes. No deviations in applying the rule. In their roots happen changes that need to be told. In the verb прочесть the root vowel -е- is a fluent vowel and it will be away as soon as after the root will another vowel comes: прочту, прочёшь etc. In the past tense the final consonant «с» of the stem disappears and in the masculine form the final vowel «е» becomes «ё»: прочёл.

Verbs прочесть, расти, тереть and молоть form their respectively stems of the present tense according to rule 1. What is to be explained happen in their roots. In the verb прочесть the vowel -e-in the root is a fluent vowel and it is away as soon as after the root will another vowel comes: прочту, прочёшь etc. In the past tense the final consonant "c" of the stem disappears and in the masculine form the final vowel "e" becomes «ё»: прочёл.

The verb расти forms the present stem according to the rule 1, but in the past tense the vowel «а» in the root should be replaced by «о»: рос, росла, росло, росли. The root vowel «е» in the verb тереть becomes «ё» in the past tense: тёр, тёрла, тёрло, тёрли. As for молоть the root vowel «о» in present tense forms is replaced with «е» and the final consonant л becomes soft: мелю, мелешь etc

In addition, on the other side of the table of classes of verbs there is a dictionary where all the examples used in the table are translated into Norwegian.

Above, we have described in detail the structure and content of our verb class table. Now we will talk a little about what conclusions it gives us grounds for. Thanks to the formulated rules for the formation of the stem of the present tense from the stem of the infinitive, we can formulate a simple criterion by which verbs are divided into classes. This criterion is the rule of formation of the stem of the present tense from the stem of the infinitive. All verbs with the stem of the present tense formed according to the same rule belong to the same class.

In our classification, we did not need such concept as the productivity of verbs. The concept productivity uses neither Noreiko nor Zaliznyak. We are not pioneer here. As for the final vowel of the stem of the past tense, we don't care much about it. But we have done some interesting details. In Russian there are 10 letters for vowels, 7 of these can be final vowel of the stem of the infinitive: а, я, о, у, ы, и, е. The most seldom are у and ы. The first one (у) applies in classes 1 (дуть, разуть) and 3 (вернуть, обмануть, мокнуть). The vowel ы occurs in classes 12 (мыть) number 16 (плыть). Other vowels are to find in the most of classes. There are still important for us to pay attention to the final consonant of the stem of the infinitive. We have already mentioned what can happen to the final consonant in classes 4, 5, 6. In classes 2 and 13 the final suffix of the stem of the infinitive is important to take into consideration. Рисовать is a verb from class 2, its final suffix is -ова-, the rule 1 states that one should replace this suffix with -уй. The stem of the present tense will be then рисуй- and personal forms рисую, рисуешь and so on. In verbs of class 13 the final suffix -ва- of the stem of the infinitive should be replaced by й in the stem of the present tense. The verb давать will get the stem of the present tense дай-, personal forms are: даю, даёшь etc.

We have got 15 rules for formation of the stem of the present tense and should have 15 classes. But, as we mentioned above, we made a compromise and have 16 in our classification. It is because of classes 4 and 5. The Academic grammar combines in one class 10 what Zaliznyak, Belyakova and the Program-2006 spread across two classes - 4 and 5. We have kept classes 4 and 5 for our students, though our rules for the formation of the stem of the present tense do not differ from the stem of the infinitive in any way. We marked this by eliminating the dividing line between the rules for 4 and 5.

Belyakova declares the stem of the infinitive to be the most important one, the stem from which other stems are formed. But she does not deduce from this postulate the rule of formation of other stems from the stem of the infinitive. She gives descriptions of her classes and groups. We take this further step and formulated the rules for the formation of the stem of the present tense from the stem of the infinitive and the rule for the formation of the stem of the past tense from the stem of the infinitive for each of classes.

Our table is educational. It's easy to use. It is easy to find the rules for the formation of the basics, both the present tense and the infinitive. In our table, you can find out which stress patterns are applied for a particular verb class.

In the abstract of our present article, we noticed that there are even advanced students tend to use personal forms of it incorrect. We believe that with the help of our table, it is possible to teach students how to properly handle verbs like рисовать as well as with other verbs of the Russian language.

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