

RU 0585 S

# RUSSIAN

Proficiency Improvement Course



**LISTENING  
VOLUME 2**

***Workbooks 2 - 5***  
***Units 6 - 25***

DEFENSE LANGUAGE INSTITUTE, FOREIGN LANGUAGE CENTER

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**POLISH**  
**Proficiency Improvement Course**

**LISTENING WORKBOOK**

**Volume 2**

**Units 6 - 25**

**1989**  
**Reconfigured 1995**

**DEFENSE LANGUAGE INSTITUTE**  
**FOREIGN LANGUAGE CENTER**



**RUSSIAN PROFICIENCY IMPROVEMENT COURSE**

Subcourse Number DL1202

Edition A

Defense Language Institute, Foreign Language Center  
Presidio of Monterey, California 93944-5006

10 Credit Hours

Edition Date: September 1990

**Subcourse Overview**

This is the second in a series of 10 Russian workbooks written for linguists serving in the United States armed forces.

Workbook 2 is at proficiency level 1+. It contains texts ranging from weather reports to military clubs. These texts have been taken from the Soviet media.

This is the first workbook at level 1+. You will find that the activities in this book continue building on the basic listening strategies of skimming for main ideas and scanning for specific information. You will also find in this book exercises requiring listening strategies such as

- listening for numerical and geographical information in a text,
- predicting the contents of a text,
- listening for clues to meaning in the grammatical construction of a text,
- listening for clues to meaning in the format of a text,
- identifying sequencing patterns in a text.

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### Administrative Instructions

1. Number of units in this subcourse: Five.
2. Materials needed in addition to this booklet are a #2 pencil, an ACCP Examination Response Sheet and a preaddressed envelope.
3. Supervisory requirements: None.

### Grading and Certification Instructions

#### Examination:

This subcourse contains a multiple-choice examination covering the material contained in these units. After studying the units and working through the exercises, complete the examination. Mark your answers in the subcourse booklet; then transfer them to the ACCP Examination Response Sheet. Completely black out the lettered oval which corresponds to your selection (A, B, C, or D). Use a #2 lead pencil to mark your responses. When you have completed the Examination Response Sheet, mail it in the preaddressed envelope provided. Your examination score will be returned to you. A score of 75 or above is passing. Ten credit hours will be awarded for successful completion of this examination.

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## Unit 6—Weather Reports

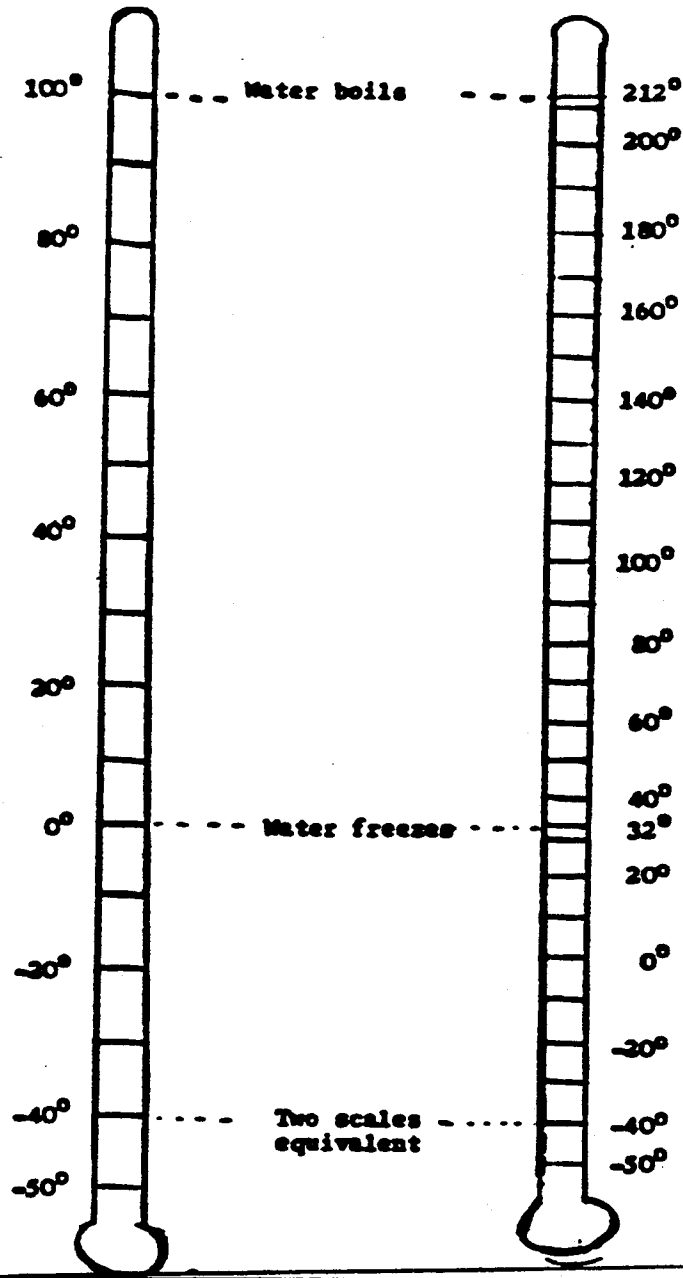
Weather reports are broadcast everywhere around the world. As you probably listen to weather reports daily, you are familiar with their content. The understanding of a weather report is indispensable when planning any military activity. To understand weather broadcasts in Russian, you will have to learn the vocabulary associated with these texts. This vocabulary will include words such as precipitation, wind, rain, snow, etc. In addition, you will need to be able to understand numbers and locations. In the Soviet Union temperatures are measured according to the Centigrade system instead of the Fahrenheit system. Once you have become accustomed to the format of Soviet weather reports, they will be easy to listen to. The weather report on Soviet television comes at the end of the news program.

**Exercise 1** Numbers in Russian take different endings. Therefore, when you hear temperatures in weather reports, the numbers are sometimes in the genitive case. This exercise will prepare you to listen to temperatures in Soviet weather forecasts. Match the Russian on the left with the corresponding numbers on the right by writing the correct letter in the space provided.

- |                             |          |
|-----------------------------|----------|
| 1. ___ от нуля до пяти      | a. 6°-8° |
| 2. ___ от одного до четырех | b. 2°-3° |
| 3. ___ от двух до трех      | c. 0°-5° |
| 4. ___ от шести до восьми   | d. 7°-9° |
| 5. ___ от семи до девяти    | e. 1°-4° |

The prepositions *от* and *до* are frequently used in weather forecasts. However, often the announcer will mention the numbers without including the prepositions. For instance you may hear *от нуля до трех* or you may hear *нуль-три*. You can see on the following page how the Centigrade system compares to Fahrenheit.

Figure 6.1



Centigrade (° C)

Fahrenheit (° F)

Conversion: Temperature Fahrenheit - 9/5  
Temperature Centigrade 5/9

Temperature Centigrade + 32  
Temperature Fahrenheit - 32

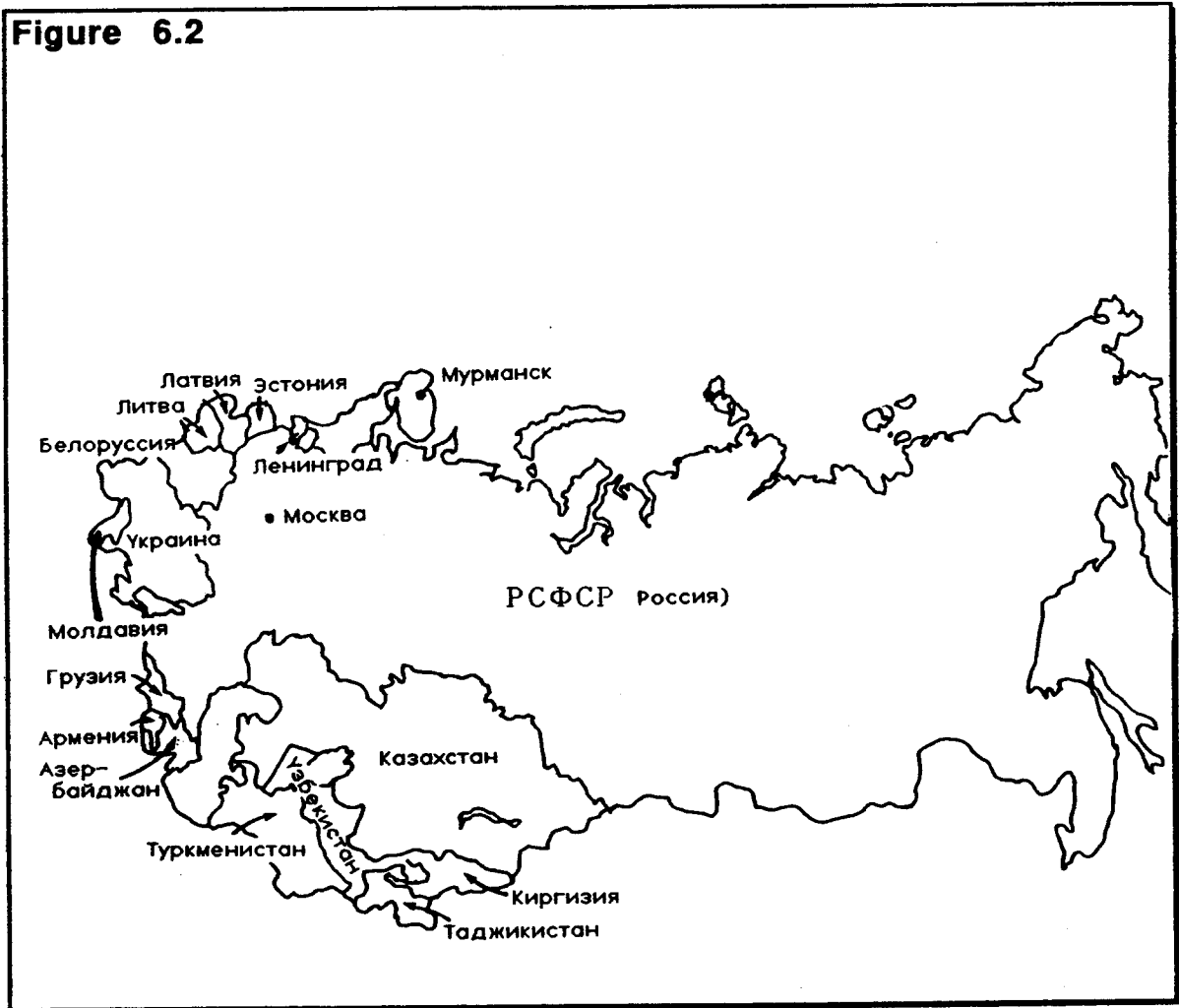
**Exercise 2**

The weather broadcast of Text A occurred in February. This exercise will give you the opportunity to concentrate on the names of places and numbers in Text A. The locations are listed below, so you need to listen for the place and then write the predicted temperatures next to each location. Numbers can be hard to distinguish in the beginning, so remember that you may listen to Text A more than once.

1. Эстония \_\_\_\_\_
2. Латвия \_\_\_\_\_
3. Литва \_\_\_\_\_
4. Белоруссия \_\_\_\_\_
5. Украина \_\_\_\_\_
6. Армения \_\_\_\_\_
7. Грузия \_\_\_\_\_
8. Азербайджан \_\_\_\_\_
9. Северный Кавказ \_\_\_\_\_
10. Ленинград \_\_\_\_\_
11. Москва  
    а. ночью \_\_\_\_\_  
    б. днем \_\_\_\_\_

To help you while you are listening to weather forecasts a map of the Soviet Union is included as a reference guide for you. If you are not familiar with a location, try to find it on the map.

**Figure 6.2**



**Exercise 3**

The weatherman of Text A mentions information other than temperatures and locations. The questions below refer to precipitation, wind direction and temperatures.

1. Which republic contains regions in which snow is forecast?  
Write your answer in English.

---

2. What direction will the wind be in Moscow? Write your answer in English.

\_\_\_\_\_

3. Temperatures can be either above or below freezing. What two English cognates are used in Text A to indicate above or below zero? Write your answers in Russian.

a. \_\_\_\_\_ b. \_\_\_\_\_

4. The word мороза can also indicate below freezing temperatures. What is another word in Text A that can indicate above freezing temperatures? Write your answer in Russian.

\_\_\_\_\_

5. What is the Russian equivalent of the word *precipitation*?

\_\_\_\_\_

6. If the word you wrote above, in number five, has the preposition без before it, then no precipitation is expected.

- a. In which locations does the announcer explicitly state that "no significant precipitation" is expected. Write your answers in English.

\_\_\_\_\_  
\_\_\_\_\_

- b. In which location is precipitation predicted? Write your answer in English.

\_\_\_\_\_

**Exercise 4** The weather forecast of Text B appeared on Soviet news in February. Temperatures from Text B are listed below. Write next to these temperatures the names of the republics, regions or cities which, according to Text B, will have these temperatures. Write the locations in English.

- 1.  $-3^{\circ}-2^{\circ}$  \_\_\_\_\_
- 2. near  $0^{\circ}$  \_\_\_\_\_
- 3.  $-2^{\circ}-7^{\circ}$  \_\_\_\_\_
- 4.  $1^{\circ}-4^{\circ}$  \_\_\_\_\_
- 5.  $1^{\circ}-6^{\circ}$  \_\_\_\_\_
- 6.  $0^{\circ}-5^{\circ}$  \_\_\_\_\_
- 7.  $0^{\circ}-5^{\circ}$  \_\_\_\_\_
- 8.  $4^{\circ}-1^{\circ}$  \_\_\_\_\_

**Exercise 5**

1. The words below describe weather conditions. In Text B you will hear them used in set phrases such as *gusts of wind*. Listen to Text B and complete the set phrases.

- a. порывы \_\_\_\_\_
- b. местами \_\_\_\_\_
- c. небольшие \_\_\_\_\_
- d. временами \_\_\_\_\_
- e. облачная \_\_\_\_\_

2. Having listened to these words in context, you can now figure out what they mean. Match the Russian words with the English equivalents on the right hand side by writing the letter in the space provided.

- |                  |               |
|------------------|---------------|
| 1. ___ порывы    | a. occasional |
| 2. ___ местами   | b. gusts      |
| 3. ___ небольшой | c. cloudy     |
| 4. ___ временами | d. scattered  |
| 5. ___ облачная  | e. light      |

**Exercise 6** Now that you have worked with some of the weather expressions read the questions below and then listen to Text B for the answers. Write your answers in English unless otherwise indicated.

1. Which region anticipates gusts of wind and a snow storm?

---

2. For what area is scattered snowfall predicted?

---

3. What areas will have light precipitation?

---

4. For what area is occasional precipitation predicted?

---

**Exercise 7** Complete the sentences below in English with information from Text B. Read the sentences first, so that you know what you are listening for.

1. The weather in Moscow is \_\_\_\_\_ and \_\_\_\_\_ later.
2. The wind in Moscow is from the \_\_\_\_\_.
3. The temperature in Moscow at night will be \_\_\_\_\_.
4. The temperature in Moscow during the day will be \_\_\_\_\_.
5. The roads will be \_\_\_\_\_.

**Exercise 8**

1. Text C is divided into two parts because of its length. The month of the broadcast for Text C is April. Listen to the Text C.1 and complete the chart below in English with information from the text.

Location	Temperature	Precipitation
	near zero	
Chernozemniy region		light snow
Georgia		showers and thunderstorms
	15°	showers and thunderstorms
		no precipitation, fog
Leningrad		



2. What time of the day is the weather forecast?

- a. Morning
- b. Afternoon
- c. Evening

3. Write the Russian words which led you to your conclusion about the time of the broadcast.

\_\_\_\_\_

**Exercise 9** Find the Russian equivalents for the English words below in Text C.1. Write the equivalents in the space provided.

- 1. Light snow \_\_\_\_\_
- 2. Showers \_\_\_\_\_
- 3. Thunderstorms \_\_\_\_\_
- 4. Fog \_\_\_\_\_

**Exercise 10** This exercise will help you check on the vocabulary you have been working with in this unit. Listen to the second part of Text C which is Text C.2. Fill in the blanks below with the missing Russian words.

В \_\_\_\_\_ небольшой \_\_\_\_\_,  
ночью до \_\_\_\_\_ четырех, на \_\_\_\_\_  
сохранится \_\_\_\_\_. Послезавтра в  
\_\_\_\_\_ снег,  
ночью от \_\_\_\_\_ до восьми  
\_\_\_\_\_, днем до четырех \_\_\_\_\_  
\_\_\_\_\_.

**Key Vocabulary**



бурно  
временами  
гололедица  
градус  
местами  
метель  
мороза  
наблюдаться  
небольшой  
область  
облачный  
осадки  
порывы  
прояснение  
слабый  
сохраниться  
существенный  
тепла  
черноземный

stormy  
occasional  
ice-covered  
degree  
scattered  
snow-storm  
freezing, below zero  
to be observed  
light  
province, region  
cloudy  
precipitation  
gusts  
clearing  
light  
to remain  
substantial  
warmth, above zero  
black earth (adj.)

**Unit 7—Maneuvers**

In this unit you will listen to reports about military maneuvers. The Soviet media reports frequently on maneuvers in the Western part of the world. The texts will contain general information such as the names of the countries involved and where the maneuvers are occurring. They will also relate other specific information. For example, some of the texts will mention dates, code names and the type of training involved.

**Exercise 1** Prediction is a strategy in which you guess the contents of a passage before you listen to it. Read the list of vocabulary below and then decide which of the vocabulary items you predict will appear in texts about troop maneuvers. Put a check by these items.

1. \_\_\_\_\_ жертвы
2. \_\_\_\_\_ учение
3. \_\_\_\_\_ маневры
4. \_\_\_\_\_ кодовое наименование
5. \_\_\_\_\_ химическое оружие
6. \_\_\_\_\_ ядерный взрыв
7. \_\_\_\_\_ войска
8. \_\_\_\_\_ военнослужащие

Listening Workbook 2, Unit 7

**Exercise 2** Text A is one sentence long and contains only factual information. Read the questions below first so that you can anticipate this information. Then listen to Text A for the answers.

1. A date is mentioned in the beginning of Text A. Listen for the date and write it in English on the line below.

\_\_\_\_\_

2. The verb following the date in Text A explains the importance of the date. Listen for this verb and write it below in Russian. Then give the English equivalent on the right hand side.

a. \_\_\_\_\_ b. \_\_\_\_\_

**Exercise 3** The announcer of Text A mentions the names of the countries participating in the maneuvers and the location of the maneuvers. This exercise will help you concentrate on listening for this information.

1. Remember that Russian indicates location by using the preposition **в** and the prepositional case. So to figure out the location of the maneuvers you need to listen for these clues. Listen to Text A and write below in English the location of the maneuvers.

\_\_\_\_\_

2. What two countries are involved in the maneuvers? Listen for the names of countries and other words which might pertain to a country. Write the names of the two countries you hear mentioned in English in the space provided. The second country mentioned is referred to by its abbreviation. So, first write the Russian abbreviation and then the name of the country in English.

a. \_\_\_\_\_

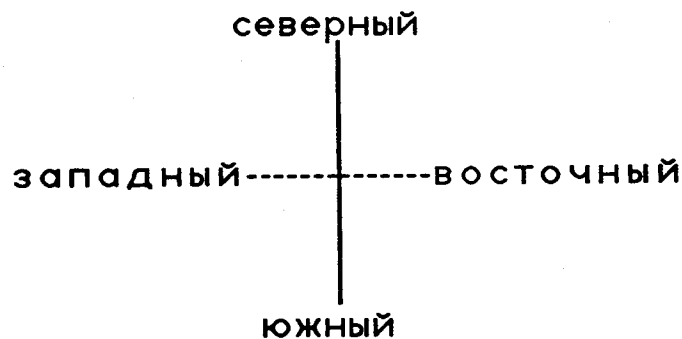
b. \_\_\_\_\_

**Exercise 4** Text B contains the same type of information as Text A. However, it is slightly longer. A longer report generally means that it has more specific information. First listen to Text B and then complete the exercise below.

1. In what country did the maneuvers occur?

\_\_\_\_\_

2. Text B contains a word describing the location of the maneuvers. Listen to the text again and then circle the word below which is used to describe the location.



3. Write in English in the space provided the date mentioned in Text B.

\_\_\_\_\_

4. Using the same strategy that you used with Text A, write the verb following the date in Text B in Russian below. On the right hand side give the English equivalent.

a. \_\_\_\_\_ b. \_\_\_\_\_

5. What two countries are participating in the maneuvers? Write your answer in English.

a. \_\_\_\_\_ b. \_\_\_\_\_

### Exercise 5

1. Text B mentions the code name of the maneuvers. Listen carefully to the tape, then write the Russian equivalent of the expression *code name* in space provided below.

\_\_\_\_\_

2. Now listen to Text B for the code name of the maneuvers. When you hear in Text B the Russian equivalent of *code name*, you know that the name will probably be the next piece of information. Write the name below in English.

\_\_\_\_\_

3. The announcer of Text B talks about some of the equipment and vehicles used in the maneuvers. Check the items listed below which are mentioned in Text B.

a. \_\_\_ танки

b. \_\_\_ корабли

c. \_\_\_ вертолеты

d. \_\_\_ винтовки

e. \_\_\_ самолеты

**Exercise 6** Text C is another report on maneuvers that you might hear broadcasted by the Soviet media. Read the questions below and then listen to Text C for the answers. Write your answers in English.

1. What is the code name of the maneuvers?

\_\_\_\_\_

2. In what ocean are the maneuvers occurring?

\_\_\_\_\_

3. Text B mentions the dates on which the maneuvers are occurring. Write these dates in the space provided below.

From \_\_\_\_\_ to \_\_\_\_\_

**Exercise 7** Three countries are participating in the maneuvers in Text C. The text also tells you how many ships from each country are involved. Complete the chart below with this information from Text C. Write your answers in English.

Number of ships	Name of the country

**Exercise 8** This exercise involves working with the first sentence of Text D. You may listen to it as many times as necessary to obtain the requested information, but remember that in order to be a good listener you will eventually need to be able to understand a text after listening to it only once.

1. The opening sentence describes one of several military activities used during maneuvers. The words used to describe this event are English cognates. Write in English what this event is in the space provided.

---

2. What is Форт-блисс?

---

3. In what state are the maneuvers taking place?

---

4. What is the code name of the maneuvers?

---

5. Have the maneuvers just begun or are they about to end?

---

6. Are the maneuvers large-scale or small-scale?

---



**Exercise 9** Complete the following statements in English with information from Text D.

1. There are about \_\_\_\_\_ servicemen in the area of the maneuvers.
2. Also in the area of the maneuvers is a large quantity of \_\_\_\_\_ and \_\_\_\_\_.
3. The length of the maneuvers is \_\_\_\_\_ weeks.

**Exercise 10** You have listened to four texts so far about maneuvers. This exercise will help you sum up some of the knowledge you have acquired.

1. Listen to Text E and then write a summary statement of the information the announcer provides. Your sentence should contain the following information: the code name, the countries participating, the location, and the date.

---

---

---

2. Below you will see an incomplete version of Text E. Fill in the missing words by listening for these words in Text E. This will help you to remember the new vocabulary in this unit.

\_\_\_\_\_ маневры «Пасэкс-89» с участием  
вооруженных сил \_\_\_\_\_, \_\_\_\_\_,  
Таиланда, Филиппин и \_\_\_\_\_ развернутся  
на обширной акватории Тихого и \_\_\_\_\_  
океанов со второй половины \_\_\_\_\_ с. г. В  
них наряду с военно- \_\_\_\_\_ и военно-  
\_\_\_\_\_ силами планируется задействовать  
и значительные контингенты сухопутных  
\_\_\_\_\_.

### Key Vocabulary



боевая техника	combat equipment
включать	to include
внешний	external, foreign
войсковой	army, military (adj.)
высадка	landing
завершиться	to be completed, end
значительный	significant
кодовое наименование	code name
количество	quantity, number
крупномасштабный	large-scale
обширный	vast, extensive
отрабатывать	to work out, master, perfect
отражение	repulse
парашютный десант	parachute landing
продлиться	to last for
развернуться	to be deployed, expanded
совместный	joint
сосредоточено	concentrated, focused

сухопутные войска  
угроза  
учение  
широкомасштабный

ground forces  
threat  
training  
wide-scale

### Acronyms and Abbreviations

ГДР (Германская  
Демократическая  
Республика)

German Democratic  
Republic (East Germany)

Listening Workbook 2, Unit 7

## Unit 8—Official Visits

The Soviet media regularly gives reports about official visits. The Soviet TV program *Время* usually contains at least a couple of announcements about official visits. The texts in this unit discuss visits made by military officials and leaders of nations. The understanding of texts about official visits is important for military personnel who need to keep up with current affairs. The information in these texts includes the names of countries, names of people, titles of people, and often the reason for the visit. The format of these texts is similar, so once you master this format, you will be able to easily understand these types of texts.

**Exercise 1**      Reading the questions before you listen to the text will help you to anticipate the information in the text. So first read the questions below, and then listen to Text A for the answers. Write your answers in English in the spaces provided.

1. a. Two countries are involved in the visit. The name of one country is explicitly stated. Write the name of this country in the space provided.

---

- b. Although the name of the second country is not stated, a representative of this country is named. What is his name?

---

2. Text A contains the dates of the visit. What are the dates?

---

**Exercise 2** Exercise 1 helped you to get the gist of Text A. Now you will work on the more specific details of Text A.

1. In an announcement about an official visit, one party extends an invitation to another party. You know that in Russian the verb *to invite* is приглашать. Text A contains the noun form of this verb. In addition, it is preceded by the preposition по. Listen to Text A for this noun and write it below in Russian. The preposition has already been supplied.

по \_\_\_\_\_

2. What does the phrase you wrote above mean in English?

\_\_\_\_\_

3. Based upon the information that you learned above, who extended the invitation? Write your answer in English.

\_\_\_\_\_

4. There are two adjectives describing the noun визит in Text A. Write them on the left hand side and give the English equivalents on the right hand side.

a. \_\_\_\_\_

b. \_\_\_\_\_

**Exercise 3** Text B is another announcement of an official visit which appeared on the Soviet TV news program Время. It is very similar to Text A except, of course, the main characters are different. Listen to the text and then complete the chart on the facing page in English.

Names of the two countries	a. b.
Names of the two men involved in the visit	a. b.
Name of the country hosting the visit	
Name of the city hosting the visit	

**Exercise 4**

1. The verbs below are typical for a text about official visits. These verbs are taken from Text B, but will also appear in future texts. Match the verbs with their English equivalents by writing the correct letter in the space provided.

- |                   |                  |
|-------------------|------------------|
| 1. ___ прибыть    | a. to discuss    |
| 2. ___ встречать  | b. to arrive     |
| 3. ___ состояться | c. to take place |
| 4. ___ обсуждать  | d. to meet       |

2. According to Text B, at what place was the guest met? Circle the correct answer.

- a. Airport
- b. Border
- c. Port
- d. Railway station

3. a. The announcer of Text B mentions the title of the two men involved in the meeting. Both men have the same title. Write the title below in Russian.

---

- b. What is the English equivalent of this title?

---

4. Who else was present at the meeting? Write your answer in English.
- 

**Exercise 5** Text C reports on a meeting between two officials. Sometimes it is hard to understand what is going on because word order in Russian does not always correspond to word order in English. So, for example, the subject may appear last in a sentence. This exercise will help you understand what is going on by making you aware of word order when listening. Read the questions first and then listen to Text C for the answers.

1. The phrases and words below are parts of the first sentence in Text C. However, the order of these phrases and words do not correspond to that in Text C. Listen to Text C for the original order and then write a number 1–7 next to each phrase or word to indicate the order of appearance of each of the phrases.
- a. \_\_\_ член Президиума ЦК Коммунистической Партии Чехословакии
  - b. \_\_\_ в Москву
  - c. \_\_\_ прибыл
  - d. \_\_\_ председатель правительства ЧССР
  - e. \_\_\_ сегодня
  - f. \_\_\_ с официальным дружественным визитом
  - g. \_\_\_ Ладислав Адамец



2. If a sentence contains an animate noun in the subject and in the direct object position, you need to listen for the ending to know who did what to whom. The grammatical case ending for an animate masculine noun in the accusative is an *а*. The second sentence of Text C contains the two names below and the verb *to meet*. Listen to Text C and decide who met whom. Then put this information in the blanks below.

Adamec  
Ryzhkov

\_\_\_\_\_ met \_\_\_\_\_.

**Exercise 6** Notice how knowing the format of these texts helps you anticipate the information you will hear. The questions in this exercise refer to Text C. They are similar to the questions you answered for Texts A and B. Read the questions and then listen to Text C for the answers. Write your answers in English.

1. The official meeting occurs in Moscow. What other country is participating in the visit?  
\_\_\_\_\_
2. Moscow has two airports, Sheremyetevo and Vnukovo. At which airport did the officials meet?  
\_\_\_\_\_
3. What type of music was performed at the airport?  
\_\_\_\_\_
4. Text C contains the acronym ЦК. What does this acronym refer to?
  - a. Central Command Post
  - b. Central Military Censorship
  - c. Central Committee
  - d. Central Komsomol School

**Exercise 7** In Text D the newscaster talks about an official visit between two well-known leaders of countries. Write the names of these two people and the countries they represent in English in the spaces provided.

1. a. Name \_\_\_\_\_  
b. Country \_\_\_\_\_
2. a. Name \_\_\_\_\_  
b. Country \_\_\_\_\_

**Exercise 8** The questions below refer to more specific information in Text D. Read the questions and then listen for the answers in Text D. Write your answers in English in the spaces provided.

1. In what city did the two men meet?

\_\_\_\_\_

2. Who else does Text D mention as coming on the official visit and what is this person's status?

\_\_\_\_\_  
\_\_\_\_\_

3. Where did the two leaders go?

\_\_\_\_\_

4. Which of the following words describes the way the visitors were greeted? Circle the correct letters.

- a. тепло
- b. искренне
- c. сердито
- d. сердечно

**Exercise 9** Text E is the final text on official visits.  
Remember to use your knowledge of the format of these texts to complete the exercises.

1. The two sentences below are similar except that the verbs are different. Listen to Text E and decide which of the verbs is mentioned in the text. Circle the letter of this sentence.

- a. По приглашению министра обороны США Ричарда Чейни с официальным визитом отбыл из Москвы кандидат в члены Политбюро ЦК КПСС, министр обороны СССР генерал армии Язов.
- b. По приглашению министра обороны США Ричарда Чейни с официальным визитом прибыл в США кандидат в члены Политбюро ЦК КПСС, министр обороны СССР генерал армии Язов.

2. Are the two verbs in the sentences above antonyms, which means opposite in meaning, or synonyms, which refers to words with the same meaning?

-----

3. The incomplete sentence below is a summary statement of Text E. Listen to Text E and then fill in the blanks with the missing information in English.

The Minister of Defense of \_\_\_\_\_ ,  
name of country

Yazov, \_\_\_\_\_  
verb city

on \_\_\_\_\_  
date for an official visit to the

\_\_\_\_\_ at the invitation of Secretary of Defense  
name of country

\_\_\_\_\_  
name of person

**Exercise 10** Text E contains the names of several military personnel besides General Yazov. This exercise will help you to recognize names and titles.

1. According to Text E, what was the role of these men in the official visit? Write your answer in English.

---

2. The ranks of the men are given in Text E. Match the ranks listed below with the appropriate name as mentioned in Text E by writing the correct letter in the space provided. Two of the men have the same title. There is one extra name which does not appear in Text E.

1. \_\_\_\_\_ Первый заместитель министра обороны СССР  
генерал армии
  2. \_\_\_\_\_ начальник Генерального штаба Вооруженных  
Сил СССР—первый заместитель министра  
обороны СССР генерал армии
  3. \_\_\_\_\_ начальник Главного политического управления  
Советской Армии и Военно—Морского Флота  
генерал армии
- a. Лизичев
  - b. Кочетов
  - c. Дубинин
  - d. Моисеев
  - e. Лушев

### Key Vocabulary

взаимный  
встреча  
государственный  
дружественный  
заместитель  
исполнить  
министр обороны



mutual  
meeting  
government (adj.)  
friendly  
deputy  
to perform  
minister of defense

обсуждать	to discuss
осуществить	to carry out, accomplish
отбыть	to leave
представитель	representative
прибыть	to arrive
приветствовать	to welcome, greet
приглашение	invitation
проводить	to see off
руководство	leadership
состояться	to take place
трап	ladder, stairway

### Acronyms and Abbreviations

ЦК (центральный комитет)	central committee
ЧССР (Чехословацкая Социалистическая Республика)	the Czechoslovak Socialist Republic



### Unit 9—Military Schools

Soviet military schools play a vital role in the education and training of the armed forces. The schooling deals with military conscripts of varying educational levels as it prepares soldiers, sailors, and airmen for active duty. Not only must they have command of Russian—a second language for almost half the USSR's population—but the servicemen must master highly sophisticated and technical equipment for use under often stressful and hazardous conditions. This unit explores some aspects of military schools in the Soviet Union.

In the Soviet system there are specialized military schools, such as those for aviation or engineering which train officer candidates in technical specialties. There is competition among the various schools, which seek to enroll the best students. The Soviet media regularly announce enrollment opportunities.

**Exercise 1** This exercise presents enrollment announcements.

1. What factual information would you expect to find in enrollment announcements? Write your answers in English on the lines below.

---

---

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---

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2. All the texts in this unit are basically lists of information or instructions. Now listen to the six announcements in Text A to determine typical information and order of presentation. This part of the exercise will help you recognize the recurring format. Don't worry about any detailed information yet, because first you need to recognize the format.

The following basic elements of an enrollment announcement are out of order. Read them and listen again to Text A. Then resequence the following elements, restoring them to the typical order found in Text A, by writing a number beside each element—1, 2, 3, etc.

- a. \_\_\_\_\_ Mailing address (6-digit zip code, city, district)
- b. \_\_\_\_\_ School specialty (what it teaches)
- c. \_\_\_\_\_ Military honors or awards to the school
- d. \_\_\_\_\_ School name (including city of location)

**Exercise 2** You just finished an exercise in sequencing. Now you'll have a chance to listen for more detail. Read the following questions, then listen to Text A. Answer the questions in English in the spaces below. It may help you to write beside each question the name of the format element (from the previous exercise) where you would expect to find the requested information.

1. What kind of school is there in the city of Kaliningrad?

\_\_\_\_\_

2. Besides Kaliningrad, which other cities have this type of school?

\_\_\_\_\_

3. In what city is there a school named for Marshal of Aviation Vershinin?

\_\_\_\_\_



4. The school in the city of Kharkov is named for whom?

---

5. What medal was twice awarded to the person named in Question 4?

---

6. What kind of aviation specialists does the Tambov school train?

---

7. What is the zip code for the school in the city of Perm?

---

**Exercise 3** Text B gives other important facts about schools—the kind of information you might expect to find in a college catalog or brochure. Text B contains answers to questions every student would ask about the nature of the school.

1. Listen to Text B at least twice, just as you would skim a text by eye, to get the gist of it. Do not try to retain all the information. Now read the following list of possible topics. Cross out any NOT mentioned in Text B.

- a. Costs
- b. Dates of acceptance
- c. Length of time for study in certain programs
- d. Exam schedule
- e. Vacations and holidays
- f. Minimum admission standards
- g. Housing facilities
- h. Degree or title awarded on completion

2. These key phrases and words should help you to identify the text's essential elements. Match the Russian key words or phrases in column A with English equivalents from column B by writing the appropriate number in the spaces provided.

A	B
a. ___ срок обучения	1. Admissions Board
b. ___ приемная комиссия	2. diploma
c. ___ отпуск	3. holidays
d. ___ каникулы	4. leave
e. ___ диплом	5. length of training
f. ___ квалификация	6. military rank
g. ___ воинское звание	7. qualifications

**Exercise 4** This exercise encourages you to focus on the details of Text B.

1. Listen to Text B to find the part that deals with specialized areas of study. Now read and answer the following questions in English. Write your answers in the spaces provided.

a. How long must students study to become pilots?

\_\_\_\_\_

b. How long must students study for the aviation technician program?

\_\_\_\_\_

c. How long must students study to become navigators?

\_\_\_\_\_

d. Which program requires five years of study?

\_\_\_\_\_

2. To give you more practice in picking out detailed information, answer the following questions about details in Text B. Circle the correct answer in each case.

a. The Admissions Boards usually meet from

1. July 10 through 30.
2. June 1 through 13.
3. July 9 through 13.
4. June 10 through 13.

b. Graduates of the schools receive the rank of

1. warrant officer.
2. ensign.
3. lieutenant.

c. Graduates also receive all the following EXCEPT

1. insignia for their uniforms.
2. a diploma.
3. two weeks' home leave.
4. a designated level of professional qualification.

**Exercise 5** Schools require certain information on applications for places. Before you listen to Text C, which details the information required for applying, think for a moment about the kind of information that goes on an application, particularly the general categories of information usually requested.

Bear the following list of general categories of information in mind as you listen to Text C. Then choose the categories that best describe the types of information you hear in Text C. Circle the correct answers.

1. Financial
2. Biographical
3. Educational
4. Political
5. Physical/Health
6. Employment history

**Background Note**



Many jobs in the Soviet Union require a candidate to have the "correct" political background. His membership and participation in Komsomol or Party activities will affect his job chances.

**Exercise 6** This exercise asks you to scan the text. When you listen to sports scores on the radio, for example, waiting for your team's results, you are scanning. You're searching for particular information, ignoring everything else.

Now that you've identified the basic information type in Text C, read the true/false statements below. Listen again, if necessary, *scanning* for these specific statements. Decide which are true and which are false, then mark the appropriate box.

- |                                                                                     | T                        | F                        |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Servicemen wishing to apply must submit a request (рапорт по команде) by May 1.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The full name on the request must include last name, first name, and patronymic. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The request lists first, second, and third choice of schools.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Applicants must attach an autobiography.                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The application must include two photos.                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There must be a report on Party (or Komsomol) participation.                     | <input type="checkbox"/> | <input type="checkbox"/> |

**Exercise 7** The final texts in this unit describe a specific school in Riga, Latvia. Before you listen to Text D, look at the photograph (Figure 9.1) of the classroom which accompanies Text D.

**Figure 9.1**



1. Judging by the photograph, which of the following subjects is being taught?
  - a. Medicine
  - b. Engineering
  - c. Artillery
  - d. Aviation

2. Now listen to Text D, which describes the teaching situation, look at the photograph again, and then answer the following questions. Write your answers in Russian. Give the English equivalent alongside for Questions 2.b and 2.c.

a. What is the name of the man standing in front of the class?

\_\_\_\_\_

b. What is the military rank of the man standing in front of the class?

\_\_\_\_\_

c. What is his official title in the school?

\_\_\_\_\_

**Exercise 8** Figure 9.1, Text D, and Text E all describe activities at one particular school. Listen to the first part of Text E, where it names the school. Then read the following passage in Russian. It uses the same vocabulary as Text E but the information has been rephrased. Fill in the blanks below by choosing the appropriate words from the list provided at the end of the passage.

Среди \_\_\_\_\_-учебных заведений \_\_\_\_\_

Рижское \_\_\_\_\_ училище сегодня занимает

\_\_\_\_\_ место.

- a. военно
- b. достойное
- c. страны
- d. авиационное

**Exercise 9**

Now listen to the entire Text E. Just as you did in previous exercises with other texts, listen for the gist of the text and try to decide what *type* of information it conveys, rather than the information itself. One way to do this is to categorize the vocabulary—does it concern equipment? Or instructions? Or some aspect of people's behavior? These are typical questions you might ask.

1. Read the following list of general categories of information. Bear them in mind as you listen to Text E. Then choose the categories that best describe the type of information about the school in Riga conveyed in Text E. Circle the correct answers.
  - a. Instructional (course content)
  - b. Scheduling (when and where classes are held)
  - c. Extracurricular (social activities)
  - d. Equipment and Staffing
  - e. Emergency Information
  
2. The last phrase of Text E sums up the paragraph. Read the phrase in Russian, below, and choose a word with the same meaning to substitute for the underlined word. Circle the word of your choice.

все это—нынешний день училища

- a. современный
- b. прекрасный
- c. сложный
- d. учебный

**Exercise 10** The questions in this exercise focus on details about the Riga school as described in Text E. The first part of the exercise tests your ability to paraphrase. Paraphrasing is an important skill to master when you deal with lots of information.

1. Scan Text E to find the sentence about preparing students. Compare it with the following Russian sentence, which uses the vocabulary from the text in slightly altered sequence. Choose an appropriate ending from the list below to complete and convey the same meaning as the sentence in Text E. Write the letter of your choice in the space provided.

у Рижского училища своя стройная система подготовки

---

- a. иностранных кадров для автоматике.
- b. инженерных кадров для авиации.
- c. технических кадров для автопромышленности.
- d. инициативных кадров для артиллерии.

2. This exercise requires you to identify some details about the school's facilities. Complete the items in column A by choosing the appropriate word or words from column B. Write the number for each choice in the spaces provided.

A	B
a. ___ техника	1. прекрасные
b. ___ комплексы	2. новейшая
c. ___ учебные кабинеты	3. курсантское конструкторское
d. ___ состав	4. компьютерные
e. ___ бюро	5. высококомпетентный профессорско-преподавательский



**Grammar Note**

Inclusion of the syllable -ейш- or -айш- in the middle of an adjective (it's called an infix, similar to a prefix or suffix) adds strength and emphasis to the adjective, even more than the use of **самый** plus the adjective. It means *the most...* or *the greatest degree of...*

An example is the word in Text E, **новейшая** (the very newest). Other examples would be **важнейший** (the most important) and **величайший** (the very biggest). **Новейшая, важнейший, and величайший** convey more emphasis than would **самая новая, самый важный, and самый великий**. This gets used in pompous or bureaucratic language, for emphasis, more than in everyday speech.

**Key Vocabulary**

<b>высококoмпетентный</b>	expert, highly qualified
<b>дважды</b>	twice
<b>достойный</b>	worthy (of), deserving (of)
<b>знак</b>	sign, insignia
<b>кадры (usually plural)</b>	personnel
<b>курсант</b>	student, cadet, officer candidate
<b>нынешний</b>	present, present-day
<b>обеспечиваться</b>	to be ensured, provided
<b>обучение</b>	training, teaching
<b>отбор</b>	selection
<b>подготовка</b>	preparation, training
<b>присваивать</b>	to confer, award
<b>рапорт по команде</b>	request via the chain of command
<b>срок</b>	(period of) time, deadline
<b>училище</b>	(specialized) school
<b>штурман</b>	navigator

**Acronyms and Abbreviations**

<b>ВВС (Военно-Воздушные Силы)</b>	Air Force
<b>ВУЗ (Высшее учебное заведение)</b>	Higher Educational Institution

Listening Workbook 2, Unit 9

### Unit 10—Military Clubs

Servicemen in the military, judging by what the media say, work hard and play hard. There are many facilities and opportunities for recreation and leisure activities. The military supports sports clubs, competitions, various hobbies, and artistic performances. The range of activity is enormous—media coverage features scenes of troops in the field singing to the sound of a violin or accordion; world-class sporting teams (such as hockey or basketball); and artistic performances on the most highly polished, professional level.

Leisure-time activity is called *самодетельность*—loosely translatable as *hobby* or *amateur activity* done for enjoyment.

**Exercise 1** This first exercise introduces some vocabulary and ideas about recreation and leisure activities.

1. Match the Russian words in column A with their English equivalents in column B. Write the number of the corresponding English item in the space provided next to each Russian item.

A	B
a. _____ <i>самодетельность</i>	1. amateur activity
b. _____ <i>отдых</i>	2. creative activity
c. _____ <i>экскурсия</i>	3. culture
d. _____ <i>творчество</i>	4. excursion
e. _____ <i>спортивный</i>	5. hobby
f. _____ <i>культура</i>	6. to perform (e.g., a song)
g. _____ <i>исполнять</i>	7. rest
h. _____ <i>хобби</i>	8. sports (adj.)

2. Text A comes from a television program about the military. Listen to Text A. Who is being described? Two key words in Text A identify the servicemen involved. Circle your answer.

- a. Sailors
- b. Staff officers
- c. Cadets
- d. Conscripts in boot camp

3. What were the two key words which helped you find the answer? Write them in Russian on the lines below.

\_\_\_\_\_

**Exercise 2**

As you listen to Text A for a second time, have a pencil ready to check items on the following list. You will be scanning for specific information. Check each item you hear mentioned. Some items on the list will NOT be mentioned. Do not check them.

- 1. отдых
- 2. свободное время
- 3. самодеятельность
- 4. экскурсия
- 5. клуб
- 6. творчеству
- 7. хобби
- 8. туристский
- 9. родины

**Exercise 3** By pointing out important vocabulary and key words, the preceding exercises should have helped you prepare for more detailed listening to the text. These exercises draw on your understanding of basic activities being described. You may have to listen to Text A again. Answer the following questions in English on the lines provided.

1. According to Text A, what are the two alternative ways of spending one's free time at the school?

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2. What recreational groups are there at the school?

---

3. What group is an example of this?

---

**Exercise 4** Some of the following statements about activities described by Text A are true, some are false. Mark the appropriate choice for each.

- |                                                                      | T                        | F                        |
|----------------------------------------------------------------------|--------------------------|--------------------------|
| 1. There is more than one sports club at the school.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The «Буссоль» club has been functioning for 5 years               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Club members travel and get to know various parts of the country. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Club members get to work on their physical fitness.               | <input type="checkbox"/> | <input type="checkbox"/> |

**Exercise 5** Text B also comes from a television program about the military. In this case, the speaker is describing a military club at a school. To help you narrow your focus for Text B, this exercise asks you to listen only for words identifying setting and people. You may want to listen for answers to both Questions 5.1 and 5.2 at the same time.

1. Listen to Text B only for words that give you a clue as to who is being described. You may ignore other information—there will be a chance to pick it up later. Who is being described? Circle your answer.
  - a. Staff officers
  - b. Warrant officers
  - c. Airmen
  - d. Cadets
  
2. Listen to Text B for words that identify the setting. Where does the event described in Text B take place? Circle your answer. (To refresh your memory in evaluating answer d, you may want to refer back to Unit 1.)
  - a. Boot camp
  - b. A military school
  - c. On maneuvers
  - d. The Central House of Culture of the Army
  
3. What words gave you the information you sought? Circle the correct answer below.
  - a. курсантов, училище
  - b. прапорщики, маневры
  - c. офицеры штаба, ЦДСА
  - d. летчики, военное учебное заведение

**Exercise 6** Your introduction to the key vocabulary in this text is similar to that of Exercise 2. With your pencil ready, listen again to Text B for any of the following words. Check each one as you hear it. Some items on this list will NOT be mentioned. Do not check them.

1. отдых
2. свободное время
3. самодеятельность
4. училище
5. клуб
6. эстетического
7. хобби
8. туристский
9. родины
10. воспитания
11. занятие

**Exercise 7** To complete the following chart requires a detailed understanding of the activities described. Listen to Text B to find the information requested. Consult the unit's key vocabulary for the meanings of unfamiliar words if you have to. Answer in English.

Club Name	
School (Location)	
Who can be a member	
Available for what activities	

**Grammar Note**

One way Russian emphasizes a point is to use the construction *не только*, which corresponds to the English *not only (not just)*,  
e.g., It's not just big, but **enormous**

Это не только большой, но **огромный**.

The emphasis comes on the part of the phrase following the *but* word. In the examples above, the bold print is the part emphasized. Sometimes *but* is not stated or spelled out. This happens in Text B. Using the above example, it would look like this:

It's not just big, it's **enormous**

Это не только большой—**огромный**



**Exercise 8** It may help to know that Text B describes students who are studying to be military engineers—the specialty called *военный строитель*. You may also wish to recall the name of the club, *Умелые руки*, with its emphasis on *handiwork* (such as model-making, sketching, drawing, and painting).

1. Supply the Russian words from Text B to complete the following sentence

Это не только \_\_\_\_\_, не только \_\_\_\_\_  
эстетического \_\_\_\_\_.

2. In the space provided, write the English equivalent of the Russian sentence you just completed.

---

---

3. Now listen to the sentence immediately following the *не только* sentence in Text B. Circle the best English equivalent of this emphasized information from the following possibilities.

- a. Every graduate will be successful in his future activity.
- b. Everything created in the club will serve a useful purpose for the graduates' practical work in the future.
- c. Everybody who goes to the club wants to have a successful future.
- d. All the graduates want to create similar successful clubs in the future in their places of work.



**Background Note**

The last sentence in Text B mentions a Ленинскую комнату (Lenin Room). This refers to rooms where students study and socialize which are dedicated to V. I. Lenin, leader of the 1917 Bolshevik Revolution. The rooms have a political/ideological aspect—the local Komsomol or Party organization maintains them. In addition, the Party uses the rooms for meetings, propaganda work, and disseminating literature.

**Exercise 9** Text B ends by drawing the listener's attention to the Lenin Room. It is the военные строители who will design, build, and probably decorate Lenin Rooms in military clubs.

1. Listen to the first four words that introduce the sentence about the Lenin Room (at the end of Text B). Write them in Russian and then give English equivalents in the spaces provided.

---

---

Any use of the word *очень*, as above, should attract your attention. It tells you something important is coming.

2. Now focus on the next part of Text B, the part just before Ленинскую комнату, beginning with the word *уметь*. Supply the missing Russian words to fill the blank in the following phrase using words from Text B. Then give the English equivalent for the entire phrase on the following lines.

уметь \_\_\_\_\_

и Ленинскую комнату....

---

---

3. What other rooms besides the Lenin Room does Text B mention?  
Answer in Russian by filling in the blanks below.

a. и \_\_\_\_\_ (комнату)

b. и \_\_\_\_\_ помещение

4. Give English equivalents for the two room types you just identified.

a. \_\_\_\_\_

b. \_\_\_\_\_

**Exercise 10** This sums up the main points of Text B. Go back and listen to the text again, if necessary, and reread your answers to all the exercise questions. Now choose the summary statement that best states the points of Text B.

1. a. Military cadets have lots of time to build models and engage in creative hobbies.
- b. At one Tambov school club, cadets learn that leisure-time activities may have useful applications later in their careers.
- c. Military construction cadets should concentrate on designing Lenin Rooms.
- d. All the military schools have good facilities for those who like to draw, paint, and do architectural design.

**Key Vocabulary**



бытовой  
воспитание  
выпускник  
занятие  
закалка  
иметься  
отдых  
по душе  
помещение  
поход  
родиться  
самодетельность  
секция  
содержательный  
учеба  
умелый  
уметь  
уютный

pertaining to daily life, everyday  
upbringing, education  
graduate  
occupation, pastime  
fitness, toughness  
to be, exist, be available  
rest, leisure  
according to one's liking  
quarters, placement  
march, campaign  
to be born, created  
hobby, amateur activity  
section, group, club  
rich in content, substantive  
studies, formal learning  
skillful  
to know how  
comfortable, cozy

Workbook 2—Speaking Suggestions

**Unit 6—Weather Reports**

- a. Divide your class into small groups. Write the following scenarios on the board.

Сейчас ноябрь на Аляске.

Сейчас август в Северной Каролине.

Сейчас март в Южной Калифорнии.

Сейчас сентябрь в Алабаме.

Ask each group to discuss the kind of weather that could be expected in these locations during the months mentioned. Ask each group to give a 24-hour weather report for each location.

- b. Ask each group to imagine that it is organizing a 24-hour route march in each of the locations mentioned above, and to predict the kind of weather problems participants on the march might encounter based on the weather forecast made by the group in part a.

**Unit 7—Maneuvers**

- a. Divide your class into pairs. Ask each pair to describe the contents of backpacks they would take on maneuvers in Alaska in January and in Utah in July.
- b. Ask each pair to present its ideas to the whole group and ask the class to rank the 10 most important items for Alaska in January and Utah in July.

### **Unit 8—Official Visits**

- a. Divide your class into three groups. Ask the groups to imagine that they are going to be visited by high-ranking officers from the Soviet Union. Ask each group to think of 5–10 questions it would like to ask the officers.
- b. Assign members of group A the roles of high-ranking Soviet officers. Ask group B to put its questions to members of group A. Group C members may listen and join in—asking for further clarification or pursuing an interesting point. Then group B members take the role of high-ranking Soviet officers and answer questions put to them by group C, while group A members listen and join in the questioning. Finally, group C members take the role of Soviet officers and answer questions put to them by group A.

### **Unit 9—Military Schools**

- a. Review the following with your students:  
Это правда. Вы правы.  
Я думаю, что вы ошибаетесь.
- b. Then divide your class into pairs. Ask student A to question student B on the training he has received in the Army. The words Yes and No are not allowed in the answer. If student B uses Yes or No, he must take the role of the questioner and ask student A about the training he has received. Students may time each other to see which one can answer questions for the longest period of time without using Yes or No.

**Unit 10—Military Clubs**

Ask students to interview each other asking the following questions:

Какие у вас увлечения?

Сколько часов в неделю у вас занимают хобби?

Вам нужно тратить много денег на ваши увлечения?

Когда вы начали заниматься хобби?

Почему вы думаете, что ваши увлечения интересные?

## Listening Workbook 2, Speaking Suggestions



**Answer Key  
Unit 6**

- Exercise 1**
1. c
  2. e
  3. b
  4. a
  5. d
- Exercise 2**
1.  $0^{\circ}-+5$
  2.  $0^{\circ}-+5$
  3.  $+2^{\circ}-+7$
  4.  $0^{\circ}-+5$
  5.  $+1^{\circ}-+6$
  6.  $-2^{\circ}- -7$
  7.  $0^{\circ}-+5$
  8. about +5
  9.  $-2^{\circ}-+3$
  10.  $+1^{\circ}-+3$
  11. a.  $-2^{\circ}- -4^{\circ}$   
b. near  $0^{\circ}$
- Exercise 3**
1. Azerbaijan
  2. Southerly
  3. a. минус  
b. плюс
  4. тепла
  5. осадки
  6. a. Armenia, Moscow  
b. Georgia
- Exercise 4**
1. Latvia
  2. Leningrad
  3. Murmansk region
  4. Lithuania
  5. Moldavia
  6. Estonia
  7. Ukraine
  8. Byelorussia

Answer Keys, Unit 6

- Exercise 5
1. a. с ветром  
b. снег  
c. осадки  
d. осадки  
e. погода
  2. 1. b  
2. d  
3. e  
4. a  
5. c

- Exercise 6
1. Murmansk region
  2. Estonia
  3. Latvia and Leningrad
  4. Ukraine

- Exercise 7
1. cloudy, clearing
  2. southwest
  3.  $-1^{\circ}$ -- $-3^{\circ}$
  4.  $0^{\circ}$ -- $+2^{\circ}$
  5. icy

Exercise 8 1.

Location	Temperature	Precipitation
Byelorussia	near zero	light snow
Chernozemnii region	near zero	light snow
Georgia	up to $20^{\circ}$	showers and thunderstorms
Armenia	up to $15^{\circ}$	showers and thunderstorms
Azerbaijan	up to $15^{\circ}$	no precipitation, fog
Leningrad	up to $4^{\circ}$	none

2. с
3. Добрый вечер

- Exercise 9
1. небольшой снег
  2. дожди
  3. грозами
  4. туманы

Exercise 10 В Москве небольшой снег, ночью до минус четырех, на дорогах сохранится гололедица.  
Послезавтра в среду слабый снег, ночью от трех до восьми мороза, днем до четырех градусов тепла.

Answer Keys, Unit 7

Answer Key  
Unit 7

Exercise 1    2  
                  3  
                  4  
                  7  
                  8

Exercise 2    1. April 21  
                  2. a. завершилось  
                      b. completed

Exercise 3    1. In Germany  
                  2. a. The Soviet Union  
                      b. ГДР

German Democratic  
Republic

Exercise 4    1. Australia  
                  2. северный  
                  3. August 1  
                  4. a. начинаются  
                      b. begin  
                  5. a. Australia  
                      b. US

Exercise 5    1. кодовое наименование  
                  2. Kangaroo-89  
                  3. b  
                      e

Exercise 6    1. Unidas  
                  2. The Atlantic  
                  3. From August 19 to September 4

Exercise 7

Number of ships	Name of the country
5	US
2	Brazil
2	Uruguay

- Exercise 8
1. A parachute landing
  2. A military base
  3. Texas
  4. Roving sands
  5. They have just begun.
  6. Large-scale

- Exercise 9
1. 10,000
  2. Planes and artillery
  3. 2

- Exercise 10
1. The US, Japan, Thailand, Philippines and Australia will conduct the maneuvers Pasex-89 in the Pacific and Indian Oceans in the second part of August.
  2. Крупномасштабные маневры «Пасэкс-89» с участием вооруженных сил США, Японии, Таиланда, Филиппин и Австралии развернутся на обширной акватории Тихого и Индийского океанов со второй половины августа с. г. В них наряду с военно-морскими и военно-воздушными силами планируется задействовать и значительные контингенты сухопутных войск.

**Answer Key  
Unit 8**

- Exercise 1
1. a. German Democratic Republic  
b. Shevardnadze
  2. 12th and 13th of April

- Exercise 2
1. приглашению
  2. "by invitation" or "at the invitation of"
  3. The government of East Germany
  4. a. официальный official  
b. дружественный friendly

Exercise 3

Names of the two countries	a. USSR b. France
Names of the two men involved in the visit	a. Yazov b. Chevenement
Name of the country hosting the visit	USSR
Name of the city hosting the visit	Moscow

- Exercise 4
1. 1. b  
2. d  
3. c  
4. a
  2. a
  3. a. министр обороны  
b. Minister of Defense
  4. Other officials

- Exercise 5
- a. 5  
b. 2  
c. 4  
d. 6  
e. 1  
f. 3  
g. 7
  - Ryzhkov met Adamec.
- Exercise 6
- Czechoslovakia
  - Vnukovo
  - The national anthems of the two countries
  - c
- Exercise 7
- a. Mikhail Sergeevich Gorbachev  
b. USSR
  - a. Fidel Castro  
b. Cuba
- Exercise 8
- Havana
  - Raisa Maksimovna, Gorbachev's wife
  - The Palace of the Revolution
  - a  
d
- Exercise 9
- a
  - antonyms
  - The Minister of Defense of the USSR, Yazov, left Moscow on October first for an official visit to the US at the invitation of Secretary of Defense Richard Cheney.
- Exercise 10
- To accompany Yazov to the airport
  1. e, b  
2. d  
3. a

## Answer Keys, Unit 9

### Answer Key Unit 9

- Exercise 1
1. You might expect to find school name, location and mailing address, specialized programs of study, dates for application acceptance, minimum acceptance standards, length of courses of study, admissions tests, and so forth.
  2. a. 4  
b. 2  
c. 3  
d. 1
- Exercise 2
1. An aviation technician school
  2. The cities of Kirov and Perm
  3. The city of Barnaul
  4. S. I. Gritsevets
  5. The medal Hero of the Soviet Union
  6. Pilots
  7. 614019
- Exercise 3
1. Items a, d, f, and g are not mentioned.
  2. a. 5  
b. 1  
c. 4  
d. 3  
e. 2  
f. 7  
g. 6
- Exercise 4
1. a. 4 years  
b. 3 years  
c. 4 years  
d. The engineering program
  2. a. 1  
b. 3  
c. 3



Exercise 5 2, 3, and 4

Exercise 6  
1. T  
2. T  
3. F  
4. T  
5. F  
6. T

Exercise 7  
1. d  
2. a. В. Подлубный  
b. подполковник Lt. colonel  
c. старший преподаватель senior instructor

Exercise 8 Среди военно-учебных заведений страны Рижское авиационное училище сегодня занимает достойное место.

Exercise 9  
1. d  
2. a

Exercise 10  
1. b  
2. a. 2  
b. 4  
c. 1  
d. 5  
e. 3

Answer Keys, Unit 10

Answer Key  
Unit 10

- Exercise 1
1. a. 1
  - b. 7
  - c. 4
  - d. 2
  - e. 8
  - f. 3
  - g. 6
  - h. 5
2. c
3. училище                                    курсантам

- Exercise 2
- 2
  - 3
  - 5
  - 6
  - 8
  - 9

- Exercise 3
1. There is technical (professional) creative activity and amateur (pastime) activity.
  2. There are various sports groups.
  3. The cadet cross-country (ski) touring club; "Bussol" is an example.

- Exercise 4
1. T
  2. F
  3. T
  4. T

- Exercise 5
1. d
  2. b
  3. a

- Exercise 6      1  
                          4  
                          5  
                          6  
                          10  
                          11

Exercise 7

Club Name	Skillful Hands (Умелые руки)
School (Location)	Tambov
Who can be a member	Cadets at Tambov School
Available for what activities	Hobbies, Pastimes

- Exercise 8      1. Это не только отдых, не только форма эстетического воспитания.  
                          2. It is not just leisure, not just a form of esthetic education.  
                          3. b

- Exercise 9      1. Очень важно и нужно  
                          It is very important and necessary  
                          2. уметь сделать уютной и Ленинскую комнату  
                          to know how to make the Lenin Room cozy  
                          3. a. бытовую (комнату)  
                               b. спальное помещение  
                          4. a. living room  
                               b. sleeping quarters

- Exercise 10    b

## Answer Keys, Unit 10

## Dictionary

бурно	stormy
боевая техника	combat equipment
бытовой	pertaining to daily life, everyday
взаимный	mutual
включать	to include
внешний	external, foreign
войсковой	army, military (adj.)
воспитание	upbringing, education
временами	occasional
встреча	meeting
выпускник	graduate
высадка	landing
высококвалифицированный	expert, highly qualified
гололедица	ice-covered
государственный	government (adj.)
градус	degree
дважды	twice
достойный	worthy (of), deserving (of)
дружественный	friendly
завершиться	to be completed, end
закалка	fitness, toughness
заместитель	deputy
занятие	occupation, pastime
знак	sign, insignia
значительный	significant
иметься	to be, exist, be available
исполнить	to perform
кадры (usually plural)	personnel
кодовое наименование	code name
количество	quantity, number
крупномасштабный	large-scale
курсант	student, cadet, officer candidate
местами	scattered
метель	snow-storm
министр обороны	Minister of Defense
мороза	freezing, below zero
наблюдаться	to be observed
небольшой	light
нынешний	present, present-day

обеспечиваться	to be ensured, provided
область	province, region
облачный	cloudy
обсуждать	to discuss
обучение	training, teaching
обширный	vast, extensive
осадки	precipitation
осуществить	to carry out, accomplish
отбор	selection
отдых	rest, lesiure
отрабатывать	to work out, master, perfect
отражение	repulse
официальный	official
парашютный десант	parachute landing
по душе	according to one's liking
подготовка	preparation, training
помещение	quarters, placement
порывы	gusts
поход	march, campaign
представитель	representative
прибыть	to arrive
приветствовать	to welcome, greet
приглашение	invitation
присваивать	to confer, award
продлиться	to last for
прояснение	clearing
развернуться	to be deployed, expanded
рапорт по команде	request via the chain of command
родиться	to be born, created
руководство	leadership, handbook
самодетельность	hobby, amateur activity
секция	section, group, club
слабый	light
совместный	joint
содержательный	rich in content, substantive
сосредоточено	concentrated, focused
состояться	to take place
сохраниться	to remain
срок	(period of) time, deadline
сухопутные войска	ground forces
существенный	substantial
тепла	warmth, above zero

трап	ladder, stairway
угроза	threat
умелый	skillful
уметь	to know how
учеба	studies, formal learning
учение	training
училище	(specialized) school
уютный	comfortable, cozy
черноземный	black earth (adj.)
широкомасштабный	wide-scale
штурман	navigator

Listening Workbook 2, Dictionary



**Glossary of Acronyms and Abbreviations**

<b>ВВС</b> (Военно-Воздушные Силы)	Air Force
<b>ВУЗ</b> (Высшее учебное заведение)	Higher Educational Institution
<b>ГДР</b> (Германская Демократическая Республика)	German Democratic Republic (East Germany)
<b>ЦК</b> (Центральный комитет)	Central Committee
<b>ЧССР</b> (Чехословацкая Социалистическая Республика)	the Czechoslovak Socialist Republic

## Listening Workbook 2, Glossary

## Workbook Test

Materials needed to take the workbook test:

Subcourse booklet, a #2 lead pencil, and an ACCP Examination Sheet.

Instructions:

There is only one correct answer for each item. Mark the correct answer for each item, then transfer your answers to the ACCP Examination Response Sheet, completely blacking out the lettered oval which corresponds to your selection (A, B, C, or D). Use a #2 lead pencil to mark your responses. Mail the response sheet in the preaddressed envelope provided.

### Unit 6

Listen to Text A and answer Questions 1-5.

1. Tomorrow, the Primorskii Territory will have
  - a. clouds.
  - b. rain.
  - c. sun.
  - d. frost.
  
2. The temperature in Yakutia will range from
  - a. 0 to +5.
  - b. -15 to -5.
  - c. 0 to -5.
  - d. -5 to +5.
  
3. Where will there be rain and wet snow?
  - a. In Yakutia
  - b. In the south
  - c. In the Primorskii Territory
  - d. In the north

Listening Workbook 2, Test

4. The central part of what region will have temperatures of +3 to +8?
- a. Chukchi Peninsula
  - b. Primorskii Territory
  - c. Magadan Region
  - d. The south
5. What is the predicted daytime temperature for the Chukchi Peninsula?
- a. -3 to +3
  - b. +13 to +18
  - c. -3 to -8
  - d. -8 to -13

Listen to Text B and answer Questions 6–10.

6. The temperature range in the Khabarovsk Territory will be
- a. +3 to +7.
  - b. +13 to +18.
  - c. +3 to +8.
  - d. -13 to -17.
7. What region will have temperatures ranging from +4 to +9?
- a. Kurile Islands
  - b. Khabarovsk
  - c. Chechen Region
  - d. Kamchatka
8. On Kamchatka, there will be scattered
- a. showers.
  - b. snow mixed with rain.
  - c. frost.
  - d. snow.

9. What is the predicted weather for the north?

- a. Scattered rain and wet snow
- b. Heavy frost
- c. Cloudy, snow likely
- d. Intermittant low clouds; some sun

10. Moscow will have temperatures ranging from

- a. +8 to +15.
- b. -5 to -8.
- c. +15 to +17.
- d. -4 to -5.

## Unit 7

Listen to Text C and answer Questions 11–12.

11. What forces will take part in the maneuvers?

- a. Ground
- b. Naval
- c. Special
- d. Air

12. When will the maneuvers end?

- a. September 13
- b. November 13
- c. September 23
- d. November 23

Listening Workbook 2, Test

Listen to Text D and answer Questions 13–15.

13. How many medium and heavy tanks will take part in the maneuvers?
- a. 100
  - b. 400
  - c. 1000
  - d. 4000
14. What kind of support will the tanks have?
- a. Heavy artillery
  - b. Helicopters
  - c. Light and heavy artillery
  - d. Helicopters and aircraft
15. Where will the maneuvers take place?
- a. In the Himalayan mountains
  - b. Along the border with India
  - c. In the valleys of the River Ganges
  - d. On the plain near Kashmir

Listen to Text E and answer Questions 16–20.

16. Which country is conducting the maneuvers?
- a. Iraq
  - b. Israel
  - c. Syria
  - d. Iran
17. What branch(es) of the armed forces will be involved?
- a. Air Force
  - b. Army only
  - c. Navy
  - d. Combined Army and Marines

18. Where will the maneuvers take place?
- a. Mountains on the border with Turkey
  - b. Persian Gulf and Gulf of Oman
  - c. Negev Desert
  - d. Coast of the Caspian Sea
19. When will the maneuvers occur?
- a. December
  - b. November
  - c. October
  - d. September
20. The maneuvers will test the country's ability to
- a. defend its airports and important communications links.
  - b. coordinate army and air force defense of beaches.
  - c. combine offensive and defensive army and marine forces.
  - d. redeploy its forces and conduct naval combat operations.

## Unit 8

Listen to Text F and answer Questions 21–24.

21. What Soviet official does Text F name?
- a. Yakovlev
  - b. Shevardnadze
  - c. Gorbachev
  - d. Kryuchkov

22. What country will the official visit?

- a. Great Britain
- b. Hungary
- c. West Germany
- d. Venezuela

23. What does Text F say about the invitation for the visit?

- a. The official is invited to a conference on European security.
- b. The invitation comes from government leaders.
- c. The official is invited to discuss bilateral trade policy.
- d. The invitation includes Western European leaders.

24. The visit is scheduled for

- a. mid-November.
- b. late November.
- c. mid-December.
- d. late December.

Listen to Text G and answer Questions 25–28.

25. Where was Gorbachev going when he left Moscow?

- a. Italy
- b. Indonesia
- c. India
- d. Spain

26. The official invitation to Gorbachev came from

- a. the country's prime minister.
- b. trade union organizations.
- c. the country's Communist party.
- d. government leaders.



27. All of the following officials accompanied Gorbachev EXCEPT

- a. Plekhanov.
- b. Yazov.
- c. Shevardnadze.
- d. Kaninitsov.

28. Saying farewell at the airport were, among others, Yakovlev, Medvedev, Zaikov, and

- a. Ligachev.
- b. Kryuchkov.
- c. Shevardnadze.
- d. Akhromeev.

Listen to Text H and answer Questions 29–30.

29. What Soviet official met with a member of Syria's Arab Socialist Baath Party?

- a. Shevardnadze
- b. Chebrikov
- c. Medvedev
- d. Yakovlev

30. The Syrian official was Minister of

- a. Culture.
- b. Industry.
- c. Defense.
- d. Trade.

**Unit 9**

Listen to Text I and answer Questions 31–34.

31. What kind of student does the Voroshilovgrad school train?
- a. Mechanics
  - b. Pilots
  - c. Navigators
  - d. Air Traffic Controllers
32. Where is the school for training radioelectronic technicians?
- a. Irkutsk
  - b. Chelyabinsk
  - c. Voroshilovgrad
  - d. Kharkov
33. How many schools referred to in Text I train navigators?
- a. One
  - b. Two
  - c. Three
  - d. Four
34. Which school was awarded the order of Lenin?
- a. Irkutsk
  - b. Kharkov
  - c. Chelyabinsk
  - d. Tambov

Listen to Text J and answer Question 35.

35. For admission to the aviation-technician schools mentioned in Text J, applicants must take all the following exams EXCEPT
- a. Chemistry
  - b. Russian language
  - c. Mathematics
  - d. Literature

Listen to Text K and answer Questions 36–40.

36. In what year was the Borisoglebskii Aviation School founded?
- a. 1920
  - b. 1923
  - c. 1930
  - d. 1938
37. What was the school's connection with Lenin.?
- a. One of his relatives was among the first graduates.
  - b. He gave a famous speech there.
  - c. He personally ordered its founding.
  - d. The school is located in Lenin's home town.
38. What was the school's connection with Chkalov?
- a. He was a famous pilot, a graduate of the first class.
  - b. He was Commissar of War at the time of the school's founding.
  - c. He was one of the first instructors.
  - d. He was the school's first commandant.

Listening Workbook 2, Test

39. In what year did the school add Chkalov's name to its title?

- a. 1923
- b. 1928
- c. 1938
- d. 1943

40. What aviation specialists does the school train?

- a. Aviators and engineers
- b. Navigators
- c. Air traffic controllers
- d. Aviation mechanics

**Unit 10**

Listen to Text L and answer Questions 41–45.

41. What is the additional specialty-related recreational activity for club members mentioned in Text L?

- a. Model-building
- b. Excursions
- c. Lectures
- d. Educational films

42. According to the text, what is there of interest in the city of Pushkin?

- a. Museums
- b. Archeological excavations
- c. Concerts
- d. Palaces and parks

43. Who is interested in the architecture of the past (by Rastrelli, Torini, Cameron, et al.)?
- a. Civil Engineers
  - b. Students of Art History
  - c. Future builders
  - d. Instructors at the Tambov school
44. What do people mentioned by the text seek to learn from architecture of the past?
- a. An understanding of the rules of beauty
  - b. Knowledge of past construction techniques
  - c. A sense of history
  - d. Integration of architecture and landscaping
45. What else do the people mentioned by the text study in connection with the architecture of the past?
- a. Preservation of works of art
  - b. Secrets of the old masters' workshops
  - c. Use of decorative materials in architecture
  - d. How to design public buildings

Listening Workbook 2, Test

Listen to Text M and answer Questions 46–50.

46. How does Text M describe the facilities in the complex?
- a. Excellent
  - b. Imported from the West
  - c. Limited
  - d. Modern
47. What kind of complex does Text M describe?
- a. Cultural
  - b. Theatre
  - c. Hobby/Recreation
  - d. Sports
48. How does Text M describe use of the complex by local residents?
- a. Its special lectures and concerts are well attended.
  - b. Facilities are open only to the military.
  - c. It is a popular place for local residents' recreation.
  - d. Use is heavy on weekends.
49. For which of the following activities must participants pay a fee?
- a. Popular films
  - b. Use of the swimming pool
  - c. Theatre
  - d. Volleyball
50. What kind of fee do participants pay for certain activities?
- a. Nominal
  - b. Annual
  - c. Monthly membership
  - d. According to income

## **RUSSIAN PROFICIENCY IMPROVEMENT COURSE**

Subcourse Number DL1203

Edition A

Defense Language Institute, Foreign Language Center  
Presidio of Monterey, California 93944-5006

10 Credit Hours

Edition Date: September 1990

### **Subcourse Overview**

This is the third in a series of 10 Russian workbooks written for linguists serving in the United States armed forces.

Workbook 3 is at proficiency level 1+. It contains texts about weapons testing, tank crews, meetings in western Europe, meetings with Soviet Officials, and natural disasters. These texts have been taken from the Soviet media.

This is the second workbook at level 1+. You will find that the activities in this book continue building on the basic listening strategies of skimming for main ideas and scanning for specific information. You will also find in this book exercises requiring listening strategies such as

- anticipating information in a text,
- listening for key vocabulary items,
- listening for the sequence in which information is presented,
- identifying adjectives and other descriptive words.

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## Russian Listening Workbook 3

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## **Administrative Instructions**

1. Number of units in this subcourse: Five.
2. Materials needed in addition to this booklet are a #2 pencil, an ACCP Examination Response Sheet and a preaddressed envelope.
3. Supervisory requirement: None.

## **Grading and Certification Instructions**

### **Examination:**

This subcourse contains a multiple-choice examination covering the material contained in these units. After studying the units and working through the exercises, complete the examination. Mark your answers in the subcourse booklet; then transfer them to the ACCP Examination Response Sheet. Completely black out the lettered oval which corresponds to your selection (A,B,C, or D). Use a #2 lead pencil to mark your responses. When you have completed the Examination Sheet, mail it in the preaddressed envelope provided. Your examination score will be returned to you. A score of 75 or above is passing. Ten credit hours will be awarded for successful completion of this examination.

This publication is to be used primarily in support of training military personnel as part of the Defense Language Nonresident Program. Topics in the areas of politics, international relations, mores, etc., which may be considered controversial from some points of view are sometimes included in language training for DLIFLC students, since military personnel may find themselves in positions where clear understanding of conversations or written material of this nature will be essential to their mission. The presence of controversial statement — whether real or apparent — in DLIFLC materials should not be construed as representing the opinions of the writers, the Defense Language Institute or the Department of Defense.

In DLI publications, the words "he," "him," and "his" denote both masculine and feminine genders. This statement does not apply to translations of foreign texts.

### Unit 11—Weapons Testing

Reports on weapons testing follow a predictable, standard format. The report gives the type of weapon, some details of its capabilities, the place and time of the test, who did the testing, and possibly the results. In this unit you will hear coverage of weapons tests from many countries and of many types, from hand guns to rockets.

Before you listen, remember that the question words who, what, where, when, etc. will help you to focus on the factual information you find in this unit and in similar broadcasts and reports.

**Exercise 1** This exercise draws on vocabulary that often occurs in reports of weapons tests. Match the Russian words in column A with their English equivalents in column B. Write the letter of the corresponding English item in the space provided next to each Russian item.

A	B
1. _____ взрыв	a. cartridge
2. _____ испытания	b. to carry out
3. _____ мощность	c. explosion
4. _____ новейший	d. launch
5. _____ оружие	e. missile
6. _____ очередной	f. the newest
7. _____ патрон	g. power
8. _____ полигон	h. regularly scheduled
9. _____ провести	i. testing ground, range
10. _____ пуск	j. testing
11. _____ ракета	k. weapon

**Exercise 2** Forming mental questions about a text before you listen is a useful listening strategy.

1. If Text A had a headline or title, it would be the one in the box below. Before you listen to Text A, read this headline and give an English equivalent on the line below.

Произведен запуск

2. A question you might ask yourself as part of your listening strategy after seeing this headline is what might I expect to hear in Text A? On the lines below, write down in English a few of your expectations.

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3. As you listen to Text A, have a pencil ready to check items on the following list. You will be listening for specific information. Check each item you hear mentioned by the speaker. Some items on the list will not be mentioned. Do not check them.

- a. сообщил
- b. испытательный
- c. официальный
- d. радиолокация
- e. подземный взрыв

- f. баллистической
- g. аппарат
- h. представитель
- i. ВМС
- j. ядерный

4. Familiarity with the vocabulary of Text A should prepare you for more detailed listening to the text as you answer the following multiple-choice questions. Listen to Text A again if necessary.

a. Which branch of the US armed forces conducted the test?

- 1. Navy
- 2. Army
- 3. Air Force

b. What number was this test in the regularly scheduled series?

- 1. Fourth
- 2. Ninth
- 3. Fourteenth
- 4. Nineteenth

c. What kind of weapon was tested?

- 1. Artillery shell
- 2. Antitank weapon
- 3. Antipersonnel bomb
- 4. Missile

d. How does Text A describe the weapon tested?

- 1. Rocket-powered
- 2. Ballistic
- 3. Armor-piercing
- 4. Shoulder-launched

**Exercise 3** This exercise tests your overall understanding of Text A. Complete the following short sentences and phrases by filling in the blanks in English.

1. The announcement of the test came from an official representative of \_\_\_\_\_.
2. The Trident-2 is an \_\_\_\_\_.
3. This was a test of the \_\_\_\_\_ model of the Trident-2.

**Exercise 4** Your first approach to Text B involves listening to get only the gist—the main points—of the text, while ignoring the details. You'll ask only one question at first: What is happening?

1. TV and radio news items usually give the listener a context in the very first sentence—to set the stage for what follows. There is often a key or topic phrase right at the beginning that you should listen for. Listen to Text B. On the line below, write in Russian a two- or three-word key phrase that tells you what Text B is about.  
\_\_\_\_\_
2. What does this key phrase lead you to believe the text will include or cover? Write down some of your expectations in English below.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Now listen to Text B to answer the question: What is the type of military hardware being described? Answer in English below.

\_\_\_\_\_

4. What other key words in Text B give clues about the nature of the weapon? You should be able to identify three key words. Write them in Russian below and give the English equivalents alongside.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Exercise 5** Now that you have identified what is being talked about, read the questions below. They will help focus your attention on the details in the text. Once you've read the questions, listen to Text B again and answer in English in the spaces provided.

1. In what country is the testing taking place?

\_\_\_\_\_

2. In what city is the testing taking place?

\_\_\_\_\_

3. What is the name of the weapon being tested?

\_\_\_\_\_

4. Airmen from what second country have arrived for the test?

\_\_\_\_\_

5. How many airmen came from this second country?

\_\_\_\_\_

**Exercise 6** This is the last exercise on Text B. The following statements about the events described are either true or false. To check your understanding, read them and check the appropriate box for each item.

- |                                                                                  | T                        | F                        |
|----------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The weapon being tested is the IA-63.                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Both local and visiting airmen are participating in the testing.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The visiting airmen are all mechanics.                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The country conducting the tests hopes to sell the weapon to another country. | <input type="checkbox"/> | <input type="checkbox"/> |

**Exercise 7** The next brief text follows the standard format you met in other texts.

1. In this exercise you will work on the sequence of the presentation of information and with a few details. Fill in Column A of the chart below by writing the following five criteria in English in the same order in which they appear in Text C (not the order below). The first slot has been filled for you as an example. You need to listen to Text C to get the sequence right.

Test site  
Time  
Date  
Test purpose  
Test type



A	B
Date	

Once you've filled in column A in sequence, listen to Text C again for the details of the testing. Write these details in column B of the chart.

**Exercise 8** To test your general understanding of Text C, read the following questions in Russian. They follow the pattern of the original text, although the wording has been changed slightly. Listen to Text C. Answer the questions in Russian. Your answers need not be complete sentences.

1. В каком районе СССР произведен взрыв?

\_\_\_\_\_

2. Какая была мощность взрыва?

\_\_\_\_\_ КИЛОТОНН

3. Какова была цель испытания?

\_\_\_\_\_

**Exercise 9** The format of Text D is different from that of previous texts. It's actually two texts—one a letter from a listener, the second a detailed reply to his request for information. The weapon described has already undergone testing.

1. The letter from V. Rybalchenko asks the same question you might ask. Have a pencil ready as you listen to Text D. Scan for the following words and check each item as you hear it mentioned. Some items on the list will not be mentioned. Do not check them.

- a. пушка
- b. оружие
- c. принят
- d. вооружение
- e. патрон
- f. выстрел
- g. пистолет
- h. емкость
- i. малокалиберный

2. You may have noticed that Mr. Rybalchenko asks the basic question что это за...? What answers do you think the rest of Text D will give to his question? Write down some of the expected answers and areas of factual information in English on the lines below.

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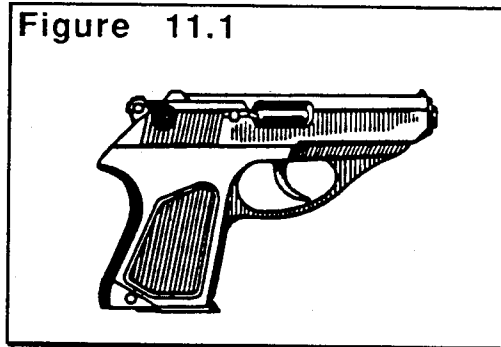
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**Exercise 10** You should be ready to listen to Text E. First read the instructions and look at the chart and Figure 11.1.

**Grammar Note**

The second part of Text D begins with the idiom *речь идет о...*. The English equivalent of this common expression could be any of several phrases, e.g., *It's about...* or *We're talking about...* or *It's a matter of...*. The prepositional case follows this phrase in Russian, e.g., *речь идет о политике.*

**Figure 11.1**



At first hearing, don't try to grasp all the details—listen for types of information or categories. Check off each category as you hear something that falls under the category heading. On second hearing, you can then identify the technical specifications. Use the following chart to organize the information—just write N/A (not addressed) in any category for which Text D gives no information. Do not check the box for that category. The first category has been done for you as an example.

	Category	Technical specifications
4	Weapon type	Pistol
	Weapon name	
	Weight	
	Caliber	
	Magazine capacity	
	Color	
	Rate of fire	
	Date of issue	
	Weight of projectile	
	Manufacturer's name	

**Key Vocabulary**



взрыв  
вооружение  
выстрел  
длина  
емкость магазина  
запуск  
испытание  
местный  
мощность  
наряду с  
очередной  
патрон  
полигон  
принимать участие  
пуск  
скорострельность  
сообщать  
ядерный

explosion  
armament(s), weapon(s), arm(s)  
shot  
length  
magazine capacity  
launch  
test, testing  
local  
power  
alongside (of)  
regularly scheduled (in a series)  
cartridge, round  
testing ground, range  
to take part in  
launch  
rate of fire  
to inform, announce  
nuclear

## Unit 12—Tank Crews

This unit deals with tank crews—called **танкисты**. Publicity on the armed forces often uses photos and shots of tanks, whether rolling through swamps, over snow-covered fields, or up steep slopes, to convey the power and might of the Soviet army. There is frequent reference to the heroic role played by tank crews during World War II and the intensive training which still draws on that experience.

In this unit you'll be listening to excerpts from the soundtrack of a Russian TV show about the military called **Служу Советскому Союзу**. These excerpts come from a program about tanks, tank crews and their training, and the role tanks play in the Soviet army.

Texts A, B, and C are parts of a single report which you would normally listen to all at once. They have been split up to make it easier for you to listen to and understand.

**Exercise 1** The first exercise asks you to work with some key vocabulary for the unit. As always, look for cognates.

1. Match the Russian words in column A with their English equivalents in column B. Write the number of the corresponding English item in the space provided next to each Russian item.

A	B
a. _____ броня	1. tank crewmen
b. _____ маневр	2. fire (from a gun)
c. _____ огонь	3. maneuver
d. _____ пушка	4. crew
e. _____ танкисты	5. cannon
f. _____ экипаж	6. preparation
g. _____ подготовка	7. armor

2. The first time you listen to Text A, listen for the gist of it. Read the following list of possible settings for the events described in Text A, then listen for the answer to the question: Where are these men? Circle the correct answer.

- a. At a repair depot
- b. In a tank
- c. At a conference
- d. On maneuvers

3. What kind of personnel does Text A describe?

- a. Tank commanders
- b. Staff officers
- c. Motor pool technicians
- d. The best tank specialists

**Exercise 2** This exercise asks for a more detailed listening to Text A in order to pick up specific information. Read the questions of Exercise 2 before listening again.

1. The wartime song quoted at the beginning of Text A describes tanks using two important words. Read the list below and choose the two words that fill in the blanks in the phrase from that song.

Броня \_\_\_\_\_, и танки наши \_\_\_\_\_.

- a. красна
- b. быстры
- c. крепка
- d. бедны
- e. кратка
- f. бодры

**Grammar Note**

The words in the list above are short-form adjectives. Use of a short-form adjective (rather than the more common long-form) after a noun makes for a strong, emphatic statement.

2. You already know the setting of Text A. Now listen to find out what the servicemen gathered to discuss. The words to listen for follow the preposition по. Write your answer on the line below in Russian.

по \_\_\_\_\_

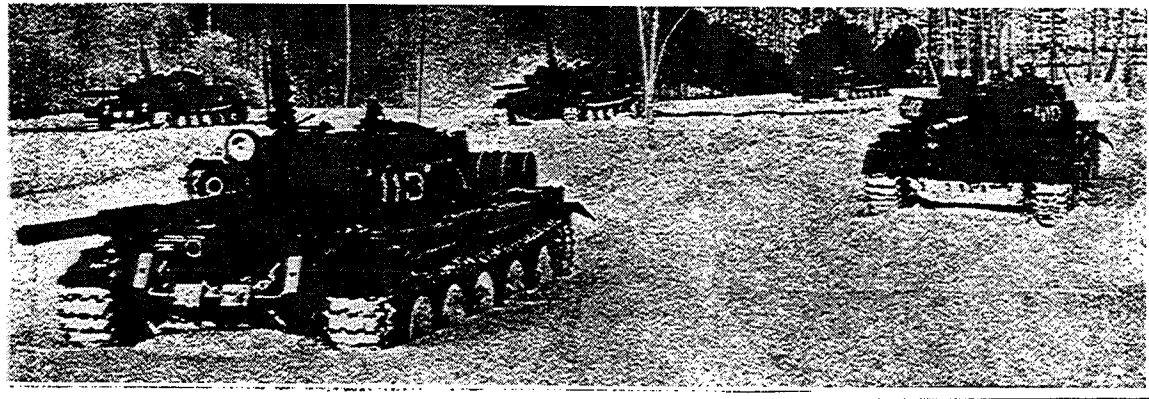
3. a. The last sentence of Text A tells that the servicemen came to share (делиться) something. What did they come to share? Circle the correct answer below.

1. сержантами
2. самолетами
3. составами
4. секретами

- b. The word ней in the last sentence (делились на ней) refers back to something in the previous sentence. What does it refer to? Circle the answer below.

1. конференции
2. космонавты
3. карточки
4. координаты

**Figure 12.1 Tanks on Winter Maneuvers**



**Exercise 3** Summarizing information helps you to focus on what is important, while also putting that important information in a form that others can easily use. Now that you've identified details of the meeting and some parts of the Russian grammar, you should be ready to summarize Text A. This will test your overall understanding of the text.

Write a single sentence in English that summarizes the essential elements of Text A. Write it in English on the lines below.

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**Exercise 4** Text B continues the report begun in Text A. As you've done before, read the questions below and then listen to Text B only for the gist of what happened.

1. Of the following sentences, which best summarizes the first sentence of Text B? Circle the answer.
  - a. There was a round-table discussion going on.
  - b. An expert gave a technical demonstration.
  - c. Participants learned how to repair equipment.
  - d. Someone lectured to the assembled officers.
  
2. Which of the following sentences best summarizes the second sentence of Text B? Circle your answer.
  - a. Preventive maintenance was discussed.
  - b. New winter tank tactics were introduced.
  - c. Methods for organizing tank gunfire were presented.
  - d. US and Soviet tanks were compared.



**Figure 12.2**      **A Column of Tanks**



**Exercise 5**      With a general idea of what happened at the event described in Text B, you can now listen for more details. Answer the following questions in English.

1. What rank does Salo hold?

---

2. To whom did Salo speak?

---

3. What kind of tank activity did he demonstrate?

---

4. What else did he talk about?

---

**Exercise 6** The last part of the report (Text C) offers a kind of summary of the whole conference and its purpose. To gain the most from your listening, first read the following list of words which appear in Text C. These are key words and also useful military vocabulary. With your pencil ready, listen to Text C for any of the following words. Check each as you hear it. Do NOT check any word UNLESS you hear it spoken.

- |                   |                          |
|-------------------|--------------------------|
| 1. внедрения      | <input type="checkbox"/> |
| 2. ствол          | <input type="checkbox"/> |
| 3. учебном        | <input type="checkbox"/> |
| 4. опыт           | <input type="checkbox"/> |
| 5. машина         | <input type="checkbox"/> |
| 6. вооружение     | <input type="checkbox"/> |
| 7. подразделениях | <input type="checkbox"/> |
| 8. обобщен        | <input type="checkbox"/> |
| 9. рекомендован   | <input type="checkbox"/> |

**Exercise 7** This exercise will deal with some of the detailed information in Text C. It calls for guessing and sequencing practice.

1. Guessing at words you don't know is a useful skill to develop—it can save you time and allow the flow of your listening to go on without interruption. There is a word in the first sentence that shares the root **огн-** with the words **огонь** and **огневой**, which you should be able to recognize. Write it below in Russian, then guess at an English equivalent. It may help to notice the **-ик** ending of the word, which often indicates a doer of an action.

\_\_\_\_\_

2. The second sentence of Text C describes a sequence of events. It is always a good idea to get a clear understanding of a sequence in any text you hear. This exercise gives some practice in sequencing.

a. How many steps are there in the sequence? \_\_\_\_\_

- b. One important thing to do in a sequence is to identify the type of units or steps involved. Sometimes these are units of measurement. How would you identify the type of sequence in Text C? Choose the correct answer and circle it below.

1. Time
2. Distance
3. Cause and effect
4. Step-by-step assembly

- c. The elements listed below are part of the sequence but they are given out of order. Resequence them according to the original sequence of Text C and indicate this by writing the appropriate number beside each—1, 2, 3, etc.

Battle conditions \_\_\_\_\_

In the classroom \_\_\_\_\_

Field training \_\_\_\_\_

**Exercise 8** The final exercise with Texts A, B, and C asks you to sum up the conference described and to write a brief statement of its goal.

Now that you have dealt with the conference in three short excerpts, go back and listen to Texts A, B, and C one right after the other. As you listen, remember the points you discovered or clarified during the exercises. Now, write in English a one-sentence summary of what happened at the conference and what the conference's goal was.

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**Exercise 9** The last text in this unit is from the same TV program about tanks. As it describes tanks on maneuvers, it also summarizes the things that tanks do well.

1. Some vocabulary work should help you get more out of Text D before you listen. Match the Russian words in column A with their English equivalents in column B by writing the number of the English word beside the corresponding Russian one.

A	B
a. ___ внезапность	1. accurate
b. ___ действие	2. action
c. ___ меткий	3. evaluation
d. ___ оценка	4. precise
e. ___ преодоление	5. obstacle
f. ___ препятствие	6. overcoming
g. ___ стремительный	7. rapid
h. ___ четкий	8. suddenness

2. Now you may listen to Text D to get the essential elements. The format is rather simple. Listen mainly to get an idea of what the format is. During later listenings, you'll concentrate on details.

What is the format of most of Text D? Circle the correct answer from the following list.

- a. Dialog
- b. List
- c. Instructions
- d. Lecture

**Exercise 10** When you listen to Text D this time, listen for some of the details.

1. What are the things that tanks and tank crewmen do well? By concentrating on getting the nouns in the first sentence, you will have the essentials. List in English the five things that tanks and tank crewmen do well according to the speaker in Text D. Two or three words for each is enough.

---

---

---

---

---

2. The speaker mentions an evaluation of the tank crews taking part in the maneuvers. What are the two Russian words that tell you what kind of evaluation they received? Write them below.

---

3. You may need to relisten to Text D one more time to do this final exercise. However, if you think you can do it without listening again, do so.

Write a brief summary of Text D in English on the lines below.

---

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### Key Vocabulary



броня	armor
в ходе (+ genitive case)	in the course of
внезапность	suddenness
вспоминаться (+ dative case)	to occur (to someone), remember
выучка	training
делиться (+ instrumental case)	to share
занятие	training session
крепкий	strong, durable
меткий	accurate
обобщать	to summarize
огневик	member of a gun crew
опыт	experience
оценка	evaluation
передовой	advanced, leading
подготовка	preparation
преграда	obstacle
преодоление	overcoming
препятствие	obstacle
слагаемое	element, component
слаженное действие	teamwork
стрельба	shooting, firing
участник	participant
четкий	precise
экипаж	crew (of a vehicle)

### Unit 13—Meetings in Western Europe

In this unit you will listen to news items about meetings and conferences taking place in Western Europe. Almost every Soviet news broadcast mentions meetings from all over the world. The meetings described in this unit are concerned with military topics ranging from weapons reduction to the modernization of weapons. Since you will not know the exact topic of a meeting before you listen to the text, you will be practicing finding the main idea and some supporting details in a text.

**Exercise 1** Predicting vocabulary items is a strategy commonly used in listening. Although the topics of the meetings described in this unit will vary, there are some vocabulary items which you might expect to hear in this kind of text. Familiarize yourself with the words below by matching the Russian with the English equivalents. Write the appropriate letters in the spaces provided.

- |                      |                        |
|----------------------|------------------------|
| 1. ____ договор      | a. prohibition         |
| 2. ____ глава        | b. relations           |
| 3. ____ поддержка    | c. reduction           |
| 4. ____ переговоры   | d. meeting, session    |
| 5. ____ сокращение   | e. head, chief         |
| 6. ____ запрещение   | f. modernization       |
| 7. ____ модернизация | g. treaty              |
| 8. ____ отношения    | h. negotiations        |
| 9. ____ прекращение  | i. support             |
| 10. ____ заседание   | j. stopping, cessation |

**Exercise 2** You will notice how the texts in this unit contain the same general information and have similar structures. Text A is divided into two parts to help you identify its structure. The first part of Text A sets the scene. It provides you with information regarding *who* and *where*. Read the questions below and then listen to Text A.1 for the answers. Answer the questions in English in the spaces provided.

1. An American is mentioned in Text A.1. What is this person's name?

\_\_\_\_\_

2. What is this person's title? Write your answer in Russian.

\_\_\_\_\_

3. This person's trip consists of visits to what countries?

\_\_\_\_\_

4. Is this person beginning, continuing, or ending his trip?

\_\_\_\_\_

5. With whom did this person meet today?

\_\_\_\_\_

6. In what city and country did the meeting occur?

\_\_\_\_\_



**Exercise 3** Now listen to Text A.2 which describes the subject of the meeting and events after the meeting.

1. At the meeting described in Text A, which of the following types of weapons were discussed? Circle the correct answer.

- a. Biological
- b. Chemical
- c. Conventional
- d. Nuclear

2. The incomplete sentence below is similar to a sentence in the second part of Text A. Fill in the blanks with the appropriate words in Russian. This exercise will help you to understand some important vocabulary items in Text A which will appear in other texts in this unit. Using the words in context will make them easier to remember.

Госсекретарь США подтвердил позицию США

\_\_\_\_\_ переговоров о

\_\_\_\_\_ обычных вооружений в

Европе и за \_\_\_\_\_

\_\_\_\_\_ химического оружия.

3. What is the stance of the US on the weapons discussed at the meeting? Write your answer in English in the space provided.

\_\_\_\_\_

\_\_\_\_\_

4. What two cities did the American representative visit after the meeting? Write your answers in English.

a. \_\_\_\_\_

b. \_\_\_\_\_

**Exercise 4** Text B continues the coverage of the American's trip described in Text A. Text B is also divided into two parts.

1. Listen to Text B.1 and then circle the letter below which states the topic of the meeting mentioned.

- a. Prohibition of chemical weapons
- b. Future of US military bases in Europe
- c. Liquidation of intermediate-range missiles
- d. Modernization of tactical nuclear weapons

2. Write in English the names of the three countries with which the American representative discussed the topic you circled in the above exercise.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Which of the three countries was persuaded by the US to change positions during these talks? Write your answer in English.

\_\_\_\_\_

**Exercise 5** Text B.2 continues covering the American's trip in Europe. Fill in the box on the following page with the necessary information from Text B.2.

Names of the countries involved	City in which the meeting occurred	The topic of the meeting

**Exercise 6** Besides understanding the main points of a text, you need to also work on understanding some details. Read the exercises below first and then listen to Text B.2 again for the necessary information.

1. What are the titles of the men with whom the American met? Write your answers in English.

a. \_\_\_\_\_

b. \_\_\_\_\_

2. The last sentence of Text B.2 contains the pronoun *которых*. To help you figure out what *которых* refers to, an incomplete sentence containing the main idea of this sentence is written below. Fill in the blank in English with the word or words which *которых* refers to.

The period of time allotted for \_\_\_\_\_ to operate expired at the end of last year.

**Exercise 7** The meeting described in Text C occurred in Europe. The participants are from several different countries. Read the questions below and then listen to Text C for the answers. Write your answers in the spaces provided.

1. In what city is the meeting taking place? Write your answer in English.

\_\_\_\_\_

2. a. The text contains the abbreviation ЕЭС, which stands for the name of the organization holding the meeting. Write out in Russian the full name of this organization as given in Text C in the space provided.

\_\_\_\_\_

b. What is the English equivalent of the full name?

\_\_\_\_\_

3. One of the topics of the meeting is the situation in a certain geographical area. Which area is discussed? Write your answer in English.

\_\_\_\_\_

4. The Ministers of Foreign Affairs of which countries went to investigate the situation in this area? Write your answer in English.

\_\_\_\_\_

5. A key word when listening for topics discussed at a meeting is вопрос. The word вопрос immediately precedes the topics. Listen for this word in Text C and in English complete the two phrases below which are topics on the agenda of the meeting.

a. Relations between \_\_\_\_\_

b. Prohibition of \_\_\_\_\_

6. Listen in Text C for a synonym for the word встреча. Write it below in Russian.

\_\_\_\_\_

**Exercise 8** Text D is about a meeting held by a political party in Europe. Although the text is longer than the previous texts in this unit, it is not divided into two parts. The first exercise on this text requires you to describe the setting of the meeting. This information answers the questions who, what, and where. Listen to the text and then in English, fill in the box with this information.

Country	City	Name of the party	Leader of the party

**Exercise 9** The statements below are based on the information contained in Text D. Read the statements and then listen to Text D again. Decide whether each statement is true or false and mark the appropriate box.

- |                                                                                                 | T                        | F                        |
|-------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The conference meets twice every year.                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The speaker feels that the outcome of the US presidential race might effect the arms treaty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The speaker is sure that the number of strategic nuclear weapons will be reduced.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The speaker emphasizes the difficulty in reducing conventional weapons and forces.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The speaker talks about the prohibition of chemical weapons.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The speaker emphasizes that dependence on nuclear weapons must be ended.                     | <input type="checkbox"/> | <input type="checkbox"/> |

**Exercise 10** As a summary exercise, complete the phrases below with information from Text D. The phrases are the topics discussed at the meeting. This vocabulary has appeared in other texts in this unit. Write your answers in Russian.

1. сокращение \_\_\_\_\_

2. договоры по сокращению \_\_\_\_\_

3. прекращение зависимости от \_\_\_\_\_

### Key Vocabulary



достигнуть  
завершить  
запрещение  
заседание  
истечь  
обычное вооружение  
отношения  
поддержка  
положение  
прекращение  
сокращение  
урегулирование  
химическое оружие  
ядерное вооружение

to achieve  
to complete, conclude  
prohibition  
conference, meeting, session  
to elapse, expire  
conventional weapons  
relations  
support  
situation  
stopping, cessation  
reduction  
regulation, settlement  
chemical weapons  
nuclear weapons

### Unit 14—Meetings with Soviet Officials

In the previous unit you listened to reports of meetings in the West. In this unit you will hear news reports which describe meetings with Soviet officials. Since the contents of a meeting cannot be predicted in advance because meetings may be about many different topics, you will have the opportunity to practice listening for main ideas. As you are listening for main ideas and some supporting details, remember that you do not necessarily need to understand every word to get the main idea.

**Exercise 1** The reports in this unit follow similar formats. If you think about the type of information you know you will hear in a report before you listen, then your job as a listener is already a little easier. The reporter in Text A makes an announcement about a meeting. Text A is short, but contains all the information you need to know about the meeting. Look at the chart below, so you know what kinds of information to expect. Listen to Text A and complete the chart in English with information from Text A.

Date of the meeting	
Location of meeting	
Type of the meeting	
Topic discussed at the meeting	

**Exercise 2** Text B is divided into two parts so that the information will be more manageable for you. The meeting described in Text B occurred in February of 1989. In the first part of Text B the announcer gives you information such as who, what, where and when. The following exercises will help you understand as you listen to Text B.1.

1. Read the questions below before you listen to Text B.1. Listen to the text and then answer the questions.

a. In what city did the meeting occur? Write your answer in English.

\_\_\_\_\_

b. Although a specific date is not mentioned in Text B.1, there is a word which pertains to time. Write this word below in Russian.

\_\_\_\_\_

c. There is a word which describes the meeting. Being able to identify adjectives and the words they describe is important for exact comprehension. Write this word describing the meeting in the space provided in Russian.

\_\_\_\_\_ встреча

2. The second part of this exercise will help you to identify the participants of the meeting described in Text B.1.

a. First you want to find out what countries are participating in the meeting. The specific names of the countries are not mentioned until later in the text, but there is a phrase in Text B.1 which can help you. Look at the phrase below and then listen for it in Text B.1. Fill in the missing word when you hear it mentioned. Write the word in Russian.

государств-участников \_\_\_\_\_  
договора



b. What does the word you just wrote mean in English?

\_\_\_\_\_

3. You now have a general idea of the countries participating in the meeting. The announcer also mentions the titles of the people who are attending the meeting. Although the titles are long and there are several of them in Text B.1, this exercise will help you to identify these people. Look at the incomplete titles below and then listen to the text. Fill in the blanks with the missing words in Russian.

a. \_\_\_\_\_ обороны

b. начальников \_\_\_\_\_,  
\_\_\_\_\_ штаба Союзных армий

c. главно \_\_\_\_\_ (one word)

d. \_\_\_\_\_ Штаба Объединенных  
вооруженных сил

4. To check your understanding of the titles you completed above, match the English titles below with the Russian equivalents. Write the letters of the titles above next to the corresponding titles below in the spaces provided.

\_\_\_\_\_ commanders-in-chief

\_\_\_\_\_ the generals who are chiefs of staff of the allied armies

\_\_\_\_\_ ministers of defense

\_\_\_\_\_ chief of staff of the United Armed Forces of the member states of the Warsaw Pact

**Exercise 3** In Text B.2 the announcer tells you about the topics discussed at the meeting. There are basically two topics discussed at the meeting.

1. In the list of words below are two words which describe the topic of the meeting. Read the list and then listen to Text B.2. Circle the words that you hear mentioned in the text.

- a. разоружение
- b. укрепление
- c. сокращение
- d. запрещение
- e. модернизация
- f. вывод

2. When describing one of the topics of the meeting, the announcer mentions several countries. Write below in English the names of the four countries that the announcer names.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. The two exercises above should have helped you to understand the main idea of Text B.2 better. Write in English in the space provided the two topics discussed at the meeting. You may listen to Text B.2 again if necessary.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_

**Exercise 4** The purpose of Exercise 4 is to summarize some of the content in Text B. It will give you some insight into the format of this text. Other reports on this topic have similar formats, so if you can master the format, then your job as a listener will be a little easier.

1. The last sentence of Text B.2 often appears in reports about meetings between the Soviet Union and other countries. This sentence is the conclusion sentence of the text. The sentence describes the atmosphere of the meeting. Listen to Text B.2 again and decide if the final sentence is a

- a. positive statement.
- b. negative statement.
- c. neutral statement.

2. The two incomplete phrases below are from the last sentence of Text B.2. These are the phrases which describe the atmosphere of the meeting. Fill in the blanks with the missing words in Russian.

- a. в \_\_\_\_\_ обстановке
- b. в духе \_\_\_\_\_

3. Another format similarity is the sequence in which the information is reported. Although this sequence may not be the same all the time, it is at least always similar. In what order were the items below mentioned in Text B? Write the numbers 1-4 in the spaces provided. If necessary you can listen to Text B.1 and B.2 again.

- \_\_\_\_\_ Location
- \_\_\_\_\_ Participants
- \_\_\_\_\_ Topic
- \_\_\_\_\_ Time

**Exercise 5**

The report in Text C was broadcast on Soviet television in the fall of 1988. Text C is as long as Text B, but it is not broken up into parts. However, if you just concentrate on the exercise at hand, then the information you hear will be manageable. This first exercise pertaining to Text C will ask you to listen for the who, where, and when information. Read the questions before you listen to the text. Listen to Text C and answer the questions in English.

1. What is the date of the meeting?

\_\_\_\_\_

2. Where is the meeting taking place?

\_\_\_\_\_

3. What is the last name of the Soviet who is meeting the visiting representatives? Write your answer in Russian.

\_\_\_\_\_

4. What is this Soviet's title? Write the title in the space provided in Russian.

\_\_\_\_\_

5. Write in English in the spaces provided the names of the five countries participating in the meeting.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

**Exercise 6** This exercise will help you to understand what went on at the meeting described in Text C. The statements below refer to the meeting in Text C. Read the statements and then listen to Text C. Decide whether each statement is true or false and mark the appropriate box.

- |                                                                                                 | True                     | False                    |
|-------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The committee members from the other countries were all ministers of defense.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The leader of the group was from Denmark.                                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The main topic of the meeting was the establishment of a non-nuclear zone in Central Europe. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. They also discussed prohibiting chemical weapons in Northern Europe.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The meeting consisted of a lively exchange of opinions.                                      | <input type="checkbox"/> | <input type="checkbox"/> |

**Exercise 7** You have worked with adjectives in previous exercises. Adjectives are extremely important because they can describe and even identify things, people or ideas. The words on the following page are from Text C. On the left hand side are nouns and on the right are adjectives. Match the adjectives with the nouns as you hear them in Text C by writing the appropriate letter in the space provided. More than one adjective may describe a noun. We have put all the adjectives in their "dictionary" form, i.e., masculine singular. You will have to remember this when matching them with the appropriate nouns, which may be either masculine or feminine.

- |                      |                 |
|----------------------|-----------------|
| 1. _____ зона        | a. живой        |
| 2. _____ заместитель | b. неформальный |
| 3. _____ деятель     | c. первый       |
| 4. _____ обмен       | d. общественный |
| 5. _____ беседа      | e. датский      |
| 6. _____ парламент   | f. открытый     |
|                      | g. политический |
|                      | h. безъядерный  |

**Exercise 8** In Text D the announcer will describe two meetings. This will give you more practice in listening to Soviet news reports which frequently contain information about more than one meeting. This exercise concentrates on the first meeting reported in Text D.

1. The first part of the exercise will help you to get the basic facts of the meeting. Read the questions and then listen to the tape. Answer the questions in the space provided in English unless otherwise indicated.

a. What is the name of the other country involved in the meeting with the Soviet Union?

\_\_\_\_\_

b. What is the name of the Soviet representative who is meeting with the guest? Write your answer in Russian.

\_\_\_\_\_

c. What is the name of the visiting guest?

\_\_\_\_\_

- d. The announcer talks about two of the topics discussed at the meeting. What is the first topic?

---

- e. What is the second topic? Circle the correct answer.

1. Development of peace in the world
2. Nuclear disarmament
3. Internal affairs of the two countries
4. Regional conflicts

- f. A man named Matlock also participated in the meeting. Who is he?

---

2. The first sentence of Text D describes who met whom. The guest is described with a series of adjectives and nouns which tell you who he is. The words describing the guest in Text D are written below. However, they are not in the same order as you heard them in Text D. In addition some of the words below are not even mentioned in Text D. Read the list and then listen to the text again. In the space provided put the words into their proper order by writing a number from 1 to 11 next to those words which you hear in Text D.

- |                       |                       |
|-----------------------|-----------------------|
| a. ____ помощника     | h. ____ президента    |
| b. ____ министр       | i. ____ бывшего       |
| c. ____ деятеля       | j. ____ видного       |
| d. ____ американского | k. ____ политического |
| e. ____ безопасности  | l. ____ членом        |
| f. ____ по            | m. ____ США           |
| g. ____ представителя | n. ____ национальной  |

**Exercise 9** This exercise deals with the second meeting described in Text D.

1. The reporter tells you who participated in the second meeting. Write the name of the Soviet official mentioned in Russian. Then identify the visitors in English.

a. Soviet \_\_\_\_\_

b. Visitors \_\_\_\_\_

2. What was one of the topics at the meeting? Circle the correct answer below.

- a. Military reduction
- b. Affairs of the two communist parties
- c. Economic reforms
- d. Elections for next year

3. What will take place in January 1990? Write your answer in English.

\_\_\_\_\_

4. At the meeting, the men also discussed the situation of some geographic location. What is this location? Write your answer in English.

\_\_\_\_\_

5. The announcer says that the meeting was characteristic for both countries. How does he describe the meeting? Complete the sentence below in Russian with the missing words from Text D.

Встреча прошла в \_\_\_\_\_

\_\_\_\_\_



**Exercise 10** In this exercise you will compare the descriptions of the two meetings described in Text D. The statements below refer either to the first meeting, the second meeting, or both meetings. Read the statements and then decide which meeting is being discussed. You can listen to Text D again if necessary. Write in the space provided a 1 for the first meeting, a 2 for the second meeting, and an x if the statement refers to both meetings.

1. \_\_\_\_\_ Yakovlev attended the meeting.
2. \_\_\_\_\_ The ambassador of a country was present at the meeting.
3. \_\_\_\_\_ The names of the visitors were specifically mentioned.
4. \_\_\_\_\_ The visitors consisted of a delegation.
5. \_\_\_\_\_ The announcer reports on two of the topics discussed at the meeting.
6. \_\_\_\_\_ The reporter describes the atmosphere of the meeting.

### Key Vocabulary



безопасность	security
безъядерный	nuclear-free
беседа	talk, discussion
Варшавский договор	Warsaw Pact
взаимопонимание	mutual understanding
внутренний	internal
вывод	withdrawal, removal
главнокомандующий	Commander-in-Chief
деловой	business-like
депутат	deputy
деятельность	activities
международный	international
обмен	exchange
обстановка	situation, condition

общественный деятель	public figure
односторонний	unilateral
отношения	relations
подготовка	preparation
помощник	aide
посол	ambassador
развитие	development
собеседник	interlocutor
создание	creation
съезд	congress
товарищеский	comradely, friendly

### Acronyms and Abbreviations

компартия (Коммунистическая партия)	communist party
КПА (Коммунистическая партия Австрии)	Communist Party of Austria
РСМД (Ракеты средней и меньшей дальности)	short- and medium-range missiles

### Unit 15—Natural Disasters

In this unit you will hear reports about floods, earthquakes, and tidal waves. These disasters did not take place in the Soviet Union, but the reports did appear on Soviet news. In the past, Soviet news was more apt to report on disasters occurring in countries other than its own. Listening to reports on disasters is important for military personnel because the military is often called in to help after such tragic events. You will be asked to listen for information such as the type of disaster, the number of casualties, the location, and the amount of damage.

**Exercise 1** Before listening to the reports, here is a vocabulary exercise. The words below frequently appear in reports on disasters. Match the Russian words with the English equivalents by writing the correct letter in the spaces provided. Since the spelling of words does not always match the pronunciation, you might want to try saying the Russian words aloud. Then when you listen to the tape you will know how the words sound.

- |          |                    |                                 |
|----------|--------------------|---------------------------------|
| 1. _____ | землетрясение      | a. to suffer                    |
| 2. _____ | ущерб              | b. flood                        |
| 3. _____ | жертвы             | c. damage                       |
| 4. _____ | наводнение         | d. danger                       |
| 5. _____ | стихийное бедствие | e. earthquake                   |
| 6. _____ | пострадать         | f. casualties, victims          |
| 7. _____ | смыть              | g. to wash off, sweep overboard |
| 8. _____ | опасность          | h. natural disaster             |

**Exercise 2** The announcer of Text A is reporting a natural disaster which occurred in the US a few days before the report. So, as you listen to Text A, remember that this report is not the first on the incident but a follow-up report. Text A is taken from a long report from which you will hear three parts. These three parts are labelled Text A.1, Text A.2, and Text A.3.

1. As a soldier listening to the news, if you heard about a natural disaster, the first thing you would want to find out would be the type of disaster and the location. Listen to Text A.1 and answer the questions below in English in the spaces provided.

a. In what state did the disaster occur?

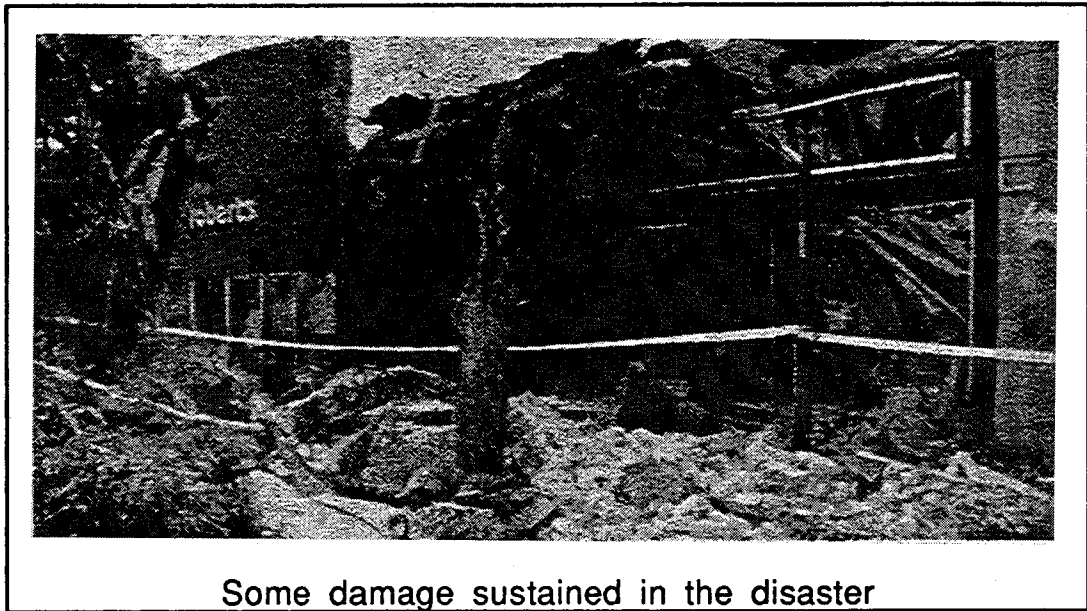
\_\_\_\_\_

b. What type of disaster was it?

\_\_\_\_\_

2. Text A.1 is the beginning of the report on the disaster. You have the basic information already, so now you can listen for some of the other details. The statements below refer to Text A.1. Some of them are true and some are false. Read the statements, listen to Text A.1 and then decide which are true and which are false. Mark the appropriate box.

- |                                                                   | T                        | F                        |
|-------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The disaster occurred on Wednesday.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. This is the third-largest disaster of this type in US history. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The first stage of rescue work has already been completed.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Water and power services have been restored.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Subway and bus transportation will begin tomorrow.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Newspaper publication has resumed.                             | <input type="checkbox"/> | <input type="checkbox"/> |



**Exercise 3** One of the tragic consequences of the natural catastrophe described in Text A was the destruction of a highway during rush hour traffic. The upper section of a two-level freeway collapsed, crushing many people to death. The announcer of Text A.2 describes this tragedy. The information you will hear concerns casualties and a rescue effort.

1. The sentences below are based on information you will hear in Text A.2. Read them first and then listen to Text A.2, filling in the blanks below in English with the missing information.
  - a. The duration of the disaster was only \_\_\_\_\_.
  - b. \_\_\_\_\_ people are believed to have been killed in the collapse of the highway.
  - c. According to the latest information, the number of victims in the collapse of the highway could be
    - a. more than was first predicted.
    - b. less than was first predicted.

Listening Workbook 3, Unit 15

2. In the report of Text A.2, the announcer describes a rescue effort at the scene of the collapsed highway. Listen to Text A.2 again, and then read the descriptions below. Which one of these descriptions accurately portrays the event in Text A.2? Circle the correct answer.
- a. Rescuers had managed to save a doctor trapped in his car, and then discovered that his wife and son were also alive in the car.
  - b. A sixty-year-old man and his grandson were rescued in the wreck; however, the boy's mother who was also found could not be saved.
  - c. A six-year-old boy survived the wreck because his mother managed to cover him with her body.
  - d. Rescuers discovered a mother and her son, but they were able to save only the mother.
3. What is the Russian word for *rescuer*?

---

**Exercise 4** In Text A.3 an older couple is interviewed in front of a mangled building which used to be their home. They have been allowed to come back to see if they can recover any of their belongings before the house is torn down. This interview was translated into Russian for Soviet television. The exercises below consist of questions, fill-in-the-blanks, and multiple choice. Read the exercises before you listen to the text. Write your answers in English in the spaces provided.

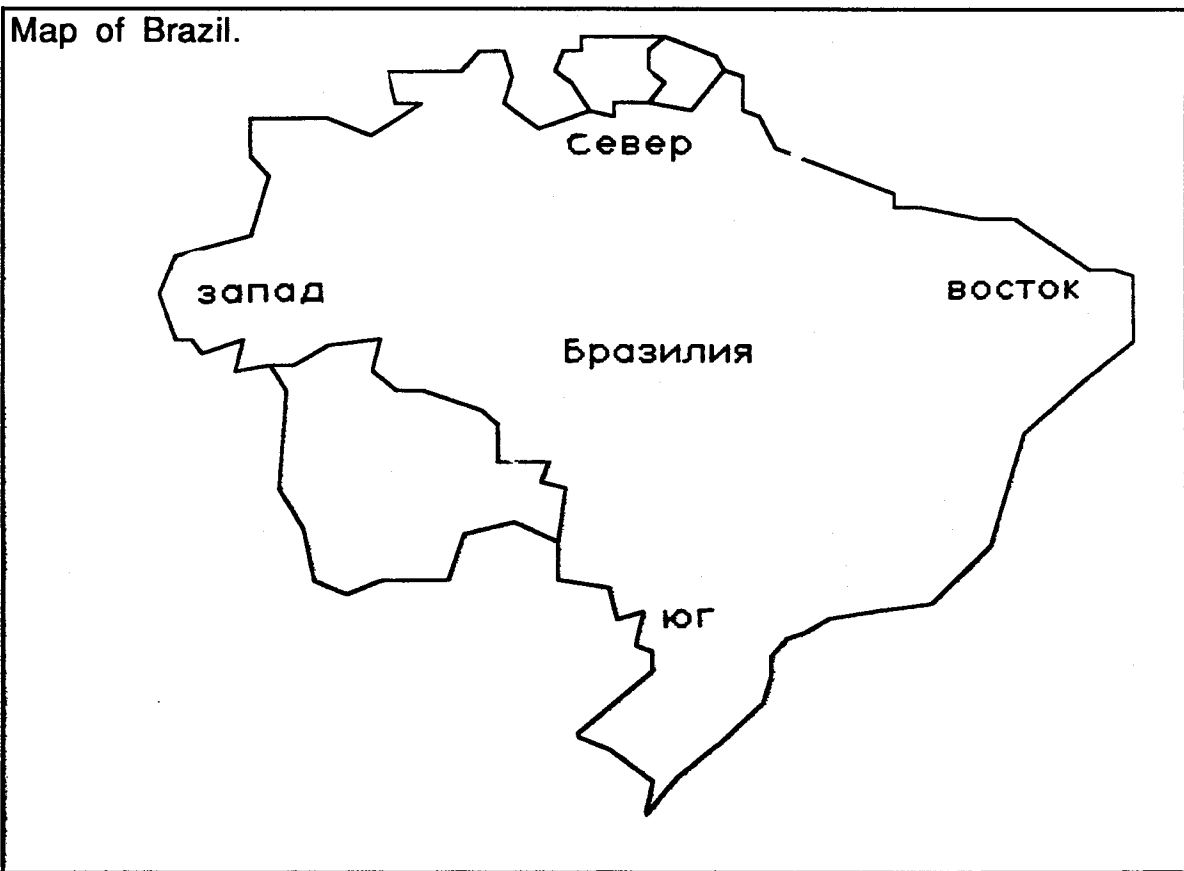
1. What did the woman find in her house?  
\_\_\_\_\_
2. The woman emphasizes her plight by saying that she does not even have any \_\_\_\_\_ now.
3. What does the husband say is the most important thing?  
\_\_\_\_\_
4. What does the husband say the couple will do?
  - a. Move to a new state
  - b. Put their faith in God
  - c. Start all over again
  - d. Find an emergency shelter
5. What is the man's age?
  - a. 63
  - b. 67
  - c. 76
  - e. 77
6. How does the husband feel about his age?
  - a. He is too old to deal with the situation.
  - b. He is not so old that he cannot deal with the situation.

**Exercise 5** The natural disaster described in the next text occurred in Brazil. When you listen to Text B the first time, listen for two pieces of information. First listen for what kind of disaster occurred, then for the location of the disaster.

1. What kind of natural disaster occurred?

---

2. Below is a map of Brazil. As you listen to Text A.2 circle the region of Brazil in which the natural disaster occurred when you hear it mentioned.





**Exercise 6** This exercise will help you with some of the vocabulary in Text B. One way to understand and remember vocabulary is to group words into categories. Look at the list of words below and circle the words which describe the disaster or the causes of the disaster.

стихийное бедствие, без крова, палатки, наводнения,  
тропические ливни, продукты питания, экстренные меры,  
медикаменты, оползни, власти

**Exercise 7**

1. This exercise will help you focus on the specific information about the disaster described in Text B. Fill in the chart below with information from Text B. First read the chart so that you know what you are listening for and then listen to the tape.

Number of casualties	Number of homeless	Obtainable supplies

2. Just as certain vocabulary items reoccur in reports about natural disasters, some phrases also appear frequently. Look at the incomplete sentence below. The missing part is a phrase which often occurs in natural disaster reports. Listen to Text B and fill in the blank in Russian.

Власти предпринимают экстренные меры \_\_\_\_\_

\_\_\_\_\_ стихийного

бедствия.

**Exercise 8**

1. You have listened to two reports about natural disasters. Before you listen to Text C, reflect for a moment on the two previous texts. What did they have in common? Write in English in the spaces provided some of the topics that both Text A and Text B addressed. The report in Text C will probably address some of the topics you list below.

---

---

---

2. This exercise will encourage you to practice the strategy of prediction. Some of the words listed below will be heard in the report of Text C which is about a disaster at sea. Read the list and then circle the words which you think will appear in Text C.

моряки, балл, эпицентр, смыть, с борта, метель,  
авианосец, дождик, стрельба, мощная волна

**Exercise 9** The questions below will help you to see if your predictions in Exercise 8 were correct. Read the questions first and then listen to the report in Text C. Answer the questions in English.

1. How many sailors were washed overboard?

-----

2. How many missiles were washed overboard?

-----

3. What was the name of the aircraft carrier?

-----

4. Where did the incident occur?

-----

**Exercise 10** The statements in this exercise concern specific facts mentioned in Text C. While you are listening to Text C, decide whether each statement is true or false. Mark the appropriate box.

- |                                                              | T                        | F                        |
|--------------------------------------------------------------|--------------------------|--------------------------|
| 1. The accident occurred when the missiles were being moved. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There were planes on board.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Two of the sailors are still missing.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The missing missiles are not nuclear.                     | <input type="checkbox"/> | <input type="checkbox"/> |

Key Vocabulary



авианосец	aircraft carrier
автострада	freeway
возобновить	to renew, resume
вытащить	to pull out
жертва	victim
землетрясение	earthquake
кров	shelter
ливень	heavy rain, downpour
медикаменты	medicine
наводнение	flood
накрыть	to cover
обнаружить	to discover, to find
обрушиться	to befall
опасность	danger
оползень	landslide
оснащать	to equip
палатки	tents
палуба	deck
перегрузка	unloading, transfer
побережье	sea coast
поиски	search
последствие	consequence
предпринимать	to undertake
прикрыть	to cover
руины	ruins
рухнувший	collapsed
с борта	overboard
верхний	upper
смыть	to wash overboard
спасатель	rescuer
спасательный	rescue (adj.)
стихийное бедствие	natural disaster
тело	body
ядерный	nuclear (adj.)

**Workbook 3—Speaking Suggestions**

**Unit 11—Weapons Testing**

Divide your class into two teams. One student from Team A and one student from Team B come forward. Each student chooses a piece of paper with a topic on it. (See below) The two students then have two minutes to argue with each other about which is more important for humanity.

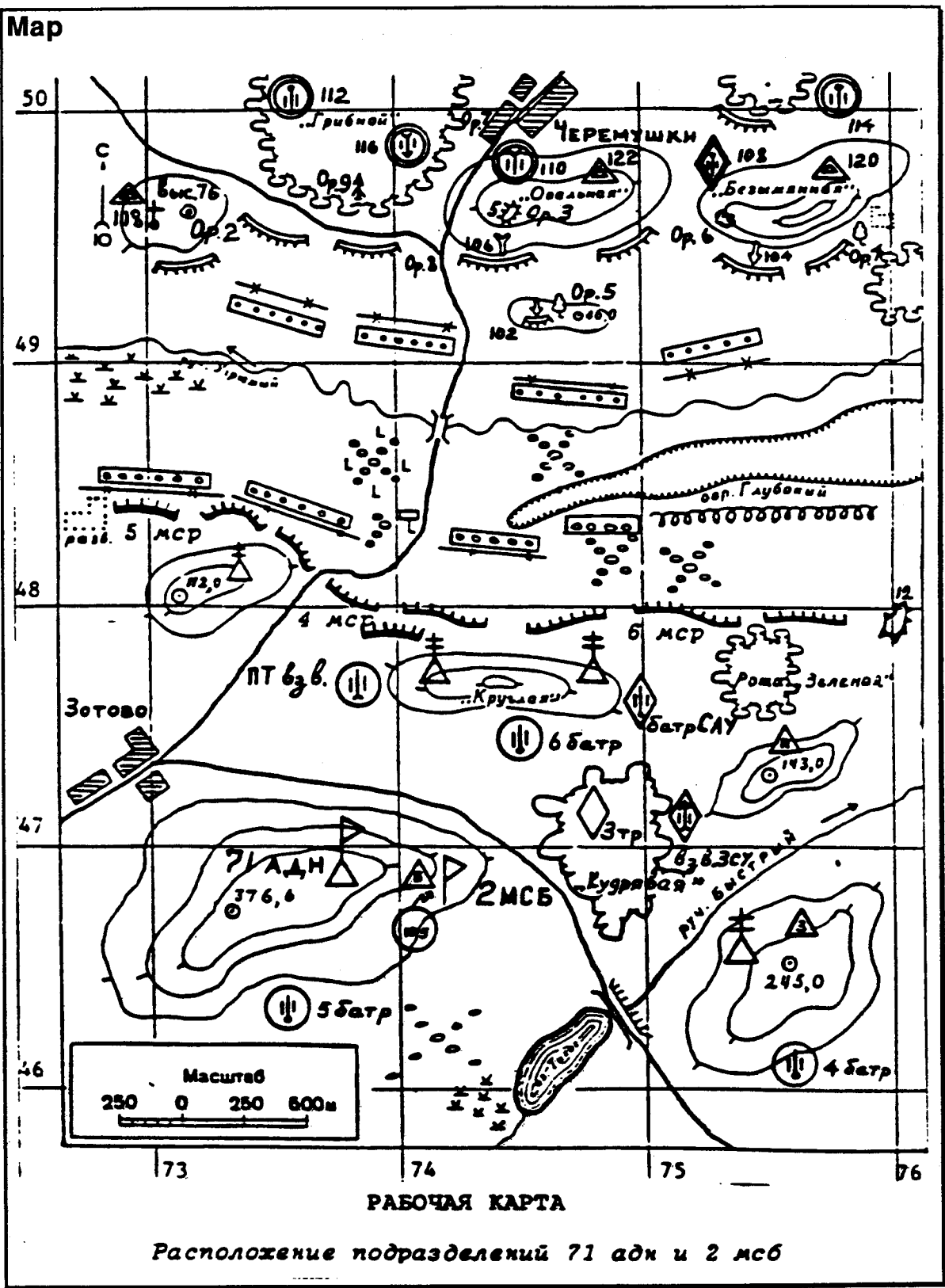
Possible topics:

пистолет  
ракеты  
ядерное оружие  
патроны  
танки

пицца  
рестораны  
больница  
цветы  
мотоциклы
















**Unit 12—Tank Crews**

- a. Give your students copies of the following standard symbols and maps.



**Symbols**






**УСЛОВНЫЕ ОБОЗНАЧЕНИЯ  
(Standard symbols)**

-  наблюдательный пункт (НП) - observation post (OP)
-  запасной НП - alternate observation post
-  передовая НП - forward observation post
-  боковая НП - flank observation post
-  КНП командира дивизиона (батальона) - battalion commander's command observation post
-  КНП командира батареи (роты) - company commander's command observation post
-  позиция мотострелкового подразделения - motorized rifle subunit position
-  гаубичная батарея - howitzer battery
-  подразделение ПТ оружия - antitank subunit
-  танковое подразделение - tank subunit
-  подразделение самоходных гаубиц - self-propelled howitzer subunit
-  подразделение ЗСУ - self-propelled antiaircraft subunit
-  передвижная радиостанция, типа 105 - mobile radio station, type 105
-  противотанковый гранатомёт - antitank grenade launcher
-  пулемёт - machinegun

**Symbols, con't.**

*Enemy units and weaponry are represented by the same symbols as friendly forces except that a double line is used.*

*Example:*

<i>Soviet</i>		<i>Enemy</i>
	<i>tank</i>	
	<i>OP</i>	
	<i>machinegun</i>	

b. Ask your students to make up and ask each other simple questions about the map. For example:

1. Сколько гаубичных батарей?
2. Где командно-наблюдательный пункт командира роты?
3. Есть ли наверху холма передвижная радиостанция типа 105?
4. Сколько там рек?
5. Есть ли около реки другой наблюдательный пункт?

c. Ask students to work in pairs preparing a simple description of the situation as they see it on the map. Ask each pair to present their description to the rest of the class.

**Unit 13—Meetings in Western Europe**

Divide your class into groups of four. Assign the following roles to group members:

- Minister of Defense from France
- Minister of Defense from West Germany
- Minister of Defense from Britain
- Minister of Defense from Belgium



Give the following role play cards to students and ask them to discuss the military situation in Western Europe. Topics might include: conventional troop numbers, nuclear armaments, sources of threat.

**Minister of Defense from France**

Public opinion in your country supports your belief that the British (and their American allies) are stubborn and difficult to deal with. The British also seem to have a hard time acknowledging the major contribution France makes to the defense of Western Europe.

**Minister of Defense from West Germany**

The situation in your country has changed enormously in recent years. You have to think that the British are mouthpieces for the Americans. But you are wary of the French who seem to want to pull you into their camp. You suspect the French of being opportunistic and a little too ready to use you for their own ends.

**Minister of Defense from Britain**

You would like to put a wedge between the French and the Germans. You think that one way of doing this might be to promise to use your special relationship with the Americans in support of, for instance, Belgium. You find it hard to trust the French, but realize that the Germans are so busy with events at home that they might not be prepared to be drawn into your strategies.

**Minister of Defense from Belgium**

You would like to cut back on your military budget, but find it hard to do so in view of the changes in Western Europe. Your prime minister is advising you to be cautious and not commit yourself to any factions. But if you could see any way to gain a closer relationship with the Americans, you think it would be a good idea.

**Unit 14—Meetings with Soviet Officials**

- a. Divide your class into small groups. Ask each group to imagine that a group of high-ranking Soviet officials, currently visiting the United States, has asked to be shown a typical small American town and would like to talk to some people in the town. Ask each group to decide which seven residents of the town would be interesting for the Soviets to meet—for example the sheriff, the owner of the drug store, the pastor, etc.
- b. Then ask each team to think of questions the Soviets might ask the selected townspeople.

## Listening Workbook 3, Speaking Suggestions

- c. Finally, group A gives group B the list of townspeople it has made, and group B members answer the questions put together by group A. During the questioning group B members take on the roles of the townspeople.
- d. When group B has answered all of group A's questions, the two groups reverse roles.

### **Unit 15—Natural Disasters**

- a. Divide your class into two groups—reporters and victims of disasters. Allow each group five minutes for the reporters to think of questions to ask the victims, and for each victim to imagine the disaster in which he was caught. Each victim should come up with a different disaster.
- b. Ask the reporters to interview the victims and find out what happened, where, when, and what were the consequences, and how did each victim feel.

**Answer Key  
Unit 11**

- Exercise 1
1. c
  2. j
  3. g
  4. f
  5. k
  6. h
  7. a
  8. i
  9. b
  10. d
  11. e

- Exercise 2
1. A Launch is Carried Out
  2. You might expect information about what was launched, when and from where it was launched, an indication of the program (or series) of which the launch was a part, and military or civilian connections (possibly, the purpose of the launch).
  3. You should have checked a, b, c, f, h, and i.
  4.
    - a. 1
    - b. 3
    - c. 4
    - d. 2

- Exercise 3
1. the Pentagon
  2. intercontinental ballistic missile
  3. newest

Answer Keys, Unit 11

- Exercise 4
1. начались испытания
  2. You might expect to find coverage of the weapon being tested, details about the scope of the testing program—where, when, who, what—why the weapon is being tested, and its eventual application.
  3. It is a plane.
  4. a. пилотами pilots  
b. летчика aviators (pilots)  
c. ВВС Air Force

- Exercise 5
1. Argentina
  2. Cordoba
  3. *Pampa*
  4. From the USA
  5. Three

- Exercise 6
1. T
  2. T
  3. F
  4. T
  5. F

- Exercise 7 1.

A	B
Date	June 14
Time	6:30 (Moscow Time)
Test site	Firing range
Test type	Underground nuclear test
Test purpose	Improvement of military equipment

- Exercise 8
1. Взрыв произведен в районе Семипалатинска.
  2. Мощность была до двадцати килотонн.
  3. Взрыв имел цель совершенствования военной техники.

- Exercise 9
1. You should have checked b, c, d, g, and i.
  2. You might expect information about such technical specifications as weight, caliber, magazine capacity, rate of fire, length, date of issue of the weapon, special applications or circumstances for which it is suited.

Exercise 10

4	Weapon type	Pistol
4	Weapon name	PSM
4	Weight	460 grams
4	Caliber	5.45 mm
4	Magazine capacity	8 rounds
	Color	N/A
4	Rate of fire	30 rounds /minute
	Date of issue	N/A
4	Weight of projectile	4.8 grams
	Manufacturer's name	N/A

**Answer Key  
Unit 12**

- Exercise 1
1. a. 7
  - b. 3
  - c. 2
  - d. 5
  - e. 1
  - f. 4
  - g. 6
  2. c
  3. d
- Exercise 2
1. Броня крепка, и танки наши быстры. (с, b)
  2. по огневой подготовке
  3. a. 4
  - b. 1
- Exercise 3
1. Your summary should mention the conference, the specialists, and the subject they talked about. It might look like this: The best specialists in preparing tank gunfire shared their expertise at a conference.
- Exercise 4
1. b
  2. c
- Exercise 5
1. Lt. colonel
  2. Conference participants
  3. The way to prepare tank cannons for gunfire
  4. He talked about advanced methods of organizing training sessions in ways to lay down gunfire.
- Exercise 6
1. You should have checked numbers 1, 3, 4, 7, 8, and 9.

- Exercise 7
1. огневик                      member of a gun crew, a gunner
  2. a. 3 steps
  - b. 1
  - c. The order is:  
      In the classroom        1  
      Field training           2  
      Battle conditions       3

Exercise 8      The goal was for the best tank gunners to share experience and demonstrate teaching methodology for integration into tank training.

- Exercise 9
1. a. 8
  - b. 2
  - c. 1
  - d. 3
  - e. 6
  - f. 5
  - g. 7
  - h. 4
  2. b

- Exercise 10
1. moving fast  
   overcoming obstacles  
   sudden attack  
   precise fire control  
   accurate gunfire
  2. высокую оценку
  3. Your summary might include the following: Tank crews on an exercise received high marks for tactical and gunnery achievements.

**Answer Key  
Unit 13**

Exercise 1

1. g
2. e
3. i
4. h
5. c
6. a
7. f
8. b
9. j
10. d

Exercise 2

1. James Baker
2. Госсекретарь
3. NATO countries
4. Continuing
5. The head of the Italian government, Ciriaco
6. Rome, Italy

Exercise 3

1. b and c
2. Госсекретарь США подтвердил позицию США в поддержку переговоров о сокращении обычных вооружений в Европе и за полное запрещение химического оружия.
3. Reduction of conventional weapons and prohibition of chemical weapons
4. a. Madrid  
b. Lisbon

Exercise 4

1. d
2. West Germany, Denmark, and Norway
3. None



Exercise 5

Names of the countries involved	City in which the meeting occurred	The topic of the meeting
Greece and the US	The Greek capital	US bases in Greece

- Exercise 6
1. a. Prime Minister  
b. Minister of Foreign Affairs
  2. The period of time allotted for US bases to operate expired at the end of last year.

- Exercise 7
1. Madrid
  2. a. Европейское Экономическое Сообщество  
b. European Economic Community
  3. The Near East (or Middle East)
  4. France, Spain and Greece
  5. a. the East and West  
b. chemical weapons
  6. заседание

Exercise 8

Country	City	Name of the party	Leader of the party
Great Britain	Blakeford	Labour	Neil Kinnock

- Exercise 9
1. F
  2. F
  3. T
  4. F
  5. F
  6. T

- Exercise 10
1. стратегических ядерных вооружений
  2. обычных вооружений и вооруженных сил
  3. ядерного оружия

**Answer Key  
Unit 14**

**Exercise 1**

Date of the meeting	October 4th
Location of the meeting	Moscow
Type of meeting	International scientific conference
Topic discussed at the meeting	Urgent problems in the development of contemporary socialism

**Exercise 2**

1. a. Moscow  
b. сегодня  
c. рабочая
2. a. Варшавского  
b. Warsaw (adj.)
3. a. министров  
b. генералов, Главного  
c. командующие  
d. начальник
4. c  
b  
a  
d

**Exercise 3**

1. c  
f
2. a. Hungary  
b. GDR (East Germany)  
c. Poland  
d. Czechoslovakia
3. a. Reduction of armed forces in Warsaw Pact nations  
b. Partial withdrawal of Soviet troops from Hungary, GDR, Poland, and Czechoslovakia

Exercise 4

1. a
2. a. деловой  
b. взаимопонимания
3. 2  
3  
4  
1

Exercise 5

1. October 4th
2. In the Kremlin
3. Лукьянов
4. Первый заместитель Председателя Президиума Верховного Совета СССР
5. a. Finland  
b. Sweden  
c. Norway  
d. Denmark  
e. Iceland

Exercise 6

1. F
2. T
3. F
4. F
5. T

Exercise 7

1. h
2. c
3. d, g
4. a
5. b, f
6. e

## Answer Keys, Unit 14

- Exercise 8
1. a. The US  
b. Яковлев  
c. Brzezinski  
d. Soviet-American relations  
e. 3  
f. The US ambassador to the USSR
  2. a. 6  
b. 5  
c. 4  
d. 2  
e. 11  
f. 9  
g. 7  
h. 7  
i. 5  
j. 1  
k. 3  
l. 8  
m. 8  
n. 10

- Exercise 9
1. a. Яковлев  
b. Delegation from the Communist Party of Austria
  2. b
  3. The 27th congress of the Communist Party of Austria
  4. Europe
  5. Встреча прошла в товарищеской обстановке.

- Exercise 10
1. x
  2. 1
  3. 1
  4. 2
  5. x
  6. 2

**Answer Key  
Unit 15**

**Exercise 1**

1. e
2. c
3. f
4. b
5. h
6. a
7. g
8. d

**Exercise 2**

1. a. California  
b. An earthquake
2. a. T  
b. F  
c. T  
d. T  
e. F  
f. T

**Exercise 3**

1. a. a few seconds  
b. 250  
c. b
2. c
3. спасатель

**Exercise 4**

1. Nothing
2. boots
3. He and his wife are alive.
4. c
5. b
6. b

**Exercise 5**

1. Flood and landslides
2. юг (the south)

Answer Keys, Unit 15

Exercise 6 стихийное бедствие, наводнения,  
тропические ливни, оползни

Exercise 7 1.

Number of casualties	Number of homeless	Obtainable supplies
At least 12	Thousands	Tents Food supplies Medicines

2. для ликвидации последствий

Exercise 8 1. Type of disaster  
Location of the disaster  
Number of casualties  
Rescue efforts  
2. моряки, смыть, с борта, авианосец, мощная волна

Exercise 9 1. 3  
2. 38  
3. Dwight Eisenhower  
4. Off the coast of North Carolina

Exercise 10 1. T  
2. T  
3. F  
4. T

## Dictionary

авианосец	aircraft carrier
автострада	freeway
безопасность	security
безъядерный	nuclear-free
беседа	talk, discussion
броня	armor
в ходе (+ genitive case)	in the course of
Варшавский договор	Warsaw Pact
верхний	upper
взаимопонимание	mutual understanding
взрыв	explosion
внезапность	suddenness
внутренний	internal
возобновить	to renew, resume
вооружение	armament(s), weapon(s), arm(s)
вспоминаться (+ dative case)	to occur (to someone), remember
вывод	withdrawal, removal
выстрел	shot
вытащить	to pull out
выучка	training
главнокомандующий	Commander-in-Chief
делиться (+ instrumental case)	to share
деловой	business-like
депутат	deputy
деятельность	activities
длина	length
достигнуть	to achieve
емкость магазина	magazine capacity
жертва	victim
завершить	to complete, conclude
занятие	training session
запрещение	prohibition
запуск	launch
заседание	conference, meeting, session
землетрясение	earthquake
испытание	test, testing
истечь	to elapse, expire
крепкий	strong, durable
кров	shelter
ливень	heavy rain, downpour
медикаменты	medicine

международный	international
местный	local
меткий	accurate
мощность	power
наводнение	flood
накрыть	to cover
наряду с	alongside (of)
обмен	exchange
обнаружить	to discover, to find
обобщать	to summarize
обрушиться	to befall
обстановка	situation, condition
общественный деятель	public figure
обычное вооружение	conventional weapons
односторонний	unilateral
огневик	member of a gun crew
опасность	danger
оползень	landslide
опыт	experience
оснащать	to equip
отношения	relations
оценка	evaluation
очередной	regularly scheduled (in a series)
палатки	tents
палуба	deck
патрон	cartridge, round
перегрузка	unloading, transfer
передовой	advanced, leading
побережье	sea coast
подготовка	preparation
поддержка	support
поиски	search
полигон	testing ground, range
положение	situation
помощник	aide
последствие	consequence
посол	ambassador
преграда	obstacle
предпринимать	to undertake
прекращение	stopping, cessation
преодоление	overcoming
препятствие	obstacle
прикрыть	to cover



принимать участие	to take part in
пуск	launch
развитие	development
руины	ruins
рухнувший	collapsed
с борта	overboard
скорострельность	rate of fire
слагаемое	element, component
слаженное действие	teamwork
смыть	to wash overboard
собеседник	interlocutor
создание	creation
сокращение	reduction
сообщать	to inform, announce
спасатель	rescuer
спасательный	rescue (adj.)
стихийное бедствие	natural disaster
стрельба	shooting, firing
съезд	congress
тело	body
товарищеский	comradely, friendly
участник	participant
урегулирование	regulation, settlement
химическое оружие	chemical weapons
четкий	precise
экипаж	crew (of a vehicle)
ядерное вооружение	nuclear weapons
ядерный	nuclear (adj.)

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### Glossary of Acronyms and Abbreviations

компартия (Коммунистическая партия)	communist party
КПА (Коммунистическая партия Австрии)	Communist Party of Austria
РСМД (Ракеты средней и меньшей дальности)	short- and medium-range missiles

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## Workbook Test

Materials needed to take the workbook test:

Subcourse booklet, a #2 lead pencil, and an ACCP Examination Sheet.

Instructions:

There is only one correct answer for each item. Mark the correct answer for each item, then transfer your answers to the ACCP Examination Response Sheet, completely blacking out the lettered oval which corresponds to your selection (A, B, C, or D). Use a #2 lead pencil to mark your responses. Mail the response sheet in the preaddressed envelope provided.

### Unit 11

Listen to Text A and answer Questions 1–5.

1. What was the date of the test announced by Text A?
  - a. September 17
  - b. September 18
  - c. December 17
  - d. December 18
  
2. Where did the test occur?
  - a. Sevastopol
  - b. Sakhalin Island
  - c. Saratov
  - d. Semipalatinsk
  
3. What did the test consist of?
  - a. A short missile flight
  - b. Firing of armor-piercing shells
  - c. A nuclear explosion
  - d. Firing of new artillery

Listening Workbook 3, Test

4. The test took place
  - a. underground.
  - b. above ground.
  - c. beneath the surface of the ocean.
  - d. in the atmosphere.
  
5. The figure 20 mentioned in Text A refers to
  - a. the caliber of the gun, in centimeters.
  - b. the explosive power, in kilotons.
  - c. the weight of the warhead, in kilograms.
  - d. the range of the weapon, in kilometers.

Listen to Text B and answer Questions 6–10.

6. What kind of weapon was tested?
  - a. An antitank weapon
  - b. A cruise missile
  - c. A laser-guided "smart" bomb
  - d. A depth charge
  
7. From what kind of base or military platform was the weapon launched for testing?
  - a. A military firing range
  - b. A fighter-bomber
  - c. A warship
  - d. A heavy tank
  
8. Where did the launch take place?
  - a. Off the coast of California
  - b. In the Gulf of California
  - c. At White Sands, New Mexico
  - d. In Utah

9. What happened to the weapon after its launch?
- a. It exploded harmlessly.
  - b. It flew 850 miles and hit the target.
  - c. Its guidance failed and it missed the target.
  - d. It exploded at a depth of 85 meters.
10. Where will the weapon be based?
- a. On board ships
  - b. On land
  - c. In aircraft
  - d. On mobile rails

## Unit 12

Listen to Text C and answer Questions 11–15.

11. What were the tank crewmen described by Text C involved in?
- a. Classroom training on tactics
  - b. A simulated attack
  - c. Joint training with riflemen
  - d. A tactical exercise
12. The заграждения mentioned in Text C are
- a. mechanical problems.
  - b. harsh field conditions.
  - c. antitank obstacles.
  - d. enemy fortifications.
13. According to Text C, what happened during the nighttime?
- a. Heavy snow covered the tanks.
  - b. Tank crews penetrated deep into enemy defenses.
  - c. There was a feigned counterattack to draw the enemy.
  - d. Motor pools practiced repairing tanks.

Listening Workbook 3, Test

14. V. Ryabov, mentioned in Text C, was
- a. a specialist first class tank driver.
  - b. in charge of the motor pool.
  - c. the planner of the tactical exercise.
  - d. commander of one of the best companies.
15. At what time of year did the events described in Text C occur?
- a. Summer
  - b. Autumn
  - c. Winter
  - d. Spring

Listen to Text D and answer Questions 16–20.

16. The first sentence of Text D refers to preparing and studying one's equipment (tank). What does Text D have to say about this?
- a. It's not enough just to prepare and study the equipment.
  - b. Classroom training begins with preparation and study.
  - c. Equipment preparation is a separate subject from study.
  - d. Preparation must be done quickly; study takes longer.
17. According to Text D, what must one do to become a tank crewman?
- a. Practice over and over again
  - b. Internalize many habits and qualities
  - c. Pay very close attention in class
  - d. Make maximum use of every minute of training
18. In the process of becoming a tank crewman, what else does Text D say that one becomes?
- a. A true leader
  - b. An expert at a particular specialty
  - c. An example to one's men
  - d. A real soldier of one's country



19. The phrase *ею управлять* in the second sentence refers to
- being able to drive a tank as well as prepare it.
  - knowing how to repair mechanical problems.
  - mastering tactical maneuvers in formation.
  - knowing where one's equipment is and in what shape.
20. According to Text D, what is the most important thing tank crews should learn?
- To be flexible on the battlefield
  - To understand their place in the overall formation
  - To take advantage of unexpected opportunities
  - To use their equipment to its maximum capabilities

### Unit 13

Listen to Text E and answer Questions 21–25.

21. According to Text E where did James Baker's trip take him?
- To US military bases in Europe
  - To major cities in Britain and Germany
  - To all the Western European capitals
  - To capitals of NATO member countries
22. On the day of the news broadcast, James Baker met with all the following EXCEPT
- the king of Belgium
  - prime minister Thatcher
  - the Belgian prime minister
  - the NATO secretary general

23. Mortinson was the
- a. prime minister of Belgium.
  - b. secretary general of NATO.
  - c. US ambassador to Brussels.
  - d. commander of US Forces, Europe.
24. At the end of his discussions, James Baker stated that
- a. relations with the European allies have never been better.
  - b. there is continuing need for a strong US presence in Europe.
  - c. questions about US relations with its allies were discussed.
  - d. changes occurring in Eastern Europe call for flexible response.
25. According to Text E, where did James Baker meet NATO representatives?
- a. At NATO Staff Headquarters in Brussels
  - b. In Germany, at a US Army base
  - c. At the British High Command Headquarters
  - d. Aboard a warship in the North Sea

Listen to Text F and answer Questions 26–30.

26. Who came from Britain to Frankfurt-on-Main?
- a. Queen Elizabeth
  - b. The British foreign secretary
  - c. Margaret Thatcher
  - d. The British minister for trade
27. Whom did the British representative meet in Frankfurt-on-Main?
- a. German politician Willy Brandt
  - b. German Chancellor Helmut Kohl
  - c. German military representatives
  - d. German foreign minister H. D. Genscher

28. According to Text F, what did the British and German representatives devote most of their attention to?
- a. Trade talks
  - b. Closer military cooperation
  - c. Arms sales
  - d. East-West relations
29. What question stands at the center of the present talks?
- a. Modernization of telecommunications in Europe
  - b. Integration into the European Economic Community
  - c. Modernization of short-range nuclear missiles in Europe
  - d. Political changes under way in Eastern European countries
30. Where did Text F get the information about the central question mentioned in item 29?
- a. English mass media
  - b. Official British government communique
  - c. German mass media
  - d. An anonymous official source

#### **Unit 14**

Listen to Text G and answer Questions 31–34.

31. Who attended the meeting announced by Text G?
- a. Soviet military officials only
  - b. Chinese and Soviet generals and their staffs
  - c. Soviet officials and US military attaches
  - d. Chiefs of Warsaw Pact member-states' general staffs

Listening Workbook 3, Test

32. The negotiations mentioned in Paragraph 1 of Text G concern the third round of talks on
- a. nuclear weapons reduction worldwide.
  - b. space-based weapons.
  - c. conventional armed forces in Europe.
  - d. limitation of tactical missiles.
33. What do participants in the meeting intend to discuss with regard to the negotiations referred to in item 32?
- a. Denunciation of the US position on the question
  - b. Making the Eastern Bloc's position more precise
  - c. Counterproposals on numbers of weapons
  - d. Reformulating their approach based on political changes
34. How does Text G describe the way the meeting proceeded?
- a. In a businesslike atmosphere
  - b. In an atmosphere of open discussion and free exchange of views
  - c. In an atmosphere of heated debate
  - d. In a constructive and comradely atmosphere

Listen to Text H and answer Questions 35–37.

35. Who or what announced the events referred to in Text H?
- a. The USSR Ministry of Foreign Affairs
  - b. TASS
  - c. A spokesman for the Party Central Committee
  - d. Pravda
36. When will the Bush-Gorbachev meeting occur?
- a. October 12–13
  - b. November 2
  - c. December 2–3
  - d. February 12

37. Where will the Bush-Gorbachev meeting occur?
- a. In Moscow, at the Kremlin Palace
  - b. On warships off the coast of Malta
  - c. In Washington, DC, at the White House
  - d. On warships in the Baltic Sea

Listen to Text I and answer Questions 38–40.

38. General Shehabi is from which country?
- a. Syria
  - b. Iraq
  - c. Saudi Arabia
  - d. Yemen
39. According to Text I, how many days did his visit last?
- a. One
  - b. Two
  - c. Three
  - d. Four
40. While in the USSR, the general visited or observed all of the following EXCEPT
- a. the Marshal Malinovskii Tank Academy.
  - b. military equipment.
  - c. an anti-aircraft missile unit.
  - d. Soviet military training.

**Unit 15**

Listen to Text J and answer Questions 41–44.

41. What geographical region did the earthquake described in Text J strike?
- a. Southern California
  - b. Mexico
  - c. Yugoslavia
  - d. Northern Algeria
42. How many people were killed in the quake?
- a. Five
  - b. Nineteen
  - c. Sixty
  - d. One hundred
43. The greatest physical damage occurred in the area of
- a. the capital city.
  - b. villages in the mountains.
  - c. the central part of the province.
  - d. the three large provinces.
44. According to Text J, how many strong shocks were there?
- a. Two
  - b. Three
  - c. Four
  - d. Six

Listen to Text K and answer Questions 45–47.

45. What kind of disaster does Text K describe?
- a. A hurricane
  - b. A tornado
  - c. A flood
  - d. A drought
46. What happened on the main streets of Lebanon?
- a. The river overflowed its banks, sweeping away cars and trucks.
  - b. The winds blew down telephone poles and power lines.
  - c. The wind blew in piles of eroded topsoil, blocking the streets.
  - d. Several large public buildings had their roofs torn off.
47. What caused the disaster, according to Text K?
- a. Unseasonally warm weather conditions.
  - b. Nonstop rain that fell all night long.
  - c. A storm center located over the Great Plains.
  - d. A hurricane in the Gulf of Mexico.

Listen to Text L and answer Questions 48–50.

48. The force of the earthquake described by Text L measured how many points on the Richter scale?
- a. 5.9
  - b. 6
  - c. 6.9
  - d. 9
49. How many kilometers from San Francisco was the earthquake's epicenter?
- a. 100
  - b. 200
  - c. 300
  - d. 400

50. Text L mentions all the following types of damage EXCEPT

- a. power failure.
- b. loss of phone service.
- c. gas leaks.
- d. loss of water and sewer lines.



**RUSSIAN PROFICIENCY IMPROVEMENT COURSE**

Subcourse Number DL1204

Edition A

Defense Language Institute, Foreign Language Center  
Presidio of Monterey, California 93944-5006

10 Credit Hours

Edition Date: September 1990

**Subcourse Overview**

This is the fourth in a series of 10 Russian workbooks written for linguists serving in the United States armed forces.

Workbook 4 is at proficiency level 1+. It contains texts on topics ranging from military air disasters to food in the military. These texts have been taken from the Soviet media.

This is the third workbook at level 1+. You will find that the activities in this book continue building on the basic listening strategies of skimming for main ideas and scanning for specific information. You will also find in this book exercises requiring listening strategies such as

- predicting vocabulary items in a text,
- listening for numerical information,
- recognizing abbreviations and acronyms in context,
- understanding Russian word order by using context,
- listening for descriptive words,
- comparing similarities and differences in reports on the same topic.

## Listening Workbook 4

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## Russian Listening Workbook 4

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## **Administrative Instructions**

1. Number of units in this subcourse: Five.
2. Materials needed in addition to this booklet are a #2 pencil, an ACCP Examination Response Sheet and a preaddressed envelope.
3. Supervisory requirement: None.

## **Grading and Certification Instructions**

### **Examination:**

This subcourse contains a multiple-choice examination covering the material contained in these units. After studying the units and working through the exercises, complete the examination. Mark your answers in the subcourse booklet; then transfer them to the ACCP Examination Response Sheet. Completely black out the lettered oval which corresponds to your selection (A,B,C, or D). Use a #2 lead pencil to mark your responses. When you have completed the Examination Sheet, mail it in the preaddressed envelope provided. Your examination score will be returned to you. A score of 75 or above is passing. Ten credit hours will be awarded for successful completion of this examination.

This publication is to be used primarily in support of training military personnel as part of the Defense Language Nonresident Program. Topics in the areas of politics, international relations, mores, etc., which may be considered controversial from some points of view are sometimes included in language training for DLIFLC students, since military personnel may find themselves in positions where clear understanding of conversations or written material of this nature will be essential to their mission. The presence of controversial statement -- whether real or apparent -- in DLIFLC materials should not be construed as representing the opinions of the writers, the Defense Language Institute or the Department of Defense.

In DLI publications, the words "he," "him," and "his" denote both masculine and feminine genders. This statement does not apply to translations of foreign texts.

### Unit 16—Elections

The texts in this unit are about elections in various countries of the world. Election reports are a frequent item on the Soviet news program *Время*. A change in leadership can mean a change in policy or even military programs. It is important in this unit to understand what country is holding the elections, who is running for election, and who won. In addition, you will learn the vocabulary necessary for understanding reports about elections.

**Exercise 1** Although the reports in this unit describe elections in different countries and for different positions, they all have a similar core vocabulary. This first exercise will help you to become familiar with some of the core vocabulary. The list below contains words associated with reports about elections and words that are not related to elections. Read the list and put a mark next to the words that you would expect to hear in a report about elections. Give the English equivalents next to the words you marked.

1. \_\_\_\_\_ кандидат \_\_\_\_\_
2. \_\_\_\_\_ взрыв \_\_\_\_\_
3. \_\_\_\_\_ задание \_\_\_\_\_
4. \_\_\_\_\_ выборы \_\_\_\_\_
5. \_\_\_\_\_ голосование \_\_\_\_\_
6. \_\_\_\_\_ избирать \_\_\_\_\_
7. \_\_\_\_\_ марш \_\_\_\_\_
8. \_\_\_\_\_ запуск \_\_\_\_\_
9. \_\_\_\_\_ предвыборная кампания \_\_\_\_\_

**Exercise 2** The report of Text A was broadcast the day after the elections in which two people were elected. Listen for the information that is requested in the box. Complete the box in English.

Name of Country	
Name of the victorious party	
Names of the two men elected	1. 2.
Names of the two elected positions	1. 2.

**Exercise 3** You now understand the main details of Text A. This exercise will ask you to identify some of the additional details in this text and also will help you with some more vocabulary items.

1. The news broadcaster mentions two numbers in Text A. What two numbers does he mention and what do these two numbers refer to? Write your answers in English.

a. \_\_\_\_\_

b. \_\_\_\_\_

2. The news broadcaster also mentions the name of someone who congratulated one of the newly elected officials. Write this person's name in the space provided in English.

\_\_\_\_\_

3. There are two phrases in Text A that occur often in reports on elections. One part of each phrase is written below. Listen to Text A and complete the Russian phrase. Then, on the right hand side, give the English equivalents of these phrases.

a. \_\_\_\_\_ победу \_\_\_\_\_

b. \_\_\_\_\_ выборы \_\_\_\_\_

**Exercise 4** The election report announced in Text B is from *Время* in 1989. The events are reported the day after the elections so you will hear who won. This exercise will help you with some of the background information of Text B, including knowing where the elections were held, the name of the party, and the type of elections (presidential, mayoral, etc.). Read the exercise and then listen to Text B. In the questions below either circle the correct answer or write your answer in English in the space provided.

1. In what country were the elections held?
- a. Israel
  - b. Sweden
  - c. Ireland
  - d. Spain
2. What is the name of the party that the broadcaster describes in Text B?

\_\_\_\_\_

3. On what date did the elections occur?

\_\_\_\_\_

4. What type of elections is the broadcaster describing in Text B.?

\_\_\_\_\_

5. Write the Russian adjective that led you to your conclusion about the type of elections in Text B.

\_\_\_\_\_

**Exercise 5** This exercise concentrates on who won the elections and other more specific details of Text B. Read the questions and then listen to Text B again.

1. Complete the election chart below by writing in the number of votes that the party won in each house.

Congress of Deputies	The Senate

2. What is the Russian equivalent of the English word *seats*, as in the number of seats won in an election. Write your answer in the space provided.

\_\_\_\_\_

3. Which of the words below is the Russian word *to win*? Instead of going to a dictionary, listen for this word in Text B.

- a. завязывать
- b. забрасывать
- c. завоевать
- d. заведовать

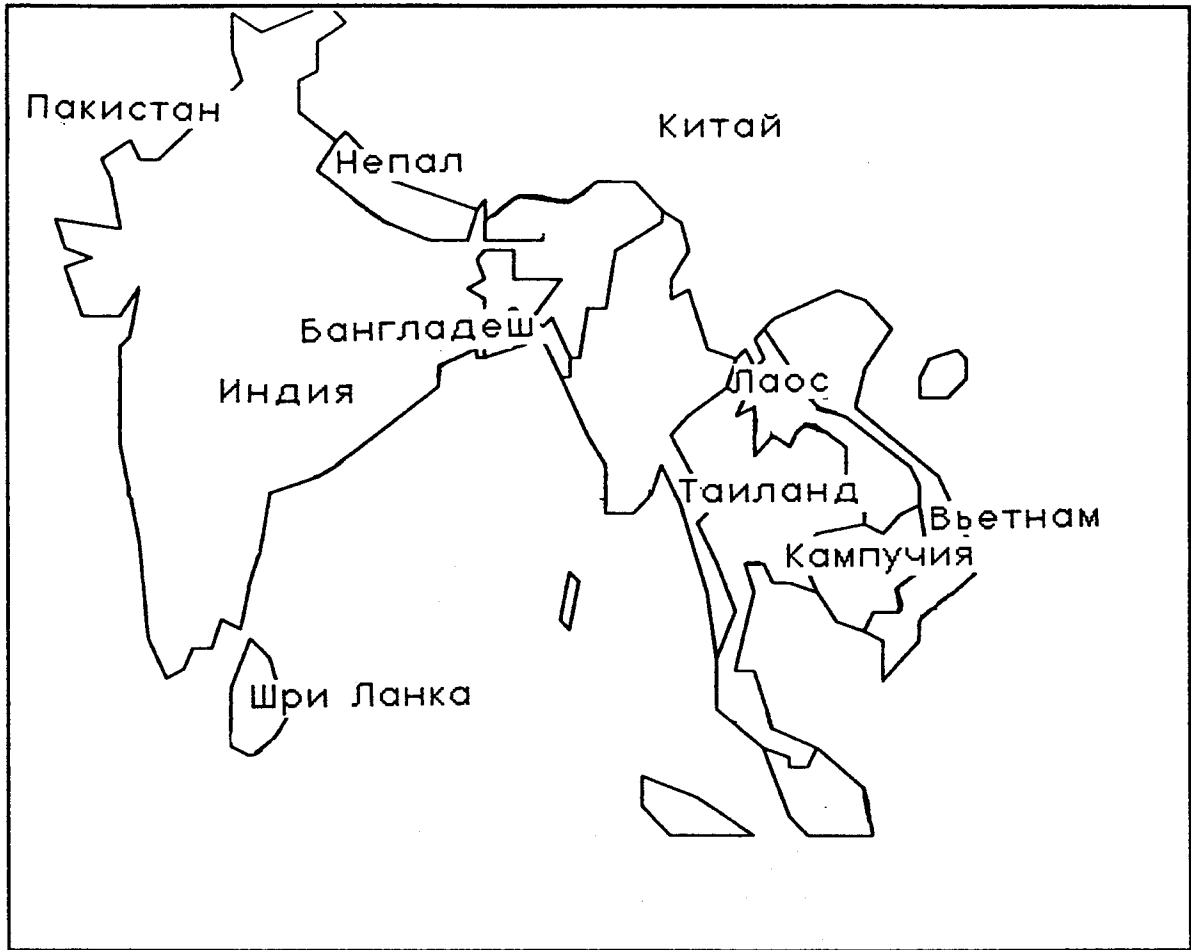


4. This last part of Exercise 5 will encourage you to work some more with adjectives. Match the adjectives below with the words they describe in Text B by writing the appropriate letter in the space provided. A noun can be modified by more than one adjective. The adjectives are listed in the nominative case.

- |                 |                     |
|-----------------|---------------------|
| 1. _____ партия | a. парламентский    |
| 2. _____ победа | b. рабочий          |
| 3. _____ выборы | c. досрочный        |
|                 | d. испанский        |
|                 | e. убедительный     |
|                 | f. социалистический |

**Exercise 6** The elections described in Text C differ from the previous texts in that the elections have not yet occurred. Text C describes a situation where election campaigns result in violence. This first exercise for Text C deals with the basic background information. Read the exercises and then listen to Text C.

1. On the next page you will find a map. Listen for the location of the elections in Text C. Circle the name of this country on the map.



2. When does the reporter say the elections will be held? Write your answer in English.

---

3. What type of elections is the announcer describing in Text C?

- a. Presidential
- b. General
- c. Local
- d. Municipal

**Exercise 7** This exercise will help you to focus on some of the circumstances surrounding the elections in Text C. Answer the questions in English unless otherwise indicated.

1. The incomplete sentences below are from Text C. Complete these sentences by listening for the verb with which they are mentioned in Text C. Write the verb in the space provided in Russian.

a. большинство магазинов \_\_\_\_\_  
закрытыми

b. \_\_\_\_\_ более 800 человек.

2. In what city does the reporter of Text C say that stores are closed?

\_\_\_\_\_

3. The reporter also mentions another location in which stores are closed. Complete the following sentence.

Stores are closed in other populated areas in the

- a. north.
- b. south.
- c. east.
- d. west.

4. Who is being held responsible for the deaths of many people?

\_\_\_\_\_

5. Since when have these deaths occurred?

\_\_\_\_\_

6. The reporter says something about 14 candidates. Who are these people and why are they mentioned in this report?

---

---

**Exercise 8** The report of Text D covers the same elections as did Text C, but comes from a news broadcast two days after Text C. So you will hear the results of the election.

1. The reporter mentions the names of the two parties running in the elections. You will hear one of the parties called by its full name and then you will hear the abbreviation of this name. Below you will see the abbreviations. Listen to Text C for the long form of this name and write it in Russian in the space provided.

ОНП \_\_\_\_\_  
\_\_\_\_\_

2. What is the name of the other party? First give the Russian name and then the English equivalent.

\_\_\_\_\_

3. Which of the parties is the current ruling party and which is the opposition party? Write your answers for the rest of this exercise in English.

Ruling party \_\_\_\_\_

Opposition party \_\_\_\_\_

4. Who is the leader of the ruling party?

\_\_\_\_\_

5. Who is the leader of the opposition party?

\_\_\_\_\_

6. What type of elections are these?

\_\_\_\_\_

**Exercise 9** Fill in the empty chart below with the results of the elections described in Text D. Write the names of the parties on the top lines and then the number of seats each party won underneath.


**Exercise 10** There are two numbers that the reporter mentions in Text D. These numbers do not refer to votes. Write in the space provided, in English, what these numbers refer to.

1. 12 \_\_\_\_\_

2. 70 \_\_\_\_\_

**Key Vocabulary**



большинство

возглавлять

всеобщие

выборы

голосование

завоевать

места

напряженный

населенный пункт

объединенный

одержать

победа

предвыборная кампания

присяга

убедительный

majority

to be at the head, lead

general (adj.)

elections

voting

to win, earn

seats

tense

settled area

united

to gain, win

victory

pre-election campaign

oath

convincing

**Acronyms and Abbreviations**

ОНП (Объединенная  
Национальная Партия)

The United National Party

### Unit 17—Military Air Disasters

In this unit you will listen to news reports about military air disasters that happened during training or routine flights. Reports on such unfortunate incidents can be heard on the Soviet news program *Время*. All of the crashes reported on in this unit occurred in the year 1989.

**Exercise 1** For the average listener the most important information mentioned in a report about a plane crash is location and casualties. As you listen to Text A the first time, concentrate on the geographical location and the number of casualties. Write this information, in English, in the spaces provided below.

1. Geographical location \_\_\_\_\_
2. Number of deaths \_\_\_\_\_
3. Number of injured \_\_\_\_\_

**Exercise 2** Since you are in the military, you are probably interested in more specific details of the crash such as the make of the plane, circumstances under which the crash occurred, etc. The questions below will help you to focus on this information.

1. First, focus on the specific details of the plane. Read the questions and then listen to Text A.
  - a. What is the name of the plane? Write your answer in English.  
\_\_\_\_\_

Listening Workbook 4, Unit 17

- b. The news reporter uses two words to describe the plane in the beginning of Text A. First write these words on the left in Russian and then on the right give the English equivalents. These adjectives will give you more information about the plane.

1. \_\_\_\_\_

2. \_\_\_\_\_

2. Now you are ready to listen for the circumstances under which the crash occurred. Answer the questions in English unless otherwise indicated.

- a. The crash occurred during what kind of flight?

\_\_\_\_\_

- b. In order to figure out why the crash happened you need to understand the word that follows the verb потерял. In the space provided, write this word in Russian as you hear it, and then give the English equivalent.

\_\_\_\_\_

- c. What did the plane crash into?

\_\_\_\_\_

- d. What does the phrase который удалось потушить mean in English?

\_\_\_\_\_



**Exercise 3**

The broadcaster of Text B describes two plane crashes. The chart below will help you to figure out the similarities and differences of the two crashes. On the left hand side of the chart is the information you should listen for. If the information is the same, write that information in the *similarities* column. If, however, the two crashes are different, write both pieces of information in the *differences* column. The number 1 refers to the first crash mentioned and the number 2 refers to the second crash. Write your answers in English.

	Similarities	Differences
Circumstances under which the crash occurred		1. 2.
Planes country of origin		1. 2.
Specific location of the crashes		1. 2.
Type of planes		1. 2.
Casualties		1. 2.

Listening Workbook 4, Unit 17

**Exercise 4** This exercise provides you with some practice in identifying subjects and verbs. There are five verbs or verb phrases mentioned in Text B. However, there are only three subjects: the planes and the pilots. Match the verbs with their respective subjects by writing the appropriate letter in the space provided.

- |                      |                 |
|----------------------|-----------------|
| 1. _____ пилот       | a. разбиться    |
| 2. _____ самолет     | b. потерпеть    |
| 3. _____ истребитель | c. погибнуть    |
|                      | d. упасть       |
|                      | e. остаться жив |

**Exercise 5** The report of a plane crash in Text C is more detailed than in the previous texts. Think about the type of information that you heard in Texts A and B, and then use that information to mentally predict what will be broadcast in Text C. Read the multiple-choice items below and then listen to Text C. Circle the correct answer.

1. The crash occurred
  - a. during the daytime.
  - b. at night.
2. The Trans-Caucasian military district has
  - a. one airport.
  - b. more than one airport.

3. Which of the items below are the names of the planes mentioned in Text C? Circle two of them.
- a. SU-34
  - b. SU-24
  - c. AN-12
  - d. AN-19

**Exercise 6** This exercise will help you to understand some of the circumstances surrounding the accident and also to identify some of the people who are mentioned in Text C.

1. The questions below focus on the circumstances of the accident. Read the questions first. Listen to Text C and answer the questions in English unless otherwise indicated.

- a. What kind of planes does the broadcaster describe in Text C?

---

---

- b. The accident occurred because one plane crashed into another. Which plane was about to take off?

---

- c. Which plane was refueling?

---

- d. Listen for the Russian equivalent of the word *collided*. Write it in the space provided.

---

2. a. The purpose of this exercise is to help you identify the people mentioned in Text C. One way to organize information is to use a chart. In the chart below the people are listed on the left. The headings are at the top. Fill in the chart in English as you hear the information in Text C. The announcer of Text C does not provide all the information that is requested in the chart. Write N/A if you do not hear this information.

	Rank	Position in the plane	Survived Yes or No
Grigoryev			
Gorovchakov			
Crew of the second plane			

- b. The reporter describes how one of the men survived. How did he survive? Write your answer in English.

---



---

**Exercise 7** This last exercise pertaining to Text C deals with the word order of one of the sentences in the text. It is important for you to recognize the various types of word order in Russian because so often it is not similar to English. The phrases on the next page are from the first sentence of Text C. However they are not written in the order in which they are mentioned in the text. Listen to the text and put the phrases back into their original order by writing numbers in the spaces provided.

- \_\_\_\_\_ на одном из аэродромов закавказского военного округа
- \_\_\_\_\_ бомбардировщик СУ-24
- \_\_\_\_\_ во время ночных полетов
- \_\_\_\_\_ потерпел
- \_\_\_\_\_ катастрофу

**Exercise 8** The air crash described in Text D relates information similar to what you have heard in the previous texts. Remember to use your predicting skills by thinking about what you heard in the previous texts. The crash occurred in the Soviet Union and involved a transport plane filled with soldiers.

1. Read the chart below to see what kind of information you are listening for. Listen to Text D and complete the chart in English.

Date of crash	Time of crash	Region	Name of the plane

2. Circle the correct answer. The conditions outside are described as
- a. светло.
  - b. тепло.
  - c. скользко.
  - d. темно.

Listening Workbook 4, Unit 17

3. How long did the search for survivors last? Write your answer in English.

\_\_\_\_\_

4. How many survivors were found?

\_\_\_\_\_

**Exercise 9** This exercise will help you to focus on the identities of the people who were involved in the crash.

1. This first part of the exercise will help you with vocabulary. Listed below are the names of the crew members of the plane. Listen for each name in Text C and, when you hear the name, write next to it that person's job and rank, in English.

a. Kalmykov \_\_\_\_\_

b. Vologin \_\_\_\_\_

c. Zakidrov \_\_\_\_\_

d. Andreev \_\_\_\_\_

e. Pesterev \_\_\_\_\_

f. Gavrikov \_\_\_\_\_

g. Andreyash \_\_\_\_\_

2. The incomplete sentence below refers to other people who were onboard the plane. Fill in the blanks in English with information from Text C.

Besides the crew there were \_\_\_\_\_ from the ground-maintenance group and \_\_\_\_\_ .

**Exercise 10** Exercise 10 is a summary exercise. The statements below refer to either Texts A, B, C, or D. Read the statement, decide which text is described, and write the appropriate letter in the space provided. Statement number 7 refers to more than one text. If necessary you may go back and listen to the reports again.

1. \_\_\_\_\_ A fighter plane crashed during training and the pilot was killed.
2. \_\_\_\_\_ A transport plane carrying airborne assault forces crashed near the Caspian Sea.
3. \_\_\_\_\_ A training plane from the air force academy crashed, but the pilot survived.
4. \_\_\_\_\_ A plane that was just completing a training flight crashed into an aircraft carrier.
5. \_\_\_\_\_ A fire resulted from the plane crash.
6. \_\_\_\_\_ A pilot managed to eject from the plane before it crashed, thus he survived.
7. \_\_\_\_\_ There were no survivors on the plane.

### Key Vocabulary

авиадесантный  
 бортрадист  
 борттехник  
 взлет  
 военный округ  
 врезаться  
 вспыхнуть  
 двухместный  
 десантник  
  
 заправляться  
 катастрофа



airborne assault (adj.)  
 radio operator  
 flight technician  
 flight, take-off  
 military district  
 to crash into  
 to break out  
 two-seater (adj.)  
 paratrooper, member of  
 airborne assault force  
 to refuel  
 crash, disaster, accident

Listening Workbook 4, Unit 17

оборудование  
поиски  
потерпеть  
потушить  
разбиться  
ранение  
совершать  
столкнуться  
стоянка  
стрелок  
топливо  
тренировочный  
упасть  
управление  
штурман

equipment  
search  
to suffer  
to extinguish, put out  
to crash, to smash  
wound  
to complete  
to collide  
stand, stop  
gunner  
fuel  
training  
to fall  
control  
navigator



### Unit 18—Space Programs

The texts in this unit are from the Soviet news on TV. They are about space programs in several different countries. The reports range from descriptions of take-offs to the gathering of information by satellites. This unit should be of particular interest to you since the military often uses information gathered from satellites and shares technology with the space industry.

**Exercise 1** This first exercise will help you categorize the vocabulary you will hear in the reports on space. A chart is set up with general headings. Below the chart is a list of vocabulary terms. Write each one under the appropriate heading in the chart. Three of the terms do not fit into any of the categories.

People	Spacecraft	Region of space

автоматическая межпланетная станция  
 экипаж  
 космос  
 космический ракетоноситель  
 космическое пространство  
 запуск  
 стартовый стол ракеты  
 астронавт  
 искусственный спутник  
 космический корабль многоцелевого использования  
 космонавт  
 космодром

**Exercise 2** In Text A you will hear a report that came in the middle of the news broadcast, so it begins with the phrase *meanwhile*, referring to a previous report. The questions below will help you listen for the who, what, and where information in this text. Answer the questions in English unless otherwise indicated.

1. In what country is the launch occurring?

---

2. Where in the country is the launch occurring?

---

3. What branch of the armed services is involved in the launch?

---

4. What Russian word tells you that this is a launch and not a landing? Write the word in Russian.

---

5. Write in Russian and then in English the type of vehicle going into space. (It will be one of those listed in Exercise 1.)

---

---

6. What is the name of the vehicle?

---

**Exercise 3** This exercise will help you to work on some of the specific information in Text A.

1. Read the incomplete sentence below. Then listen to Text A and complete the sentence by filling in the blanks. Choose one of the words underneath for each blank.

\_\_\_\_\_ выведет на орбиту  
\_\_\_\_\_.

«Дельта-2»  
спутник

2. There are four types of military transportation items mentioned in Text A. Write them in English in the spaces provided.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. To what countries do these means of transportation belong?

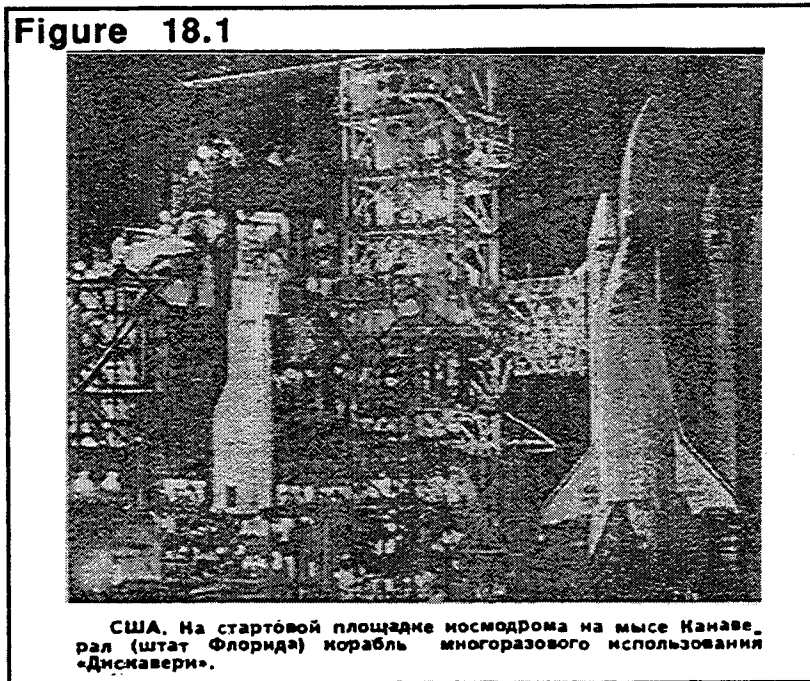
\_\_\_\_\_

4. How will the satellite be of use to these means of transportation?

---

---

Here is a picture of a space shuttle ready for take-off.



**Exercise 4** While listening to Text B, you will hear the voices of three people. The announcer introduces the report, which is an interview between another reporter and a representative from the space industry.

1. The chart on the facing page organizes some of the information mentioned in Text B. Look at the chart and then listen to Text B. Complete the chart in English.

When	Where	Launch or Landing	Type of spacecraft	Name of spacecraft

2. The announcer mentions the name of the institute where the interview is being held. Complete the name of the institute below, in Russian. Then give the English equivalent.

a. ИНСТИТУТ \_\_\_\_\_ – \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_

3. What question does the reporter ask the space specialist? Write your answer in English in the space provided.

\_\_\_\_\_

4. The numbers below are mentioned as the space specialist describes the activity of the spacecraft. These numbers refer to time. After each number write in Russian the quantity of time to which it refers.

a. 9 \_\_\_\_\_

b. 30 \_\_\_\_\_

c. 153 \_\_\_\_\_

d. 00 \_\_\_\_\_

Listening Workbook 4, Unit 18

5. The activity took place in which launching site? Circle the correct answer.

- a. Northern
- b. Southern
- c. Eastern
- d. Western

6. What was the name of the air field? Circle the correct answer.

- a. Плутон
- b. Пионерский
- c. Плесецк
- d. Печенга

7. What was the length of time between the launch and the satellite's being put into orbit? Write your answer in English in the space provided.

---

**Exercise 5** This exercise continues to focus on the description of the space mission by the member of the institute. You will hear that this is not just a one-country mission, but that actually several countries are involved.

1. Seven countries have equipment onboard the spacecraft described in Text B. Write in English the names of these countries.

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- 
- 
2. How many other foreign organizations are participating in the program? Write the number in the space provided.

- 
3. How many Soviet organizations are participating in the program? Write the number in the space provided.

b. \_\_\_\_\_

**Exercise 6** The report of Text C differs slightly from the two previous reports because the announcer describes a mission already in space. However, much of the vocabulary will be the same, and the exercises will help you focus on the information in the text.

1. The news reporter talks about two different spacecraft in Text C. Listen to the text and then match the names of the spacecraft, below, with their type. Write the correct letters in the spaces provided.

1. \_\_\_ Галилей

a. автоматическая  
межпланетная  
станция

2. \_\_\_ Атлантис

b. космический  
корабль  
многоразового  
использования

2. What is the name of the spacecraft that was launched into space? Write your answer in English.

---

Listening Workbook 4, Unit 18

3. What is the name of the manned spacecraft? Write your answer in English.
- 

4. The destination of one of the spacecraft is a planet. Listen for the planet's name, which is an English cognate. Circle the planet's name you hear.

- a. Mars
- b. Jupiter
- c. Neptune
- d. Saturn

5. The reporter does not mention any specific country in Text C. However, you may know the spacecraft's country of origin. Another way to tell the country of origin is to note how the crew members are referred to. In the Soviet Union they are called *kosmonauts*, and in the US they are called *astronauts*. Listen in Text C for one of these words, then write in English the country of origin.
- 

**Exercise 7** In the previous exercise you worked on the main idea of Text C. The remaining part of the report discusses the crew's activity onboard the ship. This exercise will help in understanding these details.

1. The report focuses on which day of the crew's trip? Circle the correct answer.
- a. First
  - b. Second
  - c. Third
  - d. Fourth



2. The columns below consist of words and phrases from Text C. The left-hand side contains a list of nouns. The right-hand side contains phrases that describe the noun. Listen to Text C and match the nouns with the appropriate phrases. Write the correct letter in the space provided.

- |                     |                                   |
|---------------------|-----------------------------------|
| 1. ___ температура  | a. вошла в норму                  |
| 2. ___ эксперименты | b. работают нормально             |
| 3. ___ приборы      | c. связанные с земными проблемами |

3. The two nouns *проведение* and *подготовка* refer to which of the nouns below?

- a. эксперименты
- b. приборы
- c. проблемы
- d. температура

**Exercise 8** The statements in this exercise refer to Text C. Decide if the statements are true or false; mark the appropriate box. Use the information that you worked on in Exercise 7 to help you make your decisions.

- |                                                                | T                        | F                        |
|----------------------------------------------------------------|--------------------------|--------------------------|
| 1. The crew conducted experiments related to the solar system. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The crew believes that the equipment is working well.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The only problem was the drop in temperature.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The problem was fixed by adjusting the cooling system.      | <input type="checkbox"/> | <input type="checkbox"/> |

**Exercise 9** Up until now you have listened to reports about launchings. Text D describes a satellite falling to the Earth. You will still listen for the same information of who, where, when, and what.

1. The newscaster of Text D begins his report by announcing its source of information. The source is first referred to by its long name, then its abbreviation is given. Fill in, in Russian, the missing parts of the long form below.

\_\_\_\_\_ управление по авиации и  
\_\_\_\_\_ космического \_\_\_\_\_

2. Now listen for the abbreviation; in English write it in the space provided. Notice how the Russian long form does not match the abbreviation. This is because the abbreviation is kept in its original English form and not translated.

\_\_\_\_\_

3. Which branch of the armed forces is supporting the satellite?

- a. Army
- b. Navy
- c. Air Force

4. In which month is the satellite supposed to fall? Write the name of the month in English.

\_\_\_\_\_

5. Will the satellite fall in the beginning, middle, or end of the month?

\_\_\_\_\_

**Exercise 10** This exercise will help you to focus on the description and the fate of the satellite.

1. There are two adjectives that come before the word *satellite* in Text D. First, listen for these adjectives; then, in the spaces provided, write them in Russian and give the English equivalent.

a. \_\_\_\_\_ спутник

b. \_\_\_\_\_ satellite

2. Write the name of the satellite in English.

\_\_\_\_\_

3. What was the satellite used to study?

\_\_\_\_\_

4. Which of the statements below most accurately describes the falling of the satellite? Circle the letter of your choice.

a. The satellite, which weighs 60 kilograms, is projected to fall into the ocean and into sparsely populated areas.

b. Scientists are afraid that pieces of the satellite, which weigh 60 kilograms, will fall not only in the ocean, but also into Indonesia.

c. The satellite, which will break into three pieces, each weighing more than 60 kilograms, will most likely fall into the ocean and into sparsely populated areas.

d. Scientists predict that the 60-kilogram satellite could break up into smaller pieces, thus lessening the chances of damage to anything on Earth.

5. Listen in Text D for a synonym of the word *обломки*. Write it in Russian in the space below.

\_\_\_\_\_

### Key Vocabulary

автоматическая межпланетная станция	automatic interplanetary station
выход	going out
запуск	launch
земной	earthly (adj.)
исследование	research
космический корабль многоцелевого использования	space shuttle (multiple-use spaceship)
космический ракетноситель	space launch vehicle, booster rocket
космодром	space vehicle launching site
малонаселенный мыс	sparsely populated cape
обломки	fragments, debris
орбита	orbit
осколки	fragments
оторваться	take-off
охлаждение	cooling
падение	fall
повышенный	high, raised
положение	position
приборы	instruments, devices
распадаться	disintegrate, break up

### Acronyms and Abbreviations

НАСА (Национальное управление по аэронавтике и исследованию космического пространства)	NASA (National Aeronautics and Space Administration)
-------------------------------------------------------------------------------------------------------	---------------------------------------------------------

### Unit 19—Food in the Military

The Soviet military recognizes the importance of food to its soldiers, for both nutrition and morale support. Naturally, food is one of the common topics of conversation for soldiers—the quality, the amount, its preparation. This aspect of life in the Soviet military gets a lot of attention at all levels. This unit aims to acquaint you with the topic and vocabulary of food in the Soviet military, both in the mess hall, and the field kitchen.

**Exercise 1** To bring some of the vocabulary for this unit into focus, the first exercise asks you to match Russian with English. You will actually hear some of these words in Text A, others later on, in Texts B and C.

Match the Russian words in column A with their English equivalents in column B. Write the number of the corresponding English item in the space provided next to each Russian item.

A	B
a. _____ холодильное оборудование	1. appetite
b. _____ столовая	2. cook
c. _____ смена	3. mess hall
d. _____ повар	4. duty shift
e. _____ питание	5. feeding
f. _____ пища	6. food
g. _____ вкусный	7. refrigeration equipment
h. _____ аппетит	8. tasty

**Exercise 2** Good cooks are appreciated everywhere, but especially in the military. The first text in this unit concerns just such a highly valued cook, as evidenced by the decorations on his jacket hanging behind him.

**Figure 19.1**



1. Read the list of possible format types below, then listen to Text A to get the gist of it. When you've finished, check the appropriate box beside the format type that best characterizes Text A.

Text A's format is a

- a recipe.
- b. biographical sketch.
- c. award announcement.
- d. obituary.

2. Answer the following questions about Fedor Zhinkin. Write your answers in Russian on the lines provided. Your answers may follow the wording of Text A, if you wish.

a. Какое звание у Федора Ивановича Жинкина?

\_\_\_\_\_

b. Как долго работает Ф. И. Жинкин в этом месте?

\_\_\_\_\_

c. Какую медаль получил Ф. И. Жинкин?

\_\_\_\_\_

d. На каком предприятии работает Ф. И. Жинкин?

\_\_\_\_\_

3. To show that you have grasped the essential information in Text A, make up a suitable headline for Figure 19.1 as if it were to appear in a local newspaper. Write your headline below in English.

\_\_\_\_\_

**Exercise 3** Text B consists of an announcement broadcast over the mess hall loudspeaker.

What would you expect from such an announcement? Put yourself in the position of a hungry soldier just walking into the mess hall for dinner. Write down in English what you would expect to hear. Use the lines below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Listening Workbook 4, Unit 19

**Exercise 4** Now listen to Text B to find out what a Soviet soldier might hear on entering the mess hall.

1. How would you characterize the format of the announcement in Text B? Circle the correct answer.

- a. List (e.g., of mess hall regulations)
- b. Instructions
- c. Greetings
- d. Timetable

2. There are several key words that give you clues to the answer to Question 4.1, above. Write two of the key words on the lines below, in Russian; give their English equivalents beside them.

\_\_\_\_\_

\_\_\_\_\_



**Background Note**

Russian has, as do other European languages, an almost universal standard phrase used whenever one sees a person who is about to begin eating—(желаю вам) приятного аппетита. It is the equivalent of the French *bon appetit*. There really is no corresponding phrase in English because there is no acknowledged social demand for it. The closest thing to it is a waiter's wish in a restaurant, "Enjoy your meal."

**Exercise 5** You're going to be asked to listen closely to Text B now to pick up specific information.

Read the following questions, then listen to Text B. Answer the questions in English on the lines provided.

1. How does the speaker in Text B address the soldiers?

2. The second sentence begins with the pronoun мы and includes the word нашей. To whom do these words refer?



---

---

3. Who prepared the meal mentioned in Text B?

---

4. Who was in charge of the men who prepared the meal? Give his name and rank.

---

5. In the last sentence of Text B, who is wishing the soldiers «приятного аппетита»? (In other words, who or what is the subject of the verb *желает*?)

---

6. What else, besides *приятного аппетита*, does the speaker wish the soldiers who are about to eat?

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**Exercise 6** Use your understanding of the gist of the text and its details to write below a brief summary in English of Text B. You might begin with something like *The speaker is saying...* or *The announcement is telling....*

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**Figure 19.2 A Field Kitchen**



**Exercise 7** To help you grasp the essentials of Text C, this exercise has a list of its key words.

Most of these words appear in Text C (although a few do not). Read the following list first. Then, as you listen to Text C, have a pencil ready to check items on the list. You will be listening for specific information. Check each item you hear mentioned by the speaker. Some items on the list will not be mentioned. Do not check them.

- a. кухне
- b. пищу
- c. наставник
- d. повара

- e. кулинарию
- f. тянутся
- g. экзамен
- h. готовить
- i. испытывает
- j. тележка

**Exercise 8** Since Text C is longer than Texts A and B, you may want to listen to it more than once to get the gist of it. Listen now to Text C and complete the following statements about its essential information.

1. The main subject of Text C is
  - a. a mess hall.
  - b. KP duties.
  - c. individual rations.
  - d. training cooks.
  
2. The personnel described in Text C are
  - a. master chefs.
  - b. aviation cadets.
  - c. cooks-in-training.
  - d. supply officers.
  
3. The situation described involves
  - a. classroom sessions on food preparation.
  - b. feeding troops after field training.
  - c. instructions for setting up a field kitchen.
  - d. preparing for a banquet.

Listening Workbook 4, Unit 19

4. Text C mentions testing going on. Of the following, who is NOT MENTIONED as being tested in the field?
- a. Artillerymen
  - b. Cooks
  - c. Tank crews
  - d. Motorized riflemen

**Exercise 9** This exercise works with some of the details, the key vocabulary, and the conversational, idiomatic language found in Text C.

1. The word that is the subject of the phrase *дает знать* in the second sentence of Text C is
- a. бой
  - b. аппетит
  - c. солдат
  - d. стих
2. The phrase in the second sentence in Text C—*дает знать о себе*—is best rendered in English as
- a. needs to know
  - b. clarifies its position
  - c. knows
  - d. makes itself known
3. The phrase *армейской биографии* refers to
- a. biographical sketches.
  - b. military rules and regulations.
  - c. the men's military record.
  - d. the unit's orders of the day.

4. V. Zyryanov is
- a cook-in-training.
  - commander of the cooks' unit.
  - regimental commander.
  - the instructor at the cooking school.
5. The курсанты at the cooking school include all the following EXCEPT
- F. I. Zhinkin.
  - P. Zhumadeldinov.
  - E. Skvortsov.
  - A. Mikhalev.

**Exercise 10** The final work with Text C will test your general understanding of the text by asking you to complete some items in Russian and summarize the text.

1. The following sentences in Russian come from Text C. In some cases, they have been slightly reworded. Complete them by filling in the blanks with the appropriate word, or words, from Text C
- Солдаты пробуют приготовленную для них \_\_\_\_\_.
  - Такие минуты у курсантов военной школы \_\_\_\_\_ еще впереди.
  - Занятия начинаются в \_\_\_\_\_.
  - \_\_\_\_\_ дает экзамен.
  - \_\_\_\_\_ оно и поваров.

2. Write a brief summary summary in English of Text C. Use the space provided below.

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**Key Vocabulary**



вкусный  
впереди  
к вашему сведению  
питание  
пища  
повар  
приветствовать  
разумеется (conversational)  
руководство  
сегодняшний  
смена  
столовая  
тянуться

tasty  
ahead, in the future  
to your knowledge  
feeding  
food  
cook  
to greet  
of course, it goes without saying  
leadership  
today's (adj.)  
duty shift  
mess hall, dining room  
to move slowly along

## Unit 20—Military Engineers

The Soviet military trains thousands of engineers every year. Their specialties range from the highly sophisticated areas of electronic, computer, and aviation engineering to the simpler areas of buildings and roads. Most engineers go through a four- or five-year training program focusing on an engineering specialty; this also prepares them to serve as officers. Many of the military engineering schools are among the best in the USSR. This unit will present some aspects of those engineers' lives and their training. Texts about engineers come from the soundtrack of the TV program «Служу Советскому Союзу».

**Figure 20.1 An Aviation Engineering Cadet**



**Exercise 1** This exercise introduces you to the subject of the unit. First, listen for the gist of the text.

1. Read the following list of topics. Then listen to Text A to identify what it discusses. Circle the appropriate item.

Text A is mainly about

- a. engineering equipment.
- b. engineers' military duties.
- c. types of engineering schools.
- d. applied engineering.

Listening Workbook 4, Unit 20

2. Read the following list of engineering and military vocabulary items to familiarize yourself with these key terms. Then listen to Text A again, with your pencil ready to check any item you hear spoken in Text A. You will not hear all the items on the list. Do not check items you do not hear.

- a. Министерства Обороны СССР
- b. офицерские
- c. математике
- d. кадры
- e. науки
- f. технику
- g. инженерные
- h. строительные
- i. чертежник

3. To check your overall understanding of Text A, answer the following questions about it in English. Write your answers on the lines below.

a. What kind of units (части) does Text A mention?

---

b. There are four types of schools mentioned in Text A. What are the four types?

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**Exercise 2** Text B concentrates on a school that trains cadets in several areas of military engineering.

1. What would you expect to hear in a brief description of a technical school for military cadets? Write down some of your expectations, in English, on the lines below.

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2. Some work with key vocabulary before you listen to Text B should help prepare you for tackling that text. Match the Russian words in column A with their English equivalents in column B. Write the number of the corresponding English item in the space provided next to each Russian item.

A	B
a. ____ различный	1. solid knowledge
b. ____ существование	2. development
c. ____ учеба	3. existence
d. ____ общественные науки	4. to grasp, to comprehend
e. ____ постигать	5. social sciences
f. ____ развитие	6 training
g. ____ прочные знания	7. various
h. ____ овладевать	8. to master

**Exercise 3** If you were going to compile a list of training programs at various schools, you might find it easiest to keep track of all the information by setting up a chart. This exercise asks you to fill in the blanks in such a chart in English, using the details you hear in Text B.

<b>School name</b>	
<b>Location</b>	
<b>Awards/honors given to school</b>	
<b>How long has it existed?</b>	
<b>Engineering specialties taught</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Other subjects (non-engineering) taught</b>	
<b>Length of study program</b>	

**Exercise 4** Read the following questions and then listen to Text B for the information that answers them. Write your answers in English below.

1. How many engineers have trained at the school described by Text B?

---

2. What famous Russian general is the school named after?

---

3. Does the school offer a specialization in general engineering?

---

4. How much social science must the engineers take?

---

5. Text B mentions certain other disciplines that the engineers work on. Which disciplines?

---

6. Pull together all the essential information you now know from Text B and summarize it briefly in English on the lines below.

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**Exercise 5** The first time you listen to Text C, listen only to get the gist of it. As you listen, try to find the answers to two basic questions: who and what.

Answer the following questions in English in the spaces provided.

1. Who is being described in Text C?

\_\_\_\_\_

2. What is being described in Text C?

\_\_\_\_\_

**Background note**



The European part of the Soviet Union is divided into two parts based on a major geographical distinction. One part (Central European Russia) is called the Black Earth Region (чернозем), while the second part is called the non-Black Earth Region (нечернозем). As you might guess, the distinction depends on the presence of a certain type of black topsoil which is very good for agriculture. This soil-based geographical distinction does not coincide with any particular political boundaries.

**Exercise 6** You will need to scan Text C now in order to gain specific information in Russian. Complete the following Russian phrases and sentences from Text C. Some have been slightly shortened or reworded.

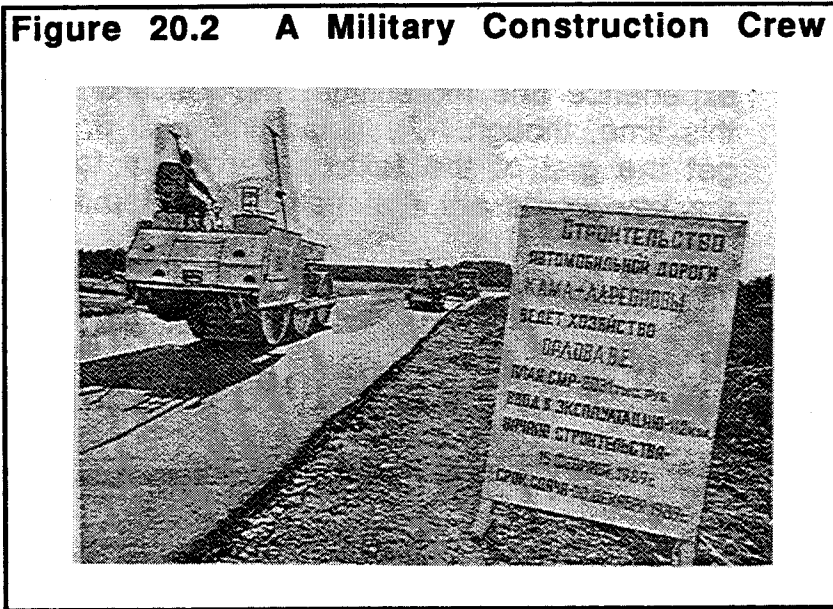
1. \_\_\_\_\_ асфальта уходит все  
дальше и дальше.

2. Дорога пересекает \_\_\_\_\_ и \_\_\_\_\_, болота и  
\_\_\_\_\_.

3. Командир взвода \_\_\_\_\_ Б. Шайдаев.

4. \_\_\_\_\_ командира роты лейтенант Д. Алиев.

Figure 20.2 A Military Construction Crew



**Exercise 7** The final work with Text C involves looking at word types. It is worth remembering that an unusually high number of words about one particular subject in a text is a strong indicator of the text's main subject.

1. Find four words in the text about roads, construction, or engineering. Write them in Russian on the lines below. You will find hyphenated pairs of words, too.

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2. The first sentence of Text C contains the phrase «непривычная в этих местах».

What words does непривычная refer back to? Write them in Russian on the line below.

---

**Exercise 8** By now, you have had a lot of practice in getting the gist of a text. This last text calls on all that experience one more time. There is one difference this time, though. As you skim Text D, try not only to get the gist of the text, but also try to identify what the key words are that help you grasp the gist.

1. Tell briefly what Text D is all about. Write your answer in English below.

---

---

---

2. What are the key words that tell you what the main subject is? Write them in Russian on the lines below.

---

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**Exercise 9** Read the following multiple-choice questions and statements about the text. Then listen to Text D and circle the correct answers.

1. The military schools mentioned by Text D train
- a. warrant officers.
  - b. communications officers.
  - c. officer-specialists.
  - d. supply officers.

2. What kind of military school trains the men described by Text D?
  - a. Military construction schools
  - b. General command school
  - c. Military academy
  4. The War College
  
3. Text D describes the profession as
  - a. challenging and rewarding.
  - b. a high calling.
  - c. difficult and multifaceted.
  - d. a noble dedication.
  
4. The most important thing for the men described by Text D to remember is
  - a. to balance class work and field training.
  - b. their duty to both their men and the country.
  - c. to study hard and apply the lessons learned.
  - d. they are first and foremost officers in the army.

**Exercise 10** This final exercise concerns the text's main message.

1. As you think back on Text D (you may wish to listen to it one more time), certain words emphasize the duty of the servicemen described. What four words or phrases emphasize the text's main message? (Hint: Listen for words that convey obligation or importance.) Write them in Russian on the lines below.

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## Listening Workbook 4, Unit 20

2. The following true/false statements test your understanding of Text D. Read the statements and decide which are true and which are false. Mark the appropriate box.

- |                                                                                             | T                        | F                        |
|---------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| a. Text D discusses only officers.                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Text D mentions army, air force, and naval officers.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The profession referred to in Text D is that of military officer.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| d. According to Text D, the highest demands are placed on teachers in the military schools. | <input type="checkbox"/> | <input type="checkbox"/> |

### Key Vocabulary

в первую очередь  
выбрать себе  
болото  
кадры

лента  
многообразный  
овладевать  
общественные науки  
память  
постигать  
предъявлять (к + dative)  
прочные знания  
развитие  
различный  
рассекать  
собираться



primarily, above all  
to choose for oneself  
swamp  
personnel (cadres—not used  
much in English)  
ribbon  
multifaceted, multisided  
to master  
social sciences  
memory  
to grasp, comprehend  
to make demands (of someone)  
solid knowledge  
development  
various  
to cut through, cut across  
to prepare, get ready



существование  
требование  
учеба  
чертежник

existence  
demand  
training  
draftsman (one who does  
technical drawings)

Listening Workbook 4, Unit 20

## Workbook 4—Speaking Suggestions

### Unit 16—Elections

- a. Divide your class into groups of three to five. Ask each group to choose a famous person—president, national leader, etc.— from the past or present day to run for class president.
- b. Write the following questions on the board to help focus the group's ideas:  
Кто наш кандидат?  
Какие идеи выдвигает кандидат?  
Что он делает для получения поддержки студентов?  
Чем кандидат занимался раньше?  
Какие у кандидата планы?
- c. Ask each group to present its candidate and his or her ideas to the rest of the class.

### Unit 17—Military Air Disasters

- a. Divide your class into small groups. Ask each group to talk about disasters by answering the following questions:  
Был ли кто-нибудь из вашей группы свидетелем бедствия? (Например: автомобильная авария, крушение самолета?)  
Что случилось? Кто-нибудь пострадал? Сильно?  
Какая потребовалась помощь? Каковы убытки от катастрофы?
- b. Ask each group to answer the following general questions:  
Как люди реагируют на происшествия?  
Как нужно себя вести в критической ситуации?  
Кто должен принять руководство во время бедствия?  
Хорошо ли подготовлены люди к неожиданности катастрофических ситуаций?

Listening Workbook 4, Speaking Suggestions

**Unit 18—Space Program**

- a. Divide your class into pairs. Explain that this class has been asked to suggest 12 items to be included in a satellite that will be launched into space, in the hope that the satellite will be found by other forms of intelligent life. The objects suggested by each pair should be small enough to fit in a large suitcase.
- b. Ask each pair to share its list of items with the rest of the class.

**Unit 19—Food in the Military**

- a. Divide your class into groups of three. Give student A card A, student B card B, and student C card C.

Here is an incomplete menu. Question the other two people in your group to get the information you need to complete the menu.

<i>Card A</i>	завтрак	обед	ужин
понедельник	вареные яйца	овощной суп пирог	
вторник		салат рыба	цыпленок
среда	яичница	бифштекс	бобовый суп

Here is an incomplete menu. Question the other two people in your group to get the information you need to complete the menu.

<i>Card B</i>	завтрак	обед	ужин
понедельник	каша		салат спагетти мороженое
вторник	булочки	фрукты	
среда	фруктовый сок	мороженое	сосиски

## Listening Workbook 4, Speaking Suggestions

Here is an incomplete menu. Question the other two people in your group to get the information you need to complete the menu.

<i>Card C</i>	завтрак	обед	ужин
понедельник	гренки с джемом	солянка	
вторник	каша колбаса		суп торт
среда	гренки с джемом	салат	пирог

### Unit 20—Military Engineers

- a. Divide your class into small groups. Ask them to imagine that they are military engineers who have been asked to give their opinions on what would happen if:
- прекратятся запасы естественного топлива
  - инженерное дело будут преподавать в начальной школе
  - все виды электронной связи (радио и телефоны) выйдут из строя
  - экзамены будут исключены как метод оценки успеваемости

## Listening Workbook 4, Speaking Suggestions

**Answer Key  
Unit 16**

- Exercise 1
1. candidate
  4. elections
  5. voting
  6. to elect
  9. election campaign

Exercise 2

Name of the country	USA
Name of the victorious party	Republicans
Names of the two men elected	1. George Bush 2. Dan Quayle
Names of the two elected positions	1. President 2. Vice president

- Exercise 3
1. a. 20: George Bush will take office on January 20.  
b. 41: George Bush is the 41st president of the United States.
  2. Ronald Reagan
  3. a. одержать to win a victory  
b. всеобщие general elections

- Exercise 4
1. d
  2. The Socialist Workers Party
  3. October 29
  4. Parliamentary
  5. парламентских

## Answer Keys, Unit 16

### Exercise 5 1.

The Congress of Deputies	The Senate
176	109

2. мест
3. с
4. 1. d, f, b  
2. e  
3. с, a

- Exercise 6
1. Шри-Ланка
  2. Tomorrow
  3. b

- Exercise 7
1. a. оставались  
b. погибло
  2. Colombo
  3. b
  4. The extremists
  5. Since the beginning of the election campaign
  6. These people were candidates for the National Parliament, who have been killed.

- Exercise 8
1. Объединенная национальная партия
  2. Свобода Шри-Ланка      Sri Lanka Freedom Party
  3. a. United National Party  
b. Sri Lanka Freedom Party
  4. The president
  5. The former prime minister
  6. general, parliamentary



Exercise 9

United National Party	Sri Lanka Freedom Party
110	58

- Exercise 10
1. The number of years since the last parliamentary elections
  2. The number of people killed in violence accompanying the elections

Answer Keys, Unit 17

**Answer Key  
Unit 17**

- Exercise 1
1. Gulf of Mexico
  2. 5
  3. 2

- Exercise 2
1. a. T—2 Buckeye
  - b. 1. двухместный               two-seater
  2. реактивный               jet
  2. a. Training
  - b. управление               control
  - c. The aircraft carrier Lexington
  - d. which they managed to extinguish

Exercise 3

	Similarities	Differences
Circumstances under which the crash occurred	During a training flight	
Planes' country of origin	India	
Specific location of the crashes		1. The eastern sector (of India) 2. Near the city of Hyderabad
Type of planes		1. Fighter 2. Training
Casualties		1. The pilot 2. None

- Exercise 4    1. c,e  
                   2. a,d  
                   3. b

- Exercise 5    1. b  
                   2. b  
                   3. b,c

- Exercise 6    1. a. A bomber and a military transport  
                   b. The bomber  
                   c. The military transport  
                   d. столкнулся  
                   2. a.

	Rank	Position in the plane	Survived Yes or No
Grigoryev	Colonel	Pilot	No
Gorovchakov	Captain	Navigator	Yes
Crew of the second plane	N/A	N/A	No

- b. He ejected from the plane.

- Exercise 7    2  
                   5  
                   1  
                   3  
                   4

## Answer Keys, Unit 17

### Exercise 8 1.

Date of crash	Time of crash	Region	Name of the plane
October 18	18:37	Baku	IL-76 MD

2. d
3. All night and the next day
4. None

### Exercise 9

1.
  - a. Commander colonel
  - b. Deputy commander, senior lieutenant
  - c. Navigator, lieutenant colonel
  - d. Senior flight technician, senior lieutenant
  - e. Senior flight technician of airborne assault equipment, senior lieutenant
  - f. Radio operator, major
  - g. Senior air gunner, warrant officer
2. 2 people, 48 paratroopers

### Exercise 10

1. B
2. D
3. B
4. A
5. A
6. C
7. B, C, D

**Answer Key  
Unit 18**

**Exercise 1**

People	Spacecraft	Region of space
экипаж, астронавт, космонавт	автоматическая межпланетная станция, космический ракетоноситель, искусственный спутник, космический корабль многоразового использования	космос, космическое пространство

- Exercise 2**
1. The US
  2. Cape Canaveral
  3. The air force
  4. запуск
  5. космический ракетоноситель  
space launch vehicle
  6. Delta-2

- Exercise 3**
1. Дельта-2 выведет на орбиту спутник.
  2. a. military ships  
b. planes  
c. tanks  
d. motor vehicles (automobiles and trucks)
  3. NATO countries
  4. They will be able to determine their position within 15 meters.

Answer Keys, Unit 18

Exercise 4 1.

When	Where	Launch or landing	Type of spacecraft	Name of spacecraft
Today	The USSR	Launch	Satellite	Kosmos— 2044 Bion—9

2. a. Институт медико—биологических проблем  
b. The Institute for Medical and Biological Problems
3. Can you tell us what the exact launching time is?
4. a. часов  
b. минут  
c. тысячных минуты  
d. секунд
5. a
6. c
7. 10 minutes

Exercise 5

1. US  
France  
Poland  
Czechoslovakia  
Canada  
Hungary  
East Germany
2. 50 foreign organizations
3. 50 Soviet organizations

Exercise 6

1. 1. a  
2. b
2. Galileo
3. Atlantis
4. b
5. US

Exercise 7

1. a
2. 1. a  
2. c  
3. b
3. a

Exercise 8

1. F
2. T
3. F
4. T

Exercise 9

1. Национальное управление по авиации и исследованию космического пространства
2. NASA
3. b
4. November
5. Middle

Exercise 10

1. a. крупный исследовательский спутник  
b. A major research satellite
2. Solar Max
3. The sun
4. c
5. осколки

**Answer Key**  
**Unit 19**

- Exercise 1
- a. 8
  - b. 3
  - c. 5
  - d. 2
  - e. 6
  - f. 7
  - g. 8
  - h. 1

- Exercise 2
- 1. b
  - 2. a мастер-повар  
b. более сорока лет  
c. Он получил медаль «За боевые заслуги».  
d. Он работает на предприятии военной торговли
  - 3. "Master chef/cook at work"

- Exercise 3
- 1. You might expect to hear announcements about the menu; the hours of food service; some rules and regulations governing seating and disposal of trays and dishes; some information about who cooked the meal; and possibly something about arrangements for those with special dietary requirements.

- Exercise 4
- 1. c
  - 2. Clue words include the following:  
здравствуйте                                  hello  
приветствовать                                to greet  
(желает вам) приятного аппетита  
wish you "a good appetite"



- Exercise 5
1. Hello comrade soldiers
  2. They refer to the cooks and kitchen staff.
  3. The first cooks brigade
  4. Warrant Officer Poletnov
  5. The entire duty shift of cooks
  6. (приятного) отдыха—pleasant rest
- Exercise 6
1. The speaker is extending a welcome to the soldiers, telling them who cooked their food, and wishing them a pleasant, relaxing meal.
- Exercise 7
- You should have checked a, b, c, d, f, g, and i.
- Exercise 8
1. d
  2. c
  3. b
  4. a
- Exercise 9
1. b
  2. d
  3. c
  4. b
  5. a
- Exercise 10
1. a. пищу  
b. поваров  
c. классе  
d. поле  
e. испытывает
  2. Your summary should include the following essential information:  
After training in the field, hungry soldiers leave their training and head for the field kitchen, where cooks-in-training practice *their* training. For the cooks-in-training, field kitchens are where they take their exams, the way other specialists do.

**Answer Key  
Unit 20**

- Exercise 1
1. c
  2. You should have checked a, b, d, g, and h.
  3. a. Military construction units  
b. Advanced military construction schools  
Advanced command schools  
Advanced political schools  
Advanced engineering schools

- Exercise 2
1. You might expect mention of subjects and specialties taught, faculty, location, something about its reputation, and perhaps something about its history.
  2. a. 7  
b. 3  
c. 6  
d. 5  
e. 4  
f. 2  
g. 1  
h. 8

Exercise 3

<b>School name</b>	The Leningrad General Komarovskii Red Banner Advanced Construction Engineering School
<b>Location</b>	Leningrad
<b>Awards/honors given to school</b>	Order of the Red Banner
<b>How long has it existed?</b>	45 years

<b>Engineering specialties taught</b>	<ol style="list-style-type: none"> <li>1. Construction engineering</li> <li>2. Sanitary engineering</li> <li>3. Electrical engineering</li> <li>4. Power and energy engineering</li> <li>5. Mechanical engineering</li> </ol>
<b>Other subjects (non-engineering) taught</b>	Social sciences and the development of society
<b>Length of study program</b>	5 years

- Exercise 4
1. The text says "quite a few" (немало).
  2. General Komarovskii
  3. Yes
  4. Enough to gain a profound knowledge
  5. Military specialty disciplines
  6. The Leningrad Advanced Military Construction School prepares military engineering officers with a five-year training program in five different areas, while also emphasizing social sciences and military studies.

- Exercise 5
1. Military construction personnel
  2. A road being built in the countryside

- Exercise 6
1. Черная лента асфальта уходит все дальше и дальше.
  2. Дорога пересекает леса и поля, болота и реки.
  3. Командир взвода лейтенант Б. Шайдаев.
  4. Заместитель командира роты лейтенант Д. Алиев.

## Answer Keys, Unit 20

- Exercise 7
1. асфальта  
дорожники  
бетонных работ  
дорожно-строительной
  2. черная лента асфальта
- Exercise 8
1. The text discusses military officer construction-engineers and their training at certain schools.
  2. Key words are:  
офицеров-специалистов  
училищах  
военно-строительных  
профессия
- Exercise 9
1. с
  2. а
  3. с
  4. d
- Exercise 10
1. Emphasizing words are:  
должен  
прежде всего  
в первую очередь  
помнить
  2. a. F  
b. F  
c. T  
d. F

Dictionary

авиадесантный	airborne assault (adj.)
автоматическая	automatic interplanetary
межпланетная	station
станция	
болото	swamp
большинство	majority
бортрадист	radio operator
борттехник	flight technician
в первую очередь	primarily, above all
взлет	flight, take-off
вкусный	tasty
военный округ	military district
возглавлять	to be at the head, lead
впереди	ahead, in the future
врезаться	to crash into
всеобщие	general (adj.)
вспыхнуть	to break out
выборы	elections
выбрать себе	to choose for oneself
выход	going out
голосование	voting
двухместный	two seater (adj.)
десантник	paratrooper, member of airborne assault force
завоевать	to win, earn
заправляться	to refuel
запуск	launch
земной	earthly (adj.)
исследование	research
к вашему сведению	to your knowledge
кадры	personnel, (cadres—not used much in English)
катастрофа	crash, disaster, accident
космический корабль	space shuttle (multiple use
многоразового	space ship)
использования	
космический	space launch vehicle, booster
ракетноситель	rocket
космодром	space vehicle launching site
лента	ribbon

## Listening Workbook 4, Dictionary

малонаселенный	sparsely populated
места	seats
многообразный	multifaceted, multisided
мыс	cape
напряженный	tense
населенный пункт	settled area
обломки	fragments, debris
оборудование	equipment
общественные науки	social sciences
объединенный	united
овладевать	to master
одержать	to gain, win
орбита	orbit
осколки	fragments
оторваться	take-off
охлаждение	cooling
падение	fall
память	memory
питание	feeding
пища	food
победа	victory
повар	cook
повышенный	high, raised
поиски	search
положение	position
постигать	to grasp, comprehend
потерпеть	to suffer
потушить	to extinguish, put out
предвыборная кампания	pre-election campaign
предъявлять (к + dative)	to make demands (of someone)
приборы	instruments, devices
приветствовать	to greet
присяга	oath
прочные знания	solid knowledge
разбиться	to crash, to smash itself
развитие	development
различный	various
разумеется (conversational)	of course, it goes without saying
ранение	wound
распадаться	disintegrate, break up
рассекать	to cut through, cut across
руководство	leadership

сегодняшний  
смена  
собираться  
совершать  
столкнуться  
столовая  
стоянка  
стрелок  
существование  
топливо  
требование  
тренировочный  
тянуться  
убедительный  
упасть  
управление  
учеба  
чертежник  
  
штурман

today's (adj.)  
duty shift  
to prepare, get ready  
to complete  
to collide  
mess hall, dining room  
stand, stop  
gunner  
existence  
fuel  
demand  
training  
to move slowly along  
convincing  
to fall  
control  
training  
draftsman (one who does  
technical drawings)  
navigator

## Listening Workbook 4, Dictionary



**Glossary of Acronyms and Abbreviations**

НАСА (Национальное  
управление по  
аэронавтике и  
исследованию  
космического  
пространства)  
ОНП (Объединенная  
Национальная Партия)

NASA (National Aeronautics  
and Space Administration)

The United National Party

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## Workbook Test

Materials needed to take the workbook test:

Subcourse booklet, a #2 lead pencil, and an ACCP Examination Sheet.

Instructions:

There is only one correct answer for each item. Mark the correct answer for each item, then transfer your answers to the ACCP Examination Response Sheet, completely blacking out the lettered oval that corresponds to your selection (A, B, C, or D). Use a #2 lead pencil to mark your responses. Mail the response sheet in the preaddressed envelope provided.

### Unit 16

Listen to Text A and answer Questions 1–3.

1. According to Text A, the Parliament of which country is voting?
  - a. Tunisia
  - b. Turkey
  - c. Thailand
  - d. Trinidad
  
2. For what office are members of the Parliament voting?
  - a. Speaker of the Parliament
  - b. Leader of the Opposition
  - c. President
  - d. Vice president
  
3. According to Text A, Fethi Chelitbash is presently
  - a. a deputy in the Parliament.
  - b. a general in the army.
  - c. prime minister of the country.
  - d. a former political leader.

Listening Workbook 4, Test

Listen to Text B and answer Questions 4–5.

4. Turgut Ozal, the man elected by Turkey's Parliament today, is presently
  - a. a leading businessman.
  - b. the foreign minister.
  - c. a general in the army.
  - d. the prime minister.
  
5. According to Text A, by what margin of votes was he elected?
  - a. By a landslide
  - b. By a majority
  - c. By a very narrow margin
  - d. By a two-thirds majority

Listen to Text C and answer Question 6.

6. Vitalii Petrovich Mukha was elected First Secretary of the CPSU Oblast Committee of
  - a. Novorossiysk Oblast.
  - b. Novgorod Oblast.
  - c. Novosibirsk Oblast.
  - d. Novokuznetsk Oblast.

Listen to Text D and answer Questions 7–8.

7. Where are the elections mentioned in Text D taking place?
  - a. Jordan
  - b. Ireland
  - c. Indonesia
  - d. India

8. According to Text D, why is the year 1967 significant?
- The country gained independence on that date.
  - There has been a military dictatorship since that time.
  - The ruling political party was first elected then.
  - These are the first parliamentary elections since then.

Listen to Text E and answer Questions 9–10.

9. According to Text E, what characterizes the last two days of the elections in Brazil?
- The candidates hold large outdoor rallies.
  - All campaign activity is forbidden by law.
  - Political violence escalates noticeably.
  - Regular business activity grinds to a halt.
10. The winner of the election is faced with the task of
- uniting various political factions.
  - curbing runaway inflation.
  - ruling the country for five years.
  - paying off large foreign debts.

## Unit 17

Listen to Text F and answer Questions 11–16.

11. When did the disaster occur?
- One thirty-two
  - Two-to-three minutes after takeoff
  - Two minutes past three
  - Thirteen minutes before landing time

Listening Workbook 4, Test

12. Where did the disaster occur?
- a. Near the Lithuanian border
  - b. Near Leningrad airport
  - c. Near the Latvian border
  - d. Near Leninakan airport
13. What happened to the passengers and crew?
- a. Only one passenger survived.
  - b. Several crew members are in the hospital.
  - c. All aboard died in the crash.
  - d. All the crew suffered injuries.
14. What was the plane carrying when the disaster happened?
- a. Vacationers
  - b. Building materials
  - c. Military personnel
  - d. Mail and packages
15. Where had the plane come from?
- a. Minsk
  - b. Khabarovsk
  - c. Okhotsk
  - d. Ulyanovsk
16. What does Text F say about the cause of the disaster?
- a. The State Aviation Supervisory Board will investigate.
  - b. There was an engine malfunction.
  - c. Bad weather and pilot error combined to cause the disaster.
  - d. Air traffic controllers may have been at fault.

Listen to Text G and answer Questions 17–19.

17. The type of aircraft involved in the disaster was a
- a. civilian plane.
  - b. fighter-bomber.
  - c. navy helicopter.
  - d. air force interceptor.
18. What was the aircraft mentioned by Text G doing at the time of the disaster?
- a. It was about to land.
  - b. It was taking off from an aircraft carrier.
  - c. It was on maneuvers.
  - d. It was on a training flight.
19. Of those on board
- a. several passengers are in the hospital.
  - b. only one crew member survived.
  - c. all died in the crash.
  - d. all the crew suffered injuries.

Listen to Text H and answer Question 20.

20. How does Text H describe the circumstances of the air crash?
- a. Two planes crashed on takeoff at Tokyo Airport.
  - b. Two small planes collided during a demonstration flight.
  - c. Two planes were hit by birds at 150 meters above the ground.
  - d. Two small planes and a helicopter tried to land simultaneously.

Listening Workbook 4, Test

**Unit 18**

Listen to Text I and answer Questions 21–23

21. Text I relates the present shuttle mission to the Space Shuttle Challenger by saying that
- a. this is the first flight since the Challenger disaster.
  - b. Challenger's technical flaws have been corrected.
  - c. this flight picks up where Challenger left off.
  - d. the Challenger disaster ended one series of flights.
22. How many astronauts are there aboard the shuttle described by Text I?
- a. Four
  - b. Five
  - c. Six
  - d. Seven
23. How does Text I describe the American space ship?
- a. Multipurpose
  - b. Multimillion-dollar
  - c. Multiple-use
  - d. Multirole

Listen to Text J and answer Questions 24–26.

24. The «Мир» referred to by Text J is the name of
- a. a space station.
  - b. a launch rocket.
  - c. a space exploration project.
  - d. a launch facility.



25. The «база» mentioned by Text J refers to

- a. a ground tracking station.
- b. the program's technological base.
- c. a manned orbiting space platform.
- d. the launch base.

26. Yuri Pavlovich Semenov is

- a. chief of the launch facility.
- b. the journalist conducting the interview.
- c. head of a team of cosmonauts.
- d. main designer and builder of a space ship.

Listen to Text K and answer Questions 27–28.

27. According to Text K, Cosmos-2048 is

- a. the name for an interplanetary probe.
- b. an earth-orbiting satellite.
- c. the first in a series of scientific experiments.
- d. a project name.

28. The equipment mentioned by Text K will

- a. orbit several times and then return to earth.
- b. sample pollutants in the atmosphere.
- c. continue space exploration.
- d. have a military function.

Listen to Text L and answer Questions 29–30.

29. «Протон» and «Горизонт» in Text L refer to, respectively,

- a. a launch rocket and a satellite.
- b. a rocket engine and its guidance system.
- c. two main Soviet launch rocket types.
- d. a satellite dish and a communications network.

## Listening Workbook 4, Test

30. Text L describes the goal of the program that includes this launch as
- a. part of the search for signs of intelligent life in the universe.
  - b. part of international geophysical cooperation.
  - c. further development of radio and TV communications.
  - d. continuing exploration of space.

## Unit 19

Listen to Text M and answer Questions 31—35.

31. The place mess halls occupy in unit administrative and support services
- a. depends on each unit's mission.
  - b. is special.
  - c. depends on the chain of command.
  - d. is comparable to that of vehicle maintenance.
32. How does Text M describe the administrative classification that includes mess halls?
- a. войсковое хозяйство
  - b. самый лучший гарнизон
  - c. технологическое оборудование
  - d. войсковые столовые
33. What does the mess hall mentioned by Text M do well?
- a. It makes maximum use of local suppliers of food.
  - b. It has a very low proportion of wasted food.
  - c. It uses equipment and refrigerators efficiently.
  - d. It keeps both kitchen and mess hall spotlessly clean.

34. What does the mess hall's good management mentioned in Text M allow it to do?
- a. Keep food costs low
  - b. Serve high-quality, varied meals on time
  - c. Maintain a healthy variety of food even in winter
  - d. Meet special dietary needs without extra expense
35. To what kind of unit does the «самый лучший гарнизон» belong?
- a. Infantry
  - b. Antiaircraft
  - c. Supply
  - d. Tank

Listen to Text N and answer Questions 36–40.

36. According to Text N, why is the washroom set up the way it is?
- a. Soldiers must pass through it on the way into the mess hall.
  - b. It is easy to maintain and supply with towels and soap.
  - c. Soldiers can wash their hands without getting in each others' way.
  - d. It can serve the barracks as well as the mess hall itself.
37. According to Text N, what function does the lighted board serve?
- a. It informs the soldiers what is on the menu.
  - b. It regulates the number of soldiers admitted at a time.
  - c. It gives nutritional and caloric information.
  - d. It contains important announcements and orders of the day.

Listening Workbook 4, Test

38. According to Text N, the dining hall conditions allow
- a. speedy and efficient setup and cleanup.
  - b. eating in a relaxed and pleasant atmosphere.
  - c. good food to be eaten under sanitary conditions.
  - d. the food to be given out in a single shift.
39. What facilitates distribution of food from the hot kitchen to the tables?
- a. Conveyor belts
  - b. Steam tables
  - c. Special carts
  - d. Ovens on wheels
40. At the end of the text, the speaker mentions all the following foods EXCEPT
- a. good-smelling borsch.
  - b. hot vegetables.
  - c. the main course.
  - d. appetizers.

**Unit 20**

Listen to Text O and answer Questions 41–47.

41. Text O describes Dmitriev as all the following EXCEPT
- a. a colonel.
  - b. Hero of the Soviet Union.
  - c. a navigator.
  - d. a graduate of the school.

42. The school was founded in
- 1926.
  - 1929.
  - 1937.
  - 1939.
43. The school was founded when the Leningrad Institute for Engineers and Industrial Construction
- merged with the Kuibyshev Military Engineering Academy.
  - expanded and was ordered renamed by Stalin.
  - had to increase its scope to train officers for World War II.
  - was revamped as part of the industrialization of the 1930's.
44. For its work in helping to defend Leningrad, the school
- was awarded the title Outstanding Military School.
  - received the Order of the Red Banner.
  - was upgraded to the status of an academy.
  - received the award For Outstanding Military Service.
45. For its high standards in military and political preparation of students during peacetime, the school
- was awarded the Lenin Jubilee Certificate of Honor.
  - received its second Order of the Red Banner award.
  - was awarded the Order of Lenin.
  - received a medal for distinguished service.
46. How does Text O describe the faculty at the engineering school?
- There is always stiff competition to teach there.
  - The school attracts the best military and civilian engineers.
  - It is considered an honor to be a faculty member.
  - The faculty has always been distinguished by high standards.

Listening Workbook 4, Test

47. At various times, scientific and teaching work at the school has been conducted by all the following EXCEPT
- a. corresponding members of the USSR Academy of Sciences.
  - b. leading professors.
  - c. Leningrad State University School of Engineering faculty.
  - d. faculty of the Academy of Building and Architecture.

Listen to Text P and answer Questions 48–50.

48. According to Text P, what is the officer-engineer's role in the tactical conduct of battle nowadays?
- a. He is in charge of defending the front line.
  - b. He oversees the use of equipment and the terrain.
  - c. He must know such tactics.
  - d. He should be familiar with it in theory.
49. According to Text P, the officer-engineer should be prepared to
- a. work in the classroom and on the battlefield.
  - b. engage in one-on-one combat with the enemy.
  - c. further his training through professional activities.
  - d. strive to keep up to date on technological innovation.
50. According to Text P, all the knowledge gained by the officer-engineer will be useless unless he
- a. develops his physical attributes.
  - b. understands how to work with his men.
  - c. has the correct political background.
  - d. masters the tools of his trade.

**RUSSIAN PROFICIENCY IMPROVEMENT COURSE**

Subcourse Number DL1205

Edition A

Defense Language Institute, Foreign Language Center  
Presidio of Monterey, California 93944-5006

10 Credit Hours

Edition Date: September 1990

**Subcourse Overview**

This is the fifth in a series of 10 Russian workbooks written for linguists serving in the United States armed forces.

Workbook 5 is at proficiency level 1+. It contains texts ranging from mapmakers to terrorism. These texts have been taken from the Soviet media.

This is the last workbook at level 1+. You will find that the activities in this book continue building on the basic listening strategies of skimming for main ideas and scanning for specific information. You will also find in this book exercises requiring listening strategies such as

- making predictions based upon vocabulary,
- making predictions based upon background knowledge,
- using context to understand colloquial, conversational language,
- becoming aware of word order in Russian,
- using adjectives to understand more specific information.

# Listening Workbook 5

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Russian Listening Workbook 5

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## Administrative Instructions

1. Number of units in this subcourse: Five.
2. Materials needed in addition to this booklet are a #2 pencil, an ACCP Examination Response Sheet and a preaddressed envelope.
3. Supervisory requirement: None.

### Grading and Certification Instructions

#### Examination:

This subcourse contains a multiple-choice examination covering the material contained in these units. After studying the units and working through the exercises, complete the examination. Mark your answers in the subcourse booklet ; then transfer them to the ACCP Examination Response Sheet. Completely black out the lettered oval which corresponds to your selection (A,B,C, or D). Use a #2 lead pencil to mark your responses. When you have completed the Examination Sheet, mail it in the presaddressed envelope provided. Your examination score will be returned to you. A score of 75 or above is passing. Ten credit hours will be awarded for successful completion of this examination.

This publication is to be used primarily in support of training military personnel as part of the Defense Language Nonresident Program. Topics in the areas of politics, international relations, mores, etc., which may be considered controversial from some points of view are sometimes included in language training for DLIFLC students, since military personnel may find themselves in positions where clear understanding of conversations or written material of this nature will be essential to their mission. The presence of controversial statement – whether real or apparent – in DLIFLC materials should not be construed as representing the opinions of the writers, the Defense Language Institute or the Department of Defense.

In DLI publications, the words "he," "him," and "his" denote both masculine and feminine genders. This statement does not apply to translations of foreign texts.

### Unit 21—Mapmakers and Maps

All military forces use maps and must be able to interpret the information contained in maps. Map specialists (topographers)—those in the field measuring and surveying to gain the information—feed their photographs and measurements to the cartographers, who actually make the maps. In the Soviet Union, maps and mapmaking come under the control of the military.

This unit will acquaint you with some mapmakers' experience in the field and also some of the symbols and terminology used in making maps for specific training and tactical purposes. The first three texts in this unit are all part of the same story. They have been broken into smaller parts to make them easier to manage.

**Exercise 1**      Text A serves as an introduction to the main subject of the unit.

1. Listen to Text A (which is very short) to get the gist of the subject. Answer the following questions in English in the spaces provided.

a. How many people are mentioned in Text A?

---

b. What kind of unit do they belong to?

---

c. Who is in charge of that unit?

---

2. Based on what you know already, picture the men in this unit out in the field. What work would you expect them to do? In English, write down some of your expectations, below.

---

---

---

---

**Exercise 2** Text B (which includes Text A as its first sentence) tells you what the men do. To help you with the vocabulary work, listen to Text B for each phrase mentioned in the following exercises. Then you can use the context in finding the English equivalents. The exercises will help you tackle the idiomatic and informal language of Text B.

1. a. You should have no trouble recognizing the *root* of the word *десяток*, namely *десять* (ten). It means (*a group of*) *ten*. So, the phrase *полтора десятка лет* means

---

- b. Since the verb *меряет* is in the imperfective aspect (referring to a repeated action), you might guess at the meaning of the phrase that modifies it—*изо дня в день* (*изо* is a variant of *из*). Write your answer on the line below.

---

- c. The verb *исходил* in Text B is used in its colloquial sense. See if you can guess its meaning from the context, given the hint that it retains its basic meaning of *ходить*—*to walk*.

*исходить* means \_\_\_\_\_

d. Three words in Text B have familiar roots, but unusual endings—**низинки, высотки, речки**. The usual dictionary versions of the three nouns are **низина, высота, and река**. Addition of the **-ка** ending usually means a small version of something. It also adds a colloquial, informal touch. Give the English equivalents on the lines below.

**НИЗИНКА** \_\_\_\_\_

**ВЫСОТКА** \_\_\_\_\_

**РЕЧКА** \_\_\_\_\_

2. Since the speaker is talking about mapmakers and terrain (topography), it seems useful to listen to Text B for any vocabulary concerning features you would find on a map. In Text B you will hear at least six Russian words referring to such features. Write them below in Russian with the English equivalents alongside.

**Russian**

**English**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Exercise 3** The next step in this unit concerns your understanding of Text B. Try answering the following questions without listening to the text again. If you need to listen, though, go ahead. Circle the correct answer.

1. What part of the USSR does Text B mention?
  - a. The Ukrainian countryside.
  - b. The Russian countryside.
  - c. The Moldavian countryside.
  - d. The Belorussian countryside.
  
2. According to Text B, what does Major Palyanichka do in, or with, the countryside?
  - a. He checks other people's maps of it.
  - b. He draws four-color maps of it.
  - c. He measures it step by step.
  - d. He flies over it, taking photographs.
  
3. What does the text say about the places in the republic where he has worked?
  - a. Some places were very dangerous.
  - b. There's not a place where he hasn't worked.
  - c. Some places were inaccessible.
  - d. There are still a few places yet to survey.
  
4. The точными приборами mentioned at the end of Text B refer to
  - a. heavy loads he carries in his backpack in the field.
  - b. photographic equipment for aerial surveying.
  - c. surveying equipment to measure distance, elevation, etc.
  - d. draftsman's tools for drawing maps.

**Exercise 4** Text C continues Text B. The first exercise focuses on vocabulary. You can hear most of these words in Text C. Read the following list first. Then, as you listen to Text C, have a pencil ready to check items on the list. You will be listening for specific information. Check each item you hear mentioned by the speaker. Some items on the list will not be mentioned. Do not check them.

- a. болотную
- b. землетрясений
- c. карте
- d. кочку
- e. обнюхать
- f. озеро
- g. прибору
- h. служба
- i. тригопункт
- j. урочище
- k. поправочку

**Exercise 5** To help you with the colloquial, conversational language in Text C, this exercise asks you to match Russian phrases with their English equivalents *in context*. Read the following phrases and their possible translations. Then listen to Text C again, trying to use the context to help you choose the right meaning. Circle the best answer for each item.

1. Служба такая

- a. This is really a tough job
- b. That's the kind of service
- c. That's what the work is like

2. каждую болотную кочку

- a. every kind of marsh
- b. every little hill in the swamp
- c. all the swampy ground

3. белых пятен

- a. blank spots
- b. white things
- c. white forests

4. водой его не подмыло

- a. Water hasn't washed it away.
- b. He couldn't use the water for washing.
- c. He didn't test the water.



**Exercise 6** You should understand Text C well enough now to be able to answer questions about its content in detail. Write your answers in English on the lines provided.

1. What is it that Lieutenant Shchegolyaev says you have to scout out (обнюхать) every one of?

---

---

2. According to Lieutenant Shchegolyaev, what should maps NOT have?

---

3. What does Lieutenant Shchegolyaev call Neznamov over to do?

---

---

4. The surveyor's mark (тригопункт) has moved by how much and in what direction?

---

5. What two events did NOT cause the тригопункт to move?

---

---

6. What does Lieutenant Shchegolyaev propose doing about the change?

---

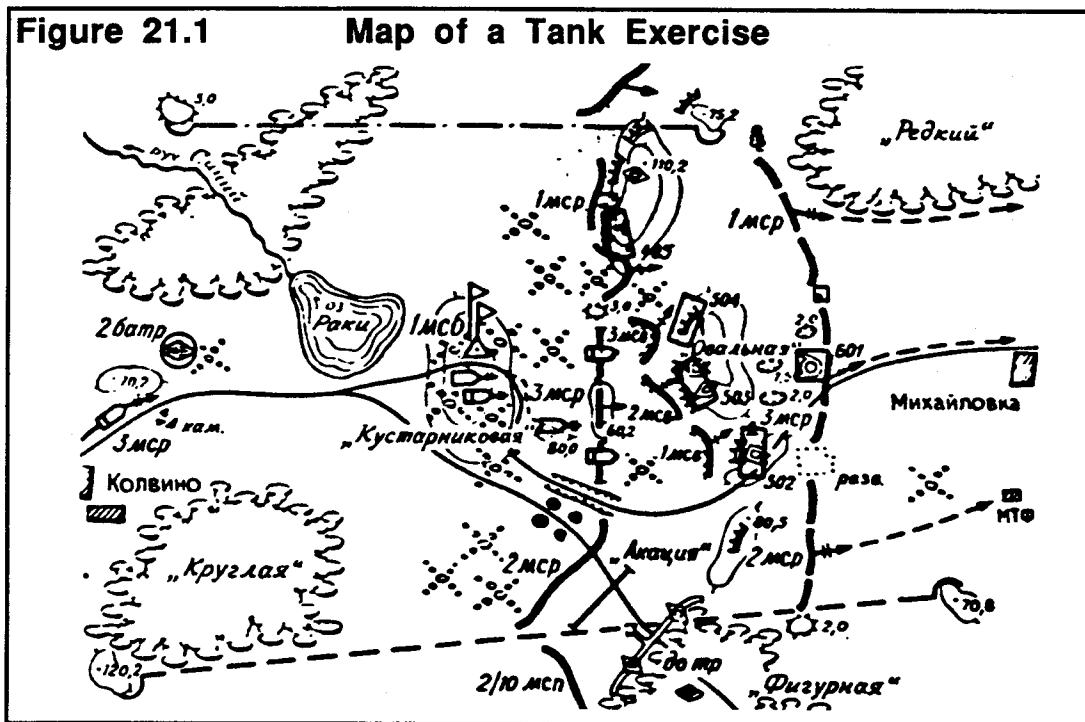
**Exercise 7** Consider Texts A, B, and C as a single text and write a one-sentence summary that conveys the essential information. Write it in English below.

---

---

---

---



**Exercise 8** Text D explains several map symbols. The exercise based on Text D is a dictation. You will hear the speaker announce each symbol (первый символ, второй символ) and then read its meaning slowly in Russian. Write in Russian exactly what you hear for each symbol, on the line alongside it.

1. первый символ: ○ \_\_\_\_\_
2. второй символ: ■ \_\_\_\_\_
3. третий символ: △ \_\_\_\_\_
4. четвертый символ: ● \_\_\_\_\_
5. пятый символ: | \_\_\_\_\_
6. шестой символ: || \_\_\_\_\_

**Exercise 9** This last part of the unit deals with some specifics of maps for use in tactical and training situations. Your first task, before you listen to Text E, will be to work with a few key vocabulary terms.

1. Match each word in column A with its synonym by writing the number of the appropriate word from column B in the spaces provided. If necessary, use the Key Vocabulary at the end of the unit to help you.

A	B
a. ____ знак	1. план
b. ____ обозначаться	2. символ
c. ____ схема	3. рисоваться (на карте)
d. ____ наноситься	4. намечаться

Listening Workbook 5, Unit 21

Now listen to Text E to get the bare outline of what it deals with and its format. Complete the following statements by circling the correct answers

2. Text E is mainly about

- a. field training in map and compass work.
- b. different uses for military maps.
- c. meaning of colors and symbols on maps.
- d. printing of maps.

3. The format of Text E is

- a. a classroom lecture.
- b. descriptive instructions.
- c. a question and answer session.
- d. a dialog.

**Exercise 10** The questions that follow test your understanding of Text E by asking for specific information. Read the questions first, then listen to Text E for that information. Answer in English on the lines below.

1. On multicolor topographic maps and diagrams, what colors differentiate positions of friendly versus enemy forces?

- a. \_\_\_\_\_ for friendly forces
- b. \_\_\_\_\_ for enemy forces

2. On single-color topographic maps and diagrams, how do you differentiate positions of friendly versus enemy forces?

- a. \_\_\_\_\_ for friendly forces.
- b. \_\_\_\_\_ for enemy forces.

3. When showing friendly forces, what does the color green symbolize?

---

4. When showing enemy forces, what color is used for those same symbols as in Question No. 3?

---

5. What does a broken line with equilateral triangles mean?

---

6. When there is radioactive fallout involved, what else must appear in addition to the broken line with triangles?

---

### Key Vocabulary



вносить  
выпадение  
выпадение осадков  
высота  
десяток  
    полтора десятка  
заражение  
знак  
измерять  
низина  
кочка  
кропотливый  
многоцветный  
наноситься  
обнюхать  
одноцветный  
осадок, осадки

to insert, to enter  
fall, descent  
fallout  
high ground  
ten  
    fifteen  
contamination  
sign, symbol  
to measure  
low-lying ground  
little hill, hillock  
laborious, painstaking  
multicolored  
to be marked, bear a marking  
to sniff out, to scout out  
single-colored  
precipitation, deposit(s)

Listening Workbook 5, Unit 21

пень	tree stump
подмыть	to wash away
половодье	high water (resulting from melting snow)
полтора	one and a half
прерывистый	broken, interrupted
прибор	instrument, device
пятно	spot, stain
рисоваться	to be drawn
русло	river bed, channel
сместиться	to shift, move
схема	diagram, schematic
течь	to flow
треугольник	triangle
тригопункт	surveyor's (geodetic) mark
урочище	natural boundary
участок	area, portion (of a surface), plot of land
хутор (pl. хутора)	farm

**Unit 22—Motorized Rifleman**

Within the Soviet army, motorized riflemen function as a fast-moving, versatile force. Their training develops the various skills needed to function under conditions of heat or cold, drought or rain. The Soviets have developed winter training to a high degree. This even includes ski troops pulled by tanks or personnel carriers; special winter camouflage; interaction with construction, tank, and artillery units in the snow; and special alpine winter exercises. All of this seems natural enough, given the facts of the Russian winter. A good many motorized rifle units saw service in the deserts and mountains of Afghanistan, too. A tour of duty there was called *fulfilling one's international duty*.

**Exercise 1** Your first text is a short one. This exercise asks you to make simple preliminary decisions—about format and essential elements. Read the questions in this exercise before you listen to Text A. Then answer the questions by circling the correct answer.

1. How many people did you hear described by Text A?
  - a. One
  - b. Two
  - c. Several
  - d. A whole unit
  
2. What is the format of Text A?
  - a. Interview session
  - b. Classroom lecture
  - c. Dialog between two people
  - d. Third-person description.
  
3. In what setting does the speaker put Sevostyanov?
  - a. In a motor pool
  - b. In the classroom
  - c. In the field
  - d. On a firing range

**Figure 22.1** Riflemen on Winter Maneuvers



**Exercise 2** To answer the next questions about Sevostyanov, you may need to listen to Text A again, this time for information in greater detail.

Write your answers to the following questions in English in the spaces provided.

1. What rank is Sevostyanov?

---



2. Where did he gain his experience?

---

3. What does his experience help him to organize?

---

4. His experience also helps him to organize activities in what particular manner?

---

5. According to Text A, when out on field training with his men, what does Sevostyanov do?

---

**Exercise 3** This exercise is intended to give you practice in summarizing. Decide what the essential elements of Text A are and then write a one-sentence summary in English below.

---

---

---

---

**Exercise 4** Text B goes into a little more detail than Text A did. However, don't bother with detail when you listen to it for the first time. As a general rule, it will serve you well to first establish some sort of context for a new, unknown text. One way to do that is to ask a few basic questions—what is the format, what is being described or said, what is the setting, and so forth. This exercise uses just this approach.

Read the following questions and then listen once to Text B, trying to get the essential elements. Circle the correct answer.

1. How many people did you hear described by Text B?
  - a. One
  - b. Two
  - c. Several
  - d. A whole unit
  
2. What is the format of Text B?
  - a. Television interview
  - b. Training film soundtrack
  - c. Dialog between two people
  - d. Third-person description
  
3. Among other things, Text B names a young lieutenant. What type of unit does he command?
  - a. A tactical communications unit
  - b. A paratroop unit
  - c. A guards company of motorized riflemen
  - d. An artillery company

**Exercise 5** Proper names are worth paying attention to in any new text. It is important to get them correct and to be accurate in keeping track of such things as place names, name and rank of individuals mentioned, job titles and duty assignments, awards and decorations, for example. Text B includes several names and Exercise 5 asks you to concentrate mainly on them.

Read the questions that follow; then listen to Text B for the specific information that answers the questions. Write your answers in English in the spaces provided.

1. What is the first name of the lieutenant mentioned in Text B?  
(Note that his name appears in the genitive case in Text B. You should write the nominative case form in English.)

---

2. How many medals or decorations does Text B say that the lieutenant has?

---

3. What medals or decorations has he received?

---

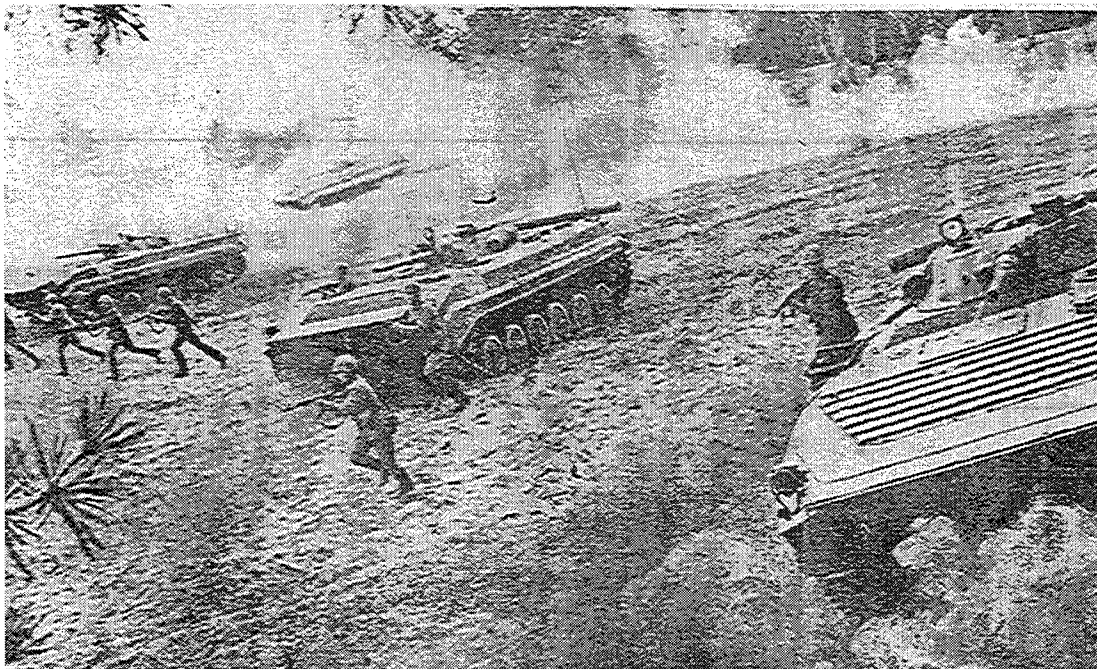
4. Write the geographical name in Text B. (Hint: It occurs in its adjectival form as the name of the people helped by the lieutenant and his men.)

---

**Exercise 6** Some of the following statements about the lieutenant and his activities are true, some are false. Read through them before you listen to Text B. Then check the appropriate box for each statement.

- |                                                                                            | T                        | F                        |
|--------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The lieutenant teaches tactics at a military school.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. He is a lieutenant in a guards company.                                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. He served several tours of duty in Afghanistan.                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He commanded a unit in Afghanistan.                                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He helped guard truck convoys.                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The truck convoys mentioned in the text carried ammunition.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The term used in Russian to refer to the Afghan fighters translates as <i>bandits</i> . | <input type="checkbox"/> | <input type="checkbox"/> |

**Figure 22.2** Riflemen Mount an Attack



**Exercise 7** On the lines below, use the details from Text B to write a brief military biography of Sevostyanov in English.

---

---

---

**Exercise 8** Some work with key vocabulary helps prepare you for Text C. It may also help you to know that the passage comes from the soundtrack of the TV program *Служу Советскому Союзу*. The use of *мы* and *наша* reflects the journalist/speaker's personal comments.

1. Read the following list of words. As you listen to Text C, have a pencil ready to check items on the list. You'll listen for specific information. Check each item you hear mentioned by the speaker. Some items on the list will not be mentioned. Do not check them.

- a. вертолетом
- b. командовал
- c. группа
- d. перевалу
- e. взвод
- f. тщетно
- g. противника
- h. бой
- i. гвардии
- j. штурм

2. A little work with some of Text C's phrases will clarify some of the essential elements. Listen to Text C as often as necessary to answer the following questions in English.

a. In the phrase с приданными ему танками, who, or what, does the word ему refer to? Write your answer in English below.

---

b. What does the name Снежный refer to?

---

c. What is the English equivalent of the phrase устремиться на штурм?

---

d. Split the word киносъемочная into its two roots—кино and съемочный (adjectival form of съемка). The dictionary will tell you that съемка means 1) removal, 2) surveying, and 3) shooting (of a picture). Put the word in its context in Text C, add your background knowledge that the speaker is a journalist, and what would you guess is the meaning of the phrase киносъемочная группа?

---

**Exercise 9** Answer the following questions about the details of the action described in Text C. Circle the correct answer.

1. What Russian phrase describes where the action occurs in Text C?

- a. в боях
- b. в район учения
- c. в Афганистане
- d. в сложных ситуациях

2. How did the camera crew reach the detachment of riflemen?
  - a. By truck
  - b. By jeep
  - c. By helicopter
  - d. By ATV
  
3. When they reached the pass, what did the riflemen do?
  - a. They attacked the enemy fortifications.
  - b. They engaged the enemy tanks.
  - c. They waited for helicopter air support.
  - d. They encountered a band of armed "guerillas."
  
4. Where did the tanks break through?
  - a. The right flank
  - b. The left flank
  - c. The enemy rear
  - d. The first line of defense
  
5. What happened when the tanks broke through?
  - a. The enemy called in helicopter and air strikes.
  - b. The tanks encountered an enemy minefield.
  - c. The enemy was surrounded and gave up.
  - d. Enemy artillery tried in vain to hold back the tanks.
  
6. What does Text C have to say about the ensuing battle?
  - a. The two sides fought to a draw.
  - b. It went on until nightfall.
  - c. Heavy snowfall ended the exercise.
  - d. The speaker will tell later on.

**Exercise 10** There is a definite sequence to the action described in Text C. Whenever you find a sequence of events or, indeed, any kind of sequence, you should make sure you understand the order in which the steps occur. This exercise asks you to put the events listed in sequence, using numbers to indicate what came first, what came second, and so forth. If you think that some things happened at the same time, use the same number for them. Write the appropriate number beside each of the following phrases. One item has already been done for you as an example.

- \_\_\_\_\_ Artillery fires on tanks
- \_\_\_\_\_ Camera crew arrives
- 1   Riflemen reach the pass
- \_\_\_\_\_ Tanks break through enemy fortifications
- \_\_\_\_\_ Riflemen attack enemy forces
- \_\_\_\_\_ Tanks reach the pass

### Key Vocabulary



вклад	deposit, contribution
горючее	fuel
доставлять	to deliver
колонна	column, convoy
оказываться	to find oneself
оценивать	to assess, evaluate
перевал	mountain pass
приобретать	to acquire, gain
продовольствие	food, provisions
прорваться	to break through
пытаться	to attempt, try
развиваться	to be developed, develop
расчетливо	thriftily, prudently
сопровождать	to accompany
стремиться	to aim for, strive for



тщетно  
уделить  
удержать  
укрепление  
штурм

in vain  
to devote, give  
to restrain, hold back  
fortification  
attack

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**Unit 23—Missiles**

In this unit you will hear reports describing different types of missiles, missile testing, and the elimination of missiles in accordance with US-Soviet treaties.

**Exercise 1** The first announcement you will hear is about the development of a new missile launcher.

1. In this type of announcement, the most important information is the name or type of weapon developed. Below is a word used in Text A to describe the launcher. The announcer uses two other adjectives to describe the weapon. Listen to Text A and write them in the space provided. Then give the English equivalent of this phrase.

a. \_\_\_\_\_ комплекс

b. \_\_\_\_\_

2. The name of this weapon, an acronym, is the next thing mentioned in the text. Below is the name with three of the letters missing. Fill in the missing letters in English.

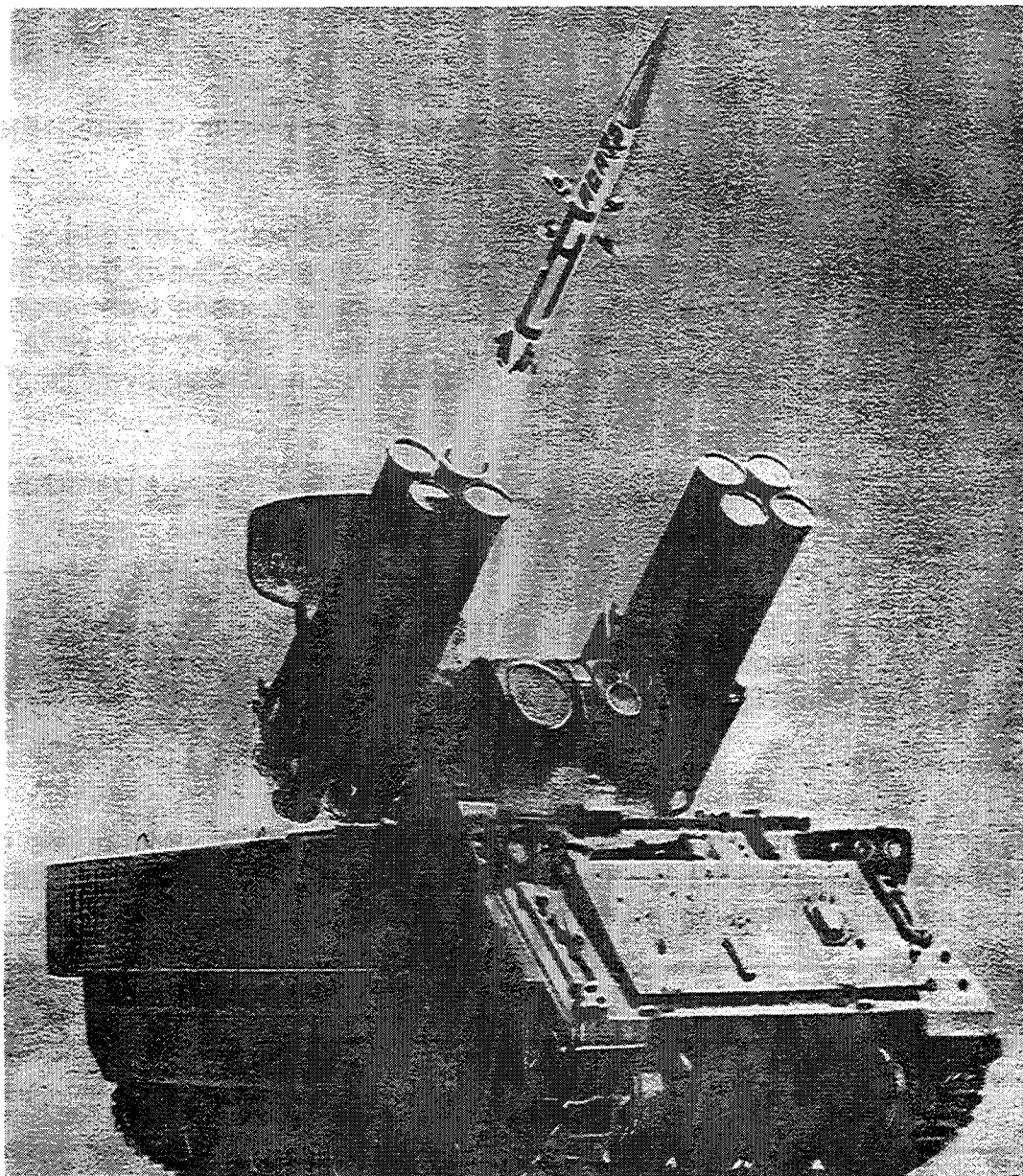
A \_ A \_ \_

3. The next information in Text A is the names of the developers of this weapon. Listen for the names of the countries and the names of the firms. Then fill in the box in English.

Country	Firm

This is a picture of the weapon described in Text A.

Figure 23.1



**Exercise 2** This exercise will focus on the characteristics of the weapon and also on some of the vocabulary in Text A.

1. What types of targets is the weapon designed to hit? Listen for the two adjectives before the noun *цель* in the text. Write your answers in Russian in the spaces provided.

a. \_\_\_\_\_ b. \_\_\_\_\_

2. In the second sentence of Text A the announcer mentions the distance at which the missiles can hit their targets. There are two numbers and two types of targets mentioned. Fill in the chart below with this information in English.

Type of target	Distance at which target can be hit

**Exercise 3** The second text you will listen to in this unit is about an accident involving a missile. Text B describes how the testing of missiles sometimes results in a mishap.

1. The journalist first tells you the source of his information. Where did the journalist get this story? Write your answer in English.

\_\_\_\_\_

2. The questions below will help you write a sentence relaying the main idea of Text B. Answer the questions in English. Then you will be asked to write a sentence based upon your answers.

a. What type of weapon was involved in the incident?

\_\_\_\_\_

b. Why is Bjornafjord mentioned?

\_\_\_\_\_

c. What is the Utsira?

\_\_\_\_\_

d. Whose navy was involved?

\_\_\_\_\_

3. Now, using the information from the answers to the questions above, write one sentence in English that describes what happened, to whom, and where. This sentence is a summary statement of the events in Text B.

\_\_\_\_\_

\_\_\_\_\_

**Exercise 4**      The remaining part of Text B gives the supporting details of the accident. These details include the circumstances surrounding the accident, casualties, and damage to the vessel. In the spaces provided answer the questions in English unless otherwise indicated.

1. Listen to Text B for a time expression that means *during*. Write it in Russian.

2. Keeping in mind the time expression referred to in Exercise 4.1, listen for the answer to this question: When did the accident occur?

---

3. How many people were injured in the accident?

---

4. What is the condition of the vessel?

---

**Exercise 5** This exercise will help you to work on some of the vocabulary items in Text B.

1. It is important to understand which word an adjective is describing. The adjective *учебная* is mentioned in Text B. What word does this adjective describe. Write this word in Russian in the space provided.

---

2. Grouping words with similar roots together is a good way to remember vocabulary. An example in English of two words with the same root is *education* and *educational*. *Educational* is an adjective and *education* is a noun. What word in Text B has the same root as *учебная*?

---

3. You can often hear the words listed below in news reports. They are linking phrases which are used to help make a passage flow along. Match the Russian with the English equivalents by writing the appropriate letters in the spaces provided.

- |                     |                 |
|---------------------|-----------------|
| 1. ___ по сообщению | a. however      |
| 2. ___ к счастью    | b. according to |
| 3. ___ однако       | c. fortunately  |

**Exercise 6** This exercise will help you to focus on the main idea of Text C. Read the statements below and then listen to the text. Decide which of the statements best describes the main idea of Text C. Circle the appropriate number.

1. Баллистическая ракета М-Х принята на вооружение военно-воздушных сил США.
2. Баллистическая ракета М-Х была уничтожена по команде военно-воздушных сил США.
3. Испытание баллистической ракеты М-Х закончилось неудачно.
4. Уничтожение баллистической ракеты М-Х совершилось удачно.



**Exercise 7** In the previous exercise you listened for the main idea of Text C. One method of verifying whether you properly understood the main idea is to listen for specific details. If the details support the main idea, then you understood correctly. This exercise will help you to listen for specific details.

1. The questions below refer to the M-X missile. Answer the questions in English in the spaces provided.

a. What order was given three minutes into the start-up of the missile?

\_\_\_\_\_

b. What sort of data led to this decision?

\_\_\_\_\_

c. What did the data indicate?

\_\_\_\_\_

2. There are two adjectives which describe the noun испытание. Listen for them in Text C. In the spaces provided, first write the adjectives in Russian, then the English equivalent of the whole phrase.

a. \_\_\_\_\_ испытание

b. \_\_\_\_\_

3. Text C contains a phrase which describes the capabilities of the missile. The chart below will help you to organize the information describing the missile. Fill in the chart in English.

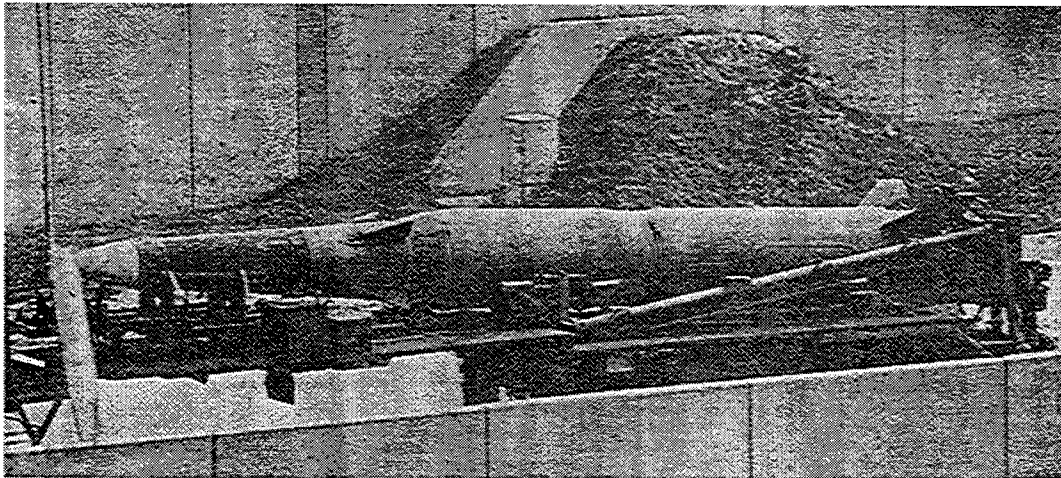
Type of missile	Maximum number of warheads on each missile	Type of warheads on the missile

4. The description of the missile also includes the phrase индивидуальное наведение. It refers in some way to the warheads. What does it mean in English?

---

---

**Figure 23.2**



An American Pershing 2 missile

**Exercise 8**

Text D describes the destruction of missiles. These missiles are being eliminated in accordance with the US-Soviet treaty on medium- and short-range missiles. Before you listen to the text, look at the vocabulary listed below. Match each Russian word with its English equivalent by writing the appropriate letter in the space provided. This exercise will not only help you with unfamiliar vocabulary, but it will also help you anticipate the contents of the text.

- |                                   |                         |
|-----------------------------------|-------------------------|
| 1. _____ график                   | a. suburb               |
| 2. _____ договор                  | b. medium-range missile |
| 3. _____ опережать                | c. treaty               |
| 4. _____ предусмотренный          | d. to be present        |
| 5. _____ пригород                 | e. short-range missile  |
| 6. _____ присутствовать           | f. to pass ahead        |
| 7. _____ пусковые установки       | g. specified            |
| 8. _____ ракета меньшей дальности | h. missile launchers    |
| 9. _____ ракета средней дальности | i. schedule             |

**Exercise 9** This exercise will help you to listen for the gist of Text D. Look at the chart below, so that you know what kind of information you are listening for and then listen to Text D. Fill in the chart in English.

Location of inspections (country)	
More specific location	
Type of missile	
Name of missile	

**Exercise 10** The statements in this exercise focus on the details in Text D. Read the statements and then listen again to Text D. Decide whether each statement is true or false and mark the appropriate box.

- |                                                                                               | T                        | F                        |
|-----------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The elimination took place at the technical service center for missiles.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Missile launchers were destroyed.                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. US and Soviet journalists were present at the destruction.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The USSR and the US are ahead of the schedule for destroying the missiles.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Soviet abbreviations for the treaty is РЦМД.                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The Soviet minister of defense made an announcement about the destruction of the missiles. | <input type="checkbox"/> | <input type="checkbox"/> |

**Key Vocabulary**



боеголовка	warhead
возникновение	appearance, emergence
дальность	distance, range
данные	data
испытание	testing
летный	flight (adj.)
многоцелевой	multi-purpose
на ремонт	under repair
наведение	guidance
наземный	ground, surface (adj.)
неполадки	troubles
неудачно	unsuccessfully
обслуживание	service
повреждение	damage
поражение	hitting (a target)
предназначить	to designate
присутствовать	to be present
пусковая установка	missile launcher
совместно	jointly
создать	to create
соответственно	accordingly
существенный	substantial

**Acronyms and Abbreviations**

РСМД (ракеты средней и меньшей дальности)	Medium- and short-range missiles
----------------------------------------------	-------------------------------------

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## Unit 24—Terrorism

The use of terrorism for political gain or as a means to publicize a point of view has increased in the last two decades and is widely reported in the Soviet press. Most of the texts in this unit are from the Soviet news program *Время*. The topics range from the activities of drug cartels to assassinations. These terrorist activities occurred in all parts of the world. In addition these actions all occurred in 1989.

**Exercise 1** This unit begins with an exercise to help you predict the contents of the reports. It will ask you to use your knowledge of the world to better understand the reports.

1. This exercise will prepare you to listen to the texts in this unit. When you hear the name of a country, you can often make certain predictions about the causes of terrorist activity which might occur there. On the left hand side is a list of countries and on the right is a list of causes of terrorism. Match the type of activity you think would most likely be the cause of terrorism in the listed countries by writing the appropriate letter in the space provided. In some cases there may be more than one cause.

- |                     |                          |
|---------------------|--------------------------|
| 1. ___ Iran         | a. Drug related          |
| 2. ___ Ireland      | b. Religious differences |
| 3. ___ South Africa | c. Political differences |
| 4. ___ Columbia     | d. Racial                |
| 5. ___ Lebanon      |                          |
| 6. ___ El Salvador  |                          |

2. What kinds of methods do terrorist use? Answering this question will help you to predict the contents of the texts in this unit. An example has been given for you.

Car bombs

---

---

**Exercise 2** The terrorist activity described in Text A occurred, as do all the texts in this unit, in 1989. The location of the event in Text A has been a troubled area for most of the past two decades. First you will listen for who was attacked and where.

1. The box below will help you to organize some of the information about the terrorist activity reported in Text A. Look at the box first and then listen to Text A. Fill in the box in English.

Name of the country	
Name of the city	
Name of the man attacked	
Position of the man attacked	



2. After you know who was attacked, you want to concentrate on who attacked. The attacker in Text A is referred to by the noun **лицо**. Although this noun has the literal meaning of *face*, it can also mean *person*. To understand what is known about the attacker, you need to listen for the two adjectives describing **лицо**. In the spaces provided write the two adjectives in Russian and then give the English equivalent of the phrase.

a. \_\_\_\_\_ **лиц**

b. \_\_\_\_\_

3. The third part of this exercise deals with the method used by the terrorist to accomplish his goal. Which of the following did the terrorist use? Circle the correct answer.

- a. Plane hijacking
- b. Kidnapping
- c. Car ambush
- d. Bombing

4. Was the victim killed or wounded? Write your answer in English in the space provided.

\_\_\_\_\_

5. What does the announcer of Text A say about the groups responsible for this act?

\_\_\_\_\_

**Exercise 3** The report of Text A goes on to describe other acts of terrorism in the same country.

1. The statements below refer to the second half of Text A. Read the statements first, and then listen to the text. Decide whether each statement is true or false and mark the appropriate box.

	T	F
a. Kadri is the third government representative to be killed in the past several months.	<input type="checkbox"/>	<input type="checkbox"/>
b. Kadri was a member of the Sunni Muslim community.	<input type="checkbox"/>	<input type="checkbox"/>
c. Khaled was shot by a sniper.	<input type="checkbox"/>	<input type="checkbox"/>
d. Khaled was murdered in March.	<input type="checkbox"/>	<input type="checkbox"/>
e. Khaled was murdered because of his efforts to reunite the country.	<input type="checkbox"/>	<input type="checkbox"/>

2. What two religious groups does the reporter mention in Text A? Write your answer in English.

---

3. The final exercise for Text A deals with the order in which information is presented. You know that Russian word order does not necessarily correspond to English. Listed below are the topics presented in the last sentence of Text A. The order, however, does not correspond to that of Text A. Write a number from 1–6 in the spaces provided so that the numbers correspond to the order in Text A.

- \_\_\_\_\_ Name of the person
- \_\_\_\_\_ Month
- \_\_\_\_\_ Cause of death
- \_\_\_\_\_ Action of the person (verb)
- \_\_\_\_\_ Year
- \_\_\_\_\_ Reason for the attack

**Exercise 4** In Text B you will hear a report about terrorism in the Western Hemisphere.

1. In this first part of the exercise you will be listening for location. Write your answers in English in the spaces provided.

a. In what country did the violence occur?

\_\_\_\_\_

b. In what city did the act occur?

\_\_\_\_\_

c. How is this city described in Text B? Circle the correct answer.

1. As the second largest
2. As the capital
3. As the second oldest
4. As the economic center

2. Now you can listen for information about the terrorists. The reporter mentions two groups. Read the questions below and then listen for this information.

a. Listen for the adjective that describes the word *terrorists*. This word will tell you who the terrorists are. Write the adjective in Russian first, and then give the English equivalent.

\_\_\_\_\_ террористы  
\_\_\_\_\_

b. The terrorists were working in cooperation with another group. Write the name of this group in English in space provided.

\_\_\_\_\_

3. The final piece of information you need to listen for in this exercise is who was attacked. Then you will have all the main information of Text B.

a. The announcer gives the name of the government official attacked and two of his positions. Write the first position mentioned in English in the space provided.

\_\_\_\_\_

b. The second position of the victim is written below but is incomplete. Listen for the missing words and write them in the blanks in Russian.

\_\_\_\_\_ КОАЛИЦИИ СИЛ

\_\_\_\_\_

**Figure 24.1**



**Police fight against terrorists.**

**Exercise 5** The remaining part of Text B deals with the details of the incident and other related information.

1. The reporter describes three different events that happened to the criminals. Match the beginning of sentences below with the appropriate endings according to Text B by writing the correct letters in the spaces provided.
  1. \_\_\_ One of the terrorists was                      a. arrested.
  2. \_\_\_ A ringleader of the mafia was                b. shot.
  3. \_\_\_ Two of the terrorists were                      c. handed over to the US.
  
2. There are a couple of other people who are mentioned in Text B. They, however, are on the side of the law. Read the questions to focus your attention, then listen to Text B for the answers. Write your answers in the spaces provided in English unless otherwise indicated.
  - a. What is the Russian equivalent of the word *bodyguard* used in Text B? Write your answer in Russian.  
\_\_\_\_\_
  - b. What did the bodyguard do?  
\_\_\_\_\_
  - c. The announcer also describes the activity of the police. What did the police do?  
\_\_\_\_\_
  
3. What are the charges against the criminal Jose Abeló?  
\_\_\_\_\_
  
4. What adjective does the announcer use to describe the situation in this country?  
\_\_\_\_\_

**Exercise 6** In the previous texts the newscaster began his report with the location and the identities of the terrorists and the victim. The acts described in Text C are more tragic and thus this text has a different beginning so as to grasp the listeners' attention.

1. Text C begins with the results of the attacks to shock the audience into listening. Write the results of the attack in English in the space provided.

---

2. Write in English the name of the capital city in which the attacks occurred.

---

**Exercise 7** Two explosions are described in Text C. This exercise will help you to identify the two explosions.

1. The locations of both explosions are given. These locations are not addresses but rather names of organizations. Since names of foreign organizations are often unfamiliar and thus can be difficult to understand, parts of the names are written below. You need only to fill in the missing words in Russian. Underneath of each name, give the English equivalent, to make sure you understand what you have written in Russian.

a. Национальной и \_\_\_\_\_ федерации  
\_\_\_\_\_ трудящихся

b. \_\_\_\_\_  
\_\_\_\_\_

c. Ассоциации \_\_\_\_\_ сальвадорских  
\_\_\_\_\_ и пропавших  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_

2. At which of the locations was the explosion set off in a car and at which location did the explosion occur on the premises? Write your answer in English.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Exercise 8** This exercise will help you to build your vocabulary. In addition, knowledge of the vocabulary will help you figure out some of the final details in Text C.

1. Three of the four words listed below are mentioned in Text C and are related by the meaning of *explode*. Circle the letter of this word which is not mentioned in Text C.

- a. Взорваться
- b. Взор
- c. Взрывчатка
- d. Взрыв

2. Match the nouns below with the adjectives that describe them in Text C by first listening for them in Text C and then by writing the correct letters in the spaces provided. A noun may be described by more than one adjective.

- |                        |                  |
|------------------------|------------------|
| 1. ___ профобъединение | a. общественный  |
| 2. ___ партия          | b. оппозиционный |
| 3. ___ организация     | c. профсоюзный   |
|                        | d. крупнейший    |
|                        | e. политический  |

3. The last sentence of Text C informs you who is blaming whom for these terrorist actions. This part of Exercise 8 will help you to figure out the names of the parties and organizations.

a. Listen in Text C for the Russian word *responsibility* and write it in the space provided below.

---

b. Who is being blamed for the terrorist acts? Write your answer to this question and the next question in English.

---

c. Who is accusing them of responsibility for these terrorist acts?

---

**Exercise 9**

The incident described in Text D has not yet resulted in an assassination, but rather involves a death threat. Read the questions on the following page and then listen to Text D. Answer the questions in English.



1. What is the name of the person threatened?

\_\_\_\_\_

2. What is this person's profession?

\_\_\_\_\_

3. This person is a citizen of what country?

\_\_\_\_\_

4. In what country is the threatened person now living?

\_\_\_\_\_

5. What group of people are also being threatened?

\_\_\_\_\_

6. Who has issued the death threat?

\_\_\_\_\_

**Exercise 10** This last exercise asks you to identify specific details of Text D. Below is a list of words that are mentioned in Text D. Give a brief identification in English of the significance of each word as it is talked about in Text D. You need to write only one sentence for each word.

1. *Satanic Verses* \_\_\_\_\_

2. London \_\_\_\_\_

3. US \_\_\_\_\_

4. Islamic world \_\_\_\_\_

**Key Vocabulary**



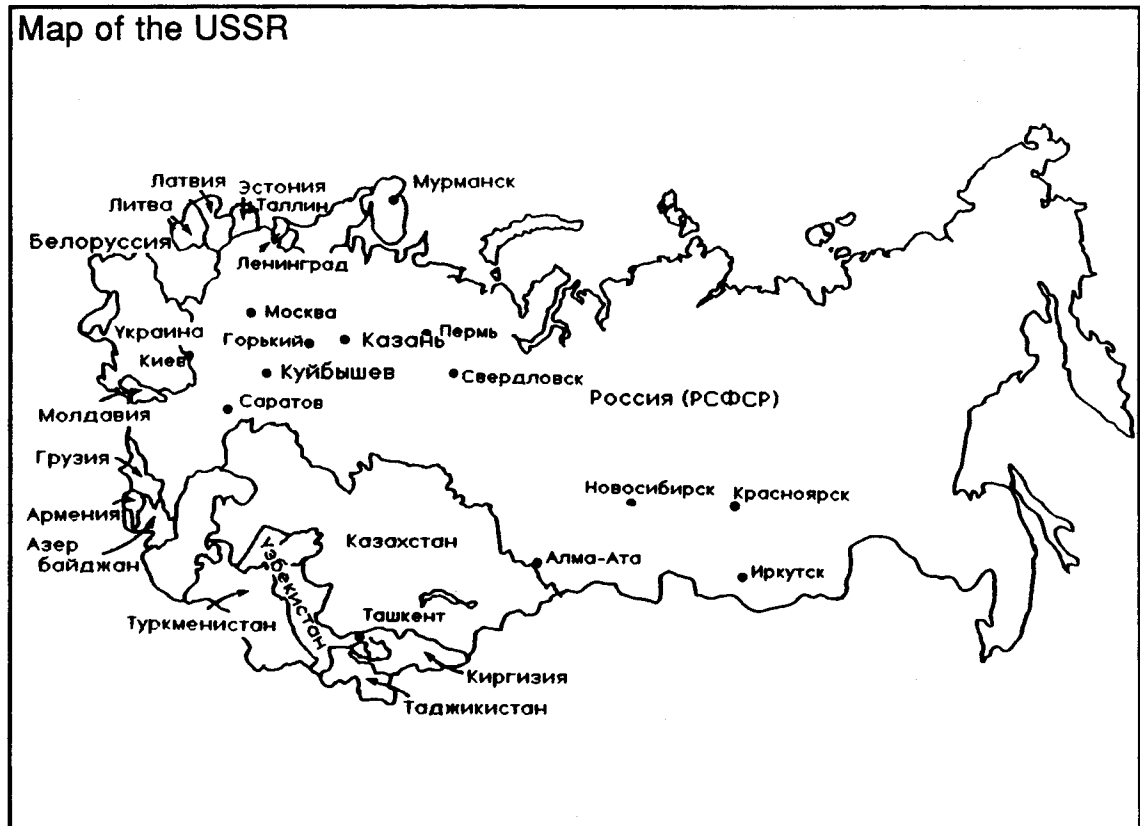
взорваться	to explode
воссоединение	reunification
взрывчатка	explosives
возложить	to place, charge
главарь	ring leader
задержать	to detain, arrest
застрелить	to shoot
нападение	attack
напряженный	tense
начиненный	filled with
обвиняться	to be charged, accused
общественный	public, social
община	community
ответственность	responsibility
перевозка	transportation, conveyance
подполье	underground
политзаключенный	political prisoner
приговорить	to sentence
прогреметь	to thunder
пропавший без вести	missing
профобъединение	branch or subunit of a trade union
профсоюз	trade union
смертная казнь	death sentence
телохранитель	body guard
убийство	murder, killing

### Unit 25—Accidents

In this unit you will listen to news reports about military and non-military accidents. The type of accidents range from explosions to boat collisions. You will be asked to listen for factual information such as who, what, where, and when. You will notice that the texts are starting to contain more details. The exercises will help you to develop strategies for coping with longer and more detailed reports.

**Exercise 1** In Text A a news correspondent is delivering a report at the scene of an accident. This first exercise will focus on the location and time of the accident.

1. The reporter tells the audience the name of the city in which the accident happened. Listen to Text A and circle the city mentioned in the text on the map.



Listening Workbook 5, Unit 25

2. You will notice that all the information you need for the remaining questions in this exercise is contained in the first two sentences of the report. This is because in an oral news report of this type the reporter wants to tell you what happened right away. Listen to the opening sentences of Text A again. Then answer the questions by writing your answers in English in the spaces provided or circling the correct answer.

a. What is the date of the report?

---

b. What was the time of the accident?

---

c. At which of the following locations did the accident occur?

1. An airport
2. A bus station
3. A train station
4. A truck stop

d. What type of accident occurred?

1. A collision
2. An explosion
3. A fire
- d. A gas leak

**Exercise 2** The news correspondent provides the listeners with many supporting details. The following exercises will help you understand the details.

1. Below is a translation of one of the sentences in Text A. It tells the listener in more detail what happened. Listen for this sentence in Text A and then fill in the blanks in English according to the text. The word order of the sentence below may not correspond to that in the text.

Investigation shows that two \_\_\_\_\_, containing  
noun  
 \_\_\_\_\_ materials, \_\_\_\_\_.  
adjective verb

2. The next section of this report focuses on casualties and damage to buildings. Listen for these numbers and then fill in the chart below with the correct numbers according to Text A.

Number of dead	Number hospitalized	Number of families homeless

3. The accident also included damage to buildings. Listen for the two adjectives which precede the word **помещений**. They will tell you what types of buildings were ruined. Write these adjectives in Russian in the spaces provided. Then answer the question below in English.

a. \_\_\_\_\_ **помещений**

b. What types of buildings were ruined?

\_\_\_\_\_

4. According to Text A which of the statements below is another result of the accident?

1. Glass was blown out of windows.
2. Roofs caught on fire.
3. Electrical power was cut off.
4. Water service was shut down.

**Background Note**



The word **облисполком**, which is mentioned in Text A, is an acronym. The full form in Russian is **областной исполнительный комитет**, which means, in English, "regional executive committee". This is a governmental organization.

**Exercise 3** The last part of Text A describes what is being done to clean up after the accident. Listen to the conclusion of Text A, then answer the questions below.

1. a. A man named Lyubov is described in Text A. First listen for his title and write it in Russian in the space provided.

---

b. In what kind of commission is Lyubov working? Write your answer in English.

---

c. What is Lyubov's position in the commission? Write your answer in English.

---

2. a. There are some phrases that occur quite frequently in news reports. One of these such phrases is *according to preliminary data*. This means that the report may not be conclusive. Write the Russian equivalent as heard in Text A in the space provided.
- 

- b. Another phrase heard in Text A that frequently appears in news reports is *for some reason*. Either the reason is not known or the someone does not want to give the reason. Write the Russian equivalent in the space provided.
- 

**Exercise 4** Text B describes an accident very different from the one in Text A. Although the texts may not contain the same vocabulary, they will address the same type of questions.

1. The chart below will help you figure out the main idea of the text. Listen to Text B and then fill in the chart in English.

Name of the river	Ferryboat's country of origin	Freighter's country of origin

Listening Workbook 5, Unit 25

2. Below is a list of some of the important vocabulary in Text B. Match the Russian words with the English equivalents by writing the appropriate letter in the spaces provided.

- |                      |                     |
|----------------------|---------------------|
| 1. ___ устье         | a. damage           |
| 2. ___ судно         | b. mouth (of river) |
| 3. ___ паром         | c. vessel           |
| 4. ___ контейнеровоз | d. afloat           |
| 5. ___ повреждение   | e. freighter        |
| 6. ___ на плаву      | f. ferryboat        |

3. What type of accident occurred? Write your answer in English in the space provided.

---

**Exercise 5** Once you have understood the main idea, you can listen for the details. The questions in this exercise address the supporting details. Read the questions first to focus your attention and then listen to the text. Answer the questions in English in the spaces provided.

1. What does the reporter say about the weather conditions?

---

2. What happened to each of the vessels during the accident?

a. The freighter \_\_\_\_\_

b. The ferryboat \_\_\_\_\_



3. The phrase below is the first part of a sentence in Text B that describes the condition of the vessels after the accident. Complete the sentence in English.

Despite the damage, both vessels \_\_\_\_\_

\_\_\_\_\_

4. What country helped in the rescue?

\_\_\_\_\_

5. What did the rescue service do?

\_\_\_\_\_

**Exercise 6** Text C contains another report about an accident that occurred in the Soviet Union. Before you listen to the tape, though, it will be helpful to do a prediction exercise. The words and phrases listed below are from Text C. Read them and if you are unfamiliar with any of them be sure to find out what they mean. Then, based upon these words, make several predictions as to what Text C could be about. Write your predictions in English in the spaces provided.

из тупика  
маневровый состав  
закрытый поворот  
цистерны

станция  
вагоны  
столкнуться  
сжиженный газ

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Exercise 7** Now you will verify your predictions by listening to Text C. This exercise will focus on the details surrounding the accident such as location, time and what happened. Listen to Text C for the answers to the questions below.

1. In Text C the time and location (city) of the accident are mentioned. Answer the questions below in English.

a. On what day of the week did the accident occur?

---

b. During what part of the day did the accident occur?

---

c. In what city did the accident occur?

---

d. If you are unfamiliar with this city go to Page 49 and find it on the map. In what republic is this city located?

---

2. The statements below describe the accident and the events surrounding the accident. Read the sentences and then decide whether each statement is true or false and mark the appropriate box.

- |                                                  | T                        | F                        |
|--------------------------------------------------|--------------------------|--------------------------|
| a. Yurii Pustovalov was the driver of the train. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The brakes on the second train failed.        | <input type="checkbox"/> | <input type="checkbox"/> |
| c. One of the trains was carrying liquid gas.    | <input type="checkbox"/> | <input type="checkbox"/> |
| d. One of the trains had seven water cars.       | <input type="checkbox"/> | <input type="checkbox"/> |
| e. The two trains collided at a bend in track.   | <input type="checkbox"/> | <input type="checkbox"/> |
3. The short paragraphs below are potential summaries of Text C. However, only one of them is entirely correct. Read them and then to Text C again. Circle the correct summary.
- a. Yurii Pustovalov was driving a train. One of the cars was a shunting car. This car moved away from the other cars, then collided with another locomotive at a blind curve in the tracks. The second train, which was also a shunting car, had six water cars filled with a liquid domestic gas.
- b. The train moved out of a blind alley of the Alma-Ata-2 station. The train consisted of several shunting cars. A second train, driven by Yurii Pustovalov, was carrying maneuver platoons. It came around a blind curve on the same track as the first train. The two trains collided. The trains de-railed and crashed into several water tanks filled with combustible gas.
- c. Train engineer Yurii Pustovalov was driving a train carrying liquid domestic gas. He had just left the train station in Alma-Ata. A second train, containing a shunting car, was just pulling into the station. The two trains collided at a blind curve in the track.

**Exercise 8** The next section of the report deals with the casualties. Read the questions and then listen to Text C for the answers.

1. The names and ranks of three of the men who died are mentioned. Fill in the chart below with this information from Text C. Write your answers in Russian.

Names of the deceased	Titles of the deceased

2. There are two verbs in Text C which have the basic meaning of *to die*. Write these two verbs in the spaces provided in Russian.

a. \_\_\_\_\_

b. \_\_\_\_\_

**Exercise 9** Text D is a continuation of the report on the accident described in Text C. It consists of a first-hand report of someone at the scene of the accident and ends with a summary statement made by the news correspondent. Read the questions and then listen to Text D for the answers.

1. Notice how when the news correspondent introduces the eye witness, he first says рассказывает .... . It is normal to put the verb before the subject. The last name of the eye witness is Mandrusov. What is his title and rank? Write your answer in the space provided in Russian.

---



---

2. What does Mandrusov describe? To begin with, listen for the two words preceding the word шаг. Write them in Russian and then give the English equivalent of the entire phrases in the spaces provided.

a. \_\_\_\_\_ шаг

b. \_\_\_\_\_

3. The incomplete sentence below is part of Mandrusov's description. Complete the sentence in English.

Right before his eyes the forward group of firefighters \_\_\_\_\_

---

**Exercise 10** The follow-up statement made by the news correspondent in Text D refers to the final casualty count. Fill in the numbers as you hear them in the chart below.

The number hospitalized	The number of dead

Key Vocabulary

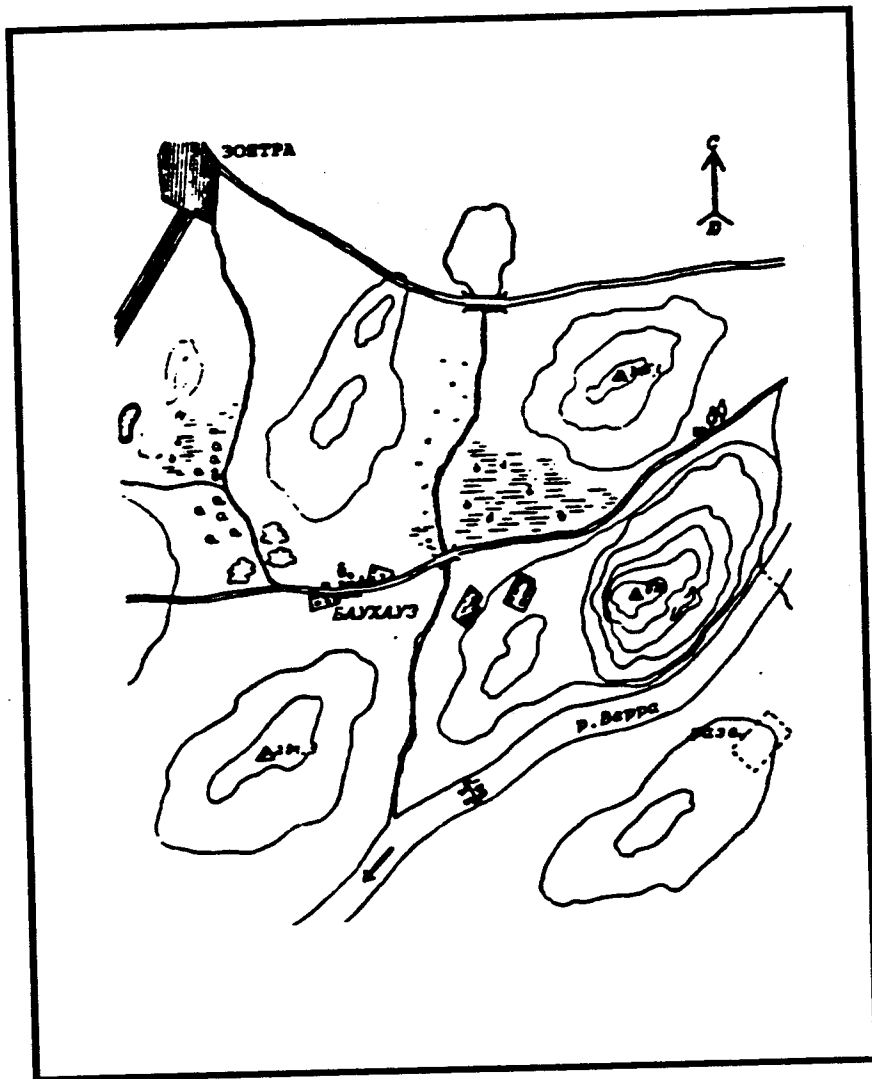


бытовой	domestic, everyday
взлететь	to blow up, fly up
взрывоопасный	explosive
внутренний	internal
врезаться	to cut into, crash into
выбить	to knock out
грузовой	cargo (adj.)
контейнеровоз	freighter, cargo ship
маневровый состав	shunting car
наполненный	filled
огненный	fiery
ожог	burn
паром	ferryboat
передовой	advanced, forward
поворот	bend, curve
пожарный	fireman
пожарная охрана	fire department
последствие	consequence
разрушить	to destroy
расследование	investigation
сжиженный	liquified
скончаться	to expire, pass away
спасательный	rescue (adj.)
столкновение	collision
судно	vessel
тупик	blind alley, dead end
устье	estuary, mouth (of river)
цистерна	water car, tank

Workbook 5—Speaking Suggestions

Unit 21—Mapmakers and Maps

Divide your class into pairs. Ask students to study the map below. Then ask student A to give simple directions from point A to point B. (Student A will select these two points.) Student B follows the directions by pencilling in the route dictated by student A. Student B should then describe his route. For example: «Деревня была слева от меня, а прямо впереди находилось болото.» Students then reverse roles.



**Unit 22—Motorized Rifleman**

- a. Start with a word such as **мотострелки**. Ask students to associate freely to the word chosen and take turns calling out their associations. Write the words on the board as the students call them out. Continue until you have written 25-30 words.
- b. Divide the class into small groups. Ask each group to choose 15-20 of the words on the board and to make up a short news bulletin around those words.
- c. Each group then presents its news bulletin to the whole class.

**Unit 23—Missiles**

Divide your class into pairs. Student A is a Russian guide. Student B is an American serviceman who is being given a tour of a military air base. Ask each pair to develop a conversation following the guidelines given below.

**Student A**

Ask student B to leave his camera in the car.

Explain that it is forbidden to take photos on the base.

Insist that student B should leave the camera.

Suggest an alternative action.

**Student B**

Express reluctance to do so.

Say you understand, but explain why you don't want to leave the camera in the car.

Refuse. Ask to talk to a senior officer.

Agree with alternative action.



### Unit 24—Terrorism

Divide your class into groups. Ask each group to imagine that it is a group of terrorists discussing whom to kidnap. Give each group the following list of potential kidnap victims and ask them to rank them in order of preference.

Американский солдат, который служит в Ливане  
Жена американского конгрессмена  
Известный международный фотограф  
Французский медик  
Египетский дипломат  
Немецкий священник  
Советский военный советник

### Unit 25—Accidents

Present the following scenario to your class:

An unexpected ice storm resulted in treacherous road conditions. There has been a major accident on the edge of town involving a school bus, two trucks, and 11 cars. Assign the following roles to students.

Police chief  
Garage owner

Injured victim  
Ambulance driver

National guard member  
Townsperson

Ask each student to describe, in his assigned role, the accident and what actions he thinks should be taken.

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**Answer Key  
Unit 21**

- Exercise 1
1. a. 3 people  
b. Topographical  
c. Major Palyanichka
  2. You might expect the men to engage in measuring; using surveyors' instruments; writing and taking notes; comparing features on a map with actual terrain; drawing; photographing; and doing a lot of walking outdoors.

- Exercise 2
1. a. fifteen years  
b. day after day (or) day in and day out  
c. to walk all over a place  
d. низинка  
высотка  
речка
    - a little low-lying area
    - a little high ground area
    - a little river
  2. речки  
(лесные) урочища  
озера  
болота  
высотки  
низинки  
хутора  
деревни
    - little rivers
    - natural boundaries (forests)
    - lakes
    - swamps
    - little high ground areas
    - little low-lying areas
    - farms
    - villages

- Exercise 3
1. d.
  2. c
  3. b
  4. c

- Exercise 4 You should have checked a, b, c, d, e, g, h, i, and k.

- Exercise 5
1. c
  2. b
  3. a
  4. a

## Answer Keys, Unit 21

- Exercise 6
1. Every little hill in the swamp
  2. Any blank spots
  3. To look through the (surveyor's) instrument
  4. By almost a centimeter, to the left
  5. Neither an earthquake nor floodwaters
  6. To enter a correction (on the map)
- Exercise 7
- Your summary should include the following points:  
Military topographers, including Major Palyanichka, who have measured most of Belorussia, make a correction to the position of a surveyor's mark on the map.
- Exercise 8
1. первый символ: пункт снабжения
  2. второй символ: блиндаж
  3. третий символ: наблюдательный пункт
  4. четвертый символ: противотанковая мина
  5. пятый символ: рота или батарея
  6. шестой символ: батальон или дивизион
- Exercise 9
1. a. 2  
b. 4  
c. 1  
d. 3
  2. c
  3. b
- Exercise 10
1. a. Blue  
b. Red
  2. a. Single lines  
b. Double lines
  3. Engineering objects
  4. Same color—green
  5. Zone of (radioactive) contamination
  6. The time (hours) of radioactive fallout

**Answer Key  
Unit 22**

- Exercise 1
1. a
  2. d
  3. c

- Exercise 2
1. Senior Lieutenant
  2. In Afghanistan
  3. It helps him organize company training.
  4. It helps him organize the activities so that they are of high quality.
  5. He tries to pay some attention to each soldier.

- Exercise 3
1. The experience Senior Lt. Sevostyanov gained in Afghanistan helps him to do a better job of organizing his company's training.

- Exercise 4
1. a
  2. d
  3. c

- Exercise 5
1. Valentin
  2. 2
  3. Order of the Red Star
  4. Afghan

- Exercise 6
1. F
  2. T
  3. F
  4. T
  5. T
  6. F
  7. T

## Answer Keys, Unit 22

**Exercise 7** Lieutenant Valentin Sevostyanov, commander of a guards company of riflemen, served in Afghanistan, where he fought the guerrillas and guarded truck convoys, earning two Orders of the Red Star.

**Exercise 8**

1. You should have checked a, c, d, f, g, h, and j.
2. a. Ему refers to мотострелковое подразделение.  
b. Снежный is the name of the mountain pass.  
c. To direct an attack (against)  
d. (Photojournalism) film crew, camera crew

**Exercise 9**

1. b
2. c
3. a
4. c
5. d
6. d

**Exercise 10**

- 4 Artillery fires on tanks
- 1 Camera crew arrives
- 1 Riflemen reach the pass
- 3 Tanks break through enemy fortifications
- 2 Riflemen attack enemy forces
- 1 Tanks reach the pass

**Answer Key  
Unit 23**

- Exercise 1
1. a. многоцелевой ракетный комплекс  
b. A multi-target missile complex
  2. ADATS
  - 3.

Country	Firm
Switzerland	Erlikon
US	Martin Marietta

- Exercise 2
1. a. воздушных  
b. наземных
  - 2.

Type of target	Distance at which target can be hit
Air	8 kilometers
Ground	6 kilometers

- Exercise 3
1. From the Norwegian telegraph bureau
  2. a. A MK-44 torpedo  
b. Because it is the location of the accident  
c. The name of the submarine  
d. The Norwegian navy
  3. A MK-44 torpedo hit the submarine, Utsira, of the Norwegian navy in the Bjornafjord.

- Exercise 4
1. во время
  2. During training
  3. None
  4. It received substantial damage and is under repair.

Answer Keys, Unit 23

- Exercise 5
1. торпеда
  2. учение
  3. 1. b  
2. c  
3. a

Exercise 6 3

- Exercise 7
1. a. To destroy the missile  
b. Telemetric  
c. That there was a problem.
  2. a. первое летное испытание  
b. The first flight test
  - 3.

Type of missile	Maximum number of warheads on each missile	Type of warheads on the missile
A M-X ballistic missile	10	nuclear

4. Individual guidance

- Exercise 8
1. i
  2. c
  3. f
  4. g
  5. a
  6. d
  7. h
  8. e
  9. b



Exercise 9

Locations of inspections (country)	West Germany
More specific information	In a suburb of Frankfurt-on-the-Main
Type of missile	American nuclear medium-range missile
Name of missile	Pershing-2

- Exercise 10
1. T
  2. T
  3. F
  4. T
  5. F
  6. F

**Answer Key  
Unit 24**

- Exercise 1
1. b, c  
2. b, c  
3. d  
4. a  
5. b, c  
6. c
  2. Some possible answers are:  
plane hijacking  
kidnapping  
bombs on planes  
assassinations

Exercise 2 1.

Name of the country	Lebanon
Name of the city	Beirut
Name of the man attacked	Nazem Kadri
Position of the man attacked	Deputy of the Lebanese Parliament

2. a. неизвестных вооруженных лиц  
b. unknown armed persons
3. c
4. Killed
5. None have yet claimed responsibility.

Exercise 3

1. a. F  
b. T  
c. F  
d. F  
e. T
2. The Muslims and the Christians
3. 5  
1  
3  
4  
2  
6

Exercise 4

1. a. Columbia  
b. Medellin  
c. 1
2. a. ультраправые ultra-right terrorists  
b. The drug mafia
3. a. Deputy of the Parliament  
b. лидер коалиции сил Патриотический Союз

Exercise 5

1. 1. b  
2. c  
3. a
2. a. телохранитель  
b. He shot one of the terrorists.  
c. They arrested two of the criminals.
3. Transporting cocaine to the US
4. Tense

Exercise 6

1. Eight people were killed and more than 30 were wounded.
2. San Salvador

## Answer Keys, Unit 24

- Exercise 7
- Национальной и Профсоюзной федерации сальвадорских трудящихся
    - National and Trade Union Federation of Salvadorean Workers
    - Ассоциации матерей сальвадорских политзаключенных и пропавших без вести
    - The Association of Mothers of Salvadorean Political Prisoners and Missing Persons
  - The explosion was set off in a car at the National and Trade Union Federation of Salvadorean Workers. The explosion occurred on the premises at the Association of Mothers of Salvadorean Political Prisoners and Missing Persons.
- Exercise 8
- b
  - d
    - b, e
    - a, c
  - ОТВЕТСТВЕННОСТЬ
    - The armed forces
    - The leaders of the opposition political parties and of the trade union and social organizations
- Exercise 9
- Salman Rushdie
  - A writer
  - Britain
  - Britain
  - His publishers
  - The Ayatollah Khomeini
- Exercise 10
- The book that Rushdie wrote
  - The place where the book has already been published
  - The country where the book is about to be published
  - The place where people are protesting against the book

**Answer Key  
Unit 25**

- Exercise 1
1. Свердловск
  2. a. October 4th
  - b. 4:35 am
  - c. 3
  - d. 2

- Exercise 2
1. Investigation shows that two train cars containing explosive materials, exploded
  - 2.

Number of dead	Number hospitalized	Number of families homeless
4	90	359

3. a. производственных и жилых помещений
- b. Industrial and residential
4. 1

- Exercise 3
1. a. Заместитель председателя Совета Министров РСФСР
  - b. A governmental commission to help with the aftermath of the accident
  - c. He is the head of the commission.
  2. a. По предварительным данным
  - b. По какой причине

Answer Keys, Unit 25

Exercise 4 1.

Name of the river	Nationality of the ferryboat	Nationality of the freighter
Elbe	English	Bahamian

2. 1. b
  2. c
  3. f
  4. e
  5. a
  6. d
3. A ferryboat and a freighter collided.

Exercise 5

1. The conditions were stormy.
2. a. The freighter hit the side of the ferryboat.  
b. The ferryboat was hit by the freighter.
3. remained afloat.
4. West Germany
5. They evacuated the ferryboat passengers.

Exercise 6

Trains carrying explosive gases and military troops collided at a blind spot on a curve near a railway station.

Exercise 7

1. a. Saturday  
b. Evening  
c. Alma-Ata  
d. Kazakstan
2. a. T  
b. F  
c. T  
d. F  
e. T
3. a

Exercise 8 1.

Names of the deceased	Titles of the deceased
Еркен Искаков	младший сержант внутренней службы
Ислам Абдранов	старший лейтенант внутренней службы
Расул Касымов	сержант внутренней службы

2. а. погиб  
б. скончались

- Exercise 9
1. Заместитель начальника управления пожарной охраны Алма-Аты подполковник
  2. а. огромный огненный шар  
б. A huge fiery ball
  3. lost their clothes in the flames.

Answer Keys, Unit 25

Exercise 10

The number hospitalized	The number dead
99	5



## Dictionary

боеголовка	warhead
бытовой	domestic, everyday
взлететь	to blow up, fly up
взорваться	to explode
взрывчатка	explosive(s)
взрывоопасный	explosive (adj.)
вклад	deposit, contribution
вносить	to insert, to enter
внутренний	internal
возложить	to place, charge
возникновение	appearance, emergence
воссоединение	reunification
врезаться	to cut into, crash into
выбить	to knock out
выпадение	fall, descent
(осадков)	(fallout, precipitation)
высота	high ground
главарь	ringleader
горючее	fuel
грузовой	cargo (adj.)
дальность	distance, range
данные	data
десяток	ten
(полтора десятка)	(fifteen)
доставлять	to deliver
задержать	to detain, arrest
заражение	contamination
застрелить	to shoot
знак	sign, symbol
измерять	to measure
испытание	testing
исходить (colloquial)	to walk all over a place
колонна	column, convoy
контейнеровоз	freighter, cargo ship
кочка	little hill, hillock
кропотливый	laborious, painstaking
летный	flight (adj.)
маневровый состав	shunting car
многоцветный	multicolored
многоцелевой	multi-purpose

Listening Workbook 5, Dictionary

на ремонт	under repair
наведение	guidance
наземный	ground, surface (adj.)
наноситься	to be marked, bear a marking
нападение	attack
наполненный	filled
напряженный	tense
начиненный	filled with
неполадки	trouble
неудачно	unsuccessfully
низина	low-lying ground
обвиняться	to be charged, accused
обнюхать	to sniff out, to scout out
обслуживание	service
общественный	public, social
община	community
огненный	fiery
одноцветный	single-colored
ожог	burn
оказываться	to find oneself
осадок, осадки	precipitation, deposit(s)
ответственность	responsibility
оценивать	to assess, evaluate
паром	ferryboat
пень	tree stump
передовой	advanced, forward
перевал	mountain pass
перевозка	transportation, conveyance
поворот	bend, curve
повреждение	damage
подмыть	to wash away
подполье	underground
пожарная охрана	fire department
пожарный	fireman
политзаключенный	political prisoner
половодье	high water (resulting from melting snow)
полтора	one and a half
поражение	hitting (a target)
последствие	consequence
предназначать	to designate
прерывистый	broken, interrupted
прибор	instrument, device

приговорить	to sentence
приобретать	to acquire, gain
присутствовать	to be present
продовольствие	food, provisions
профобъединение	branch or subunit of a trade union
профсоюз	trade union
прогrometerь	to thunder
пропавший без вести	missing
прорваться	to break through
пусковая установка	missile launcher
пытаться	to attempt, try
пятно	spot, stain
развиваться	to be developed, develop
разрушить	to destroy
расчетливо	thriftily, prudently
расследование	investigation
рисоваться	to be drawn
русло	river bed, channel
сжиженный	liquified
скончаться	to expire, pass away
смертная казнь	death sentence
сместиться	to shift, move
совместно	jointly
создать	to create
соответственно	accordingly
сопровождать	to accompany
спасательный	rescue (adj.)
столкновение	collision
стремиться	to aim for, strive for
судно	vessel
существенный	substantial
схема	diagram, schematic
телохранитель	bodyguard
течь	to flow
треугольник	triangle
тригопункт	surveyor's (geodetic) mark
тупик	blind alley, dead end
тщетно	in vain
убийство	murder, killing
уделить	to devote, give
удержать	to restrain, hold back
укрепление	fortification

Listening Workbook 5, Dictionary

урочище

устье

участок

штурм

хутор (pl. хутора)

цистерна

natural boundary

estuary, mouth (of river)

area, portion (of a surface),

plot of land

attack

farm

water car, tank

**Glossary of Acronyms and Abbreviations**

**РСМД** (ракеты средней  
и меньшей дальности)

Medium- and short-range  
missiles

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## Workbook Test

Materials needed to take the workbook test:

Subcourse booklet, a #2 lead pencil, and an ACCP Examination Sheet.

Instructions:

There is only one correct answer for each item. Mark the correct answer for each item, then transfer your answers to the ACCP Examination Response Sheet, completely blacking out the lettered oval which corresponds to your selection (A, B, C, or D). Use a #2 lead pencil to mark your responses. Mail the response sheet in the preaddressed envelope provided.

### Unit 21

Listen to Text A and answer Questions 1–5.

1. There is something the topographers have never thought of doing. According to Text A, what is it?
  - a. Comparing their maps with satellite photographs
  - b. Keeping track of how many kilometers they've walked
  - c. Using the expertise of local inhabitants as guides
  - d. Relying on motorcycles or ATV's to transport them
  
2. Captain Koloskov's special assignment is to
  - a. assist in organizing and transliterating Russian place names.
  - b. be the map expert on the Belorussian and Polish frontiers.
  - c. assist in more precisely mapping the Soviet-Polish border.
  - d. be the delegate to an international mapmaking conference.
  
3. According to Text A, what happened during the spring floods?
  - a. A river that forms a boundary left its banks.
  - b. River water washed away some man-made surveying marks.
  - c. A dam burst and flooded a normally dry riverbed.
  - d. A river and a stream, normally separate, flowed together.

Listening Workbook 5, Test

4. What happened when the floodwaters fell?
- a. Mud and silt covered all the usual local features.
  - b. The riverbanks were all eroded.
  - c. A village was abandoned as uninhabitable.
  - d. The river had changed its course.
5. According to Text A, what kind of work did Captain Koloskov participate in?
- a. An international conference on boundary changes
  - b. Laborious work to correct the river's "mistake"
  - c. The redrawing of all the regional maps
  - d. Writing a textbook on training topographers

Listen to Text B and answer Questions 6–10.

6. The book described by Text B discusses the influence of terrain on all the following EXCEPT
- a. highway construction.
  - b. aerial photography.
  - c. military troop movements.
  - d. topographical maps.
7. How many pages does the book described by Text B have?
- a. 286
  - b. 289
  - c. 384
  - d. 398
8. According to Text B, the book lays out methods of
- a. teaching topography.
  - b. using topography to gain military advantage.
  - c. photographing terrain.
  - d. orienting on a given terrain.



9. The book has supplements containing
- international terms.
  - examples of topographic map types.
  - rules and regulations for cartographers.
  - examples of the historical development of maps.
10. According to Text B, this book should interest
- artillery and tank commanders.
  - reconnaissance and intelligence-gathering outfits.
  - officer candidates at advanced military schools.
  - planners of military exercises and maneuvers.

## Unit 22

Listen to Text C and answer Questions 11–15.

11. How does Text C describe the relationship between the motorized rifle unit and the tanks?
- The tanks had been assigned to the riflemen's unit.
  - The riflemen called for support from the tanks.
  - The tanks were considered the enemy in this exercise.
  - The tanks went in first to bear the brunt of the assault.
12. What assignment did the riflemen receive?
- To undertake a nighttime assault on an airfield.
  - To disrupt an enemy's supply line over the mountains.
  - To take and hold a key bridge over a river.
  - To advance along the mountains and capture a pass.

Listening Workbook 5, Test

13. The riflemen were also told to be ready to coordinate their attack with
- a. local "guerrillas."
  - b. helicopters.
  - c. an airborne reconnaissance group.
  - d. alpine troops.
14. While fording a river, the riflemen
- a. came under enemy fire.
  - b. avoided detection by enemy helicopters.
  - c. almost lost some equipment.
  - d. were aided by a diversionary action.
15. Where did the riflemen encounter enemy tanks?
- a. In the forest before the pass
  - b. On the hillside overlooking the pass
  - c. On the river banks, alongside the road
  - d. Astride the road leading to the pass

Listen to Text D and answer Questions 16–18.

16. According to Text D, how did the platoon under Lt. Bakanov demonstrate that it is one of the best?
- a. It consistently gained outstanding ratings.
  - b. It showed its mettle during a tactical exercise.
  - c. It got outstanding teamwork from its officers and men.
  - d. It served as a model to other motorized units.
17. What special assignment did the platoon receive while on a training exercise?
- a. Support some alpine troops in their attack.
  - b. Coordinate a flank attack with the tanks.
  - c. Mount a surprise attack on the enemy rear.
  - d. Seize and hold an enemy airfield.

18. What difficulty did the platoon encounter during its march?
- a. Steep cliffs, rocky ground, and snow-covered slopes
  - b. Swampy ground with numerous streams
  - c. Very dense forest with heavy undergrowth
  - d. Fog and driving rain

Listen to Text E and answer Questions 19–20.

19. According to Text E, how do the motorized riflemen work at assigned training tasks?
- a. With precision
  - b. Confidently
  - c. With initiative
  - d. Swiftly
20. In particular, the men of the forward detachment
- a. set an outstanding example.
  - b. overcame several obstacles.
  - c. accomplished the assigned task.
  - d. repulsed a strong assault.

### Unit 23

Listen to Text F and answer Questions 21–24.

21. According to Text F, a missile was launched from
- a. a nuclear submarine.
  - b. Cape Canaveral.
  - c. White Sands, New Mexico.
  - d. Vandenburg AFB.

Listening Workbook 5, Test

22. Details of the launch came from
- the Associated Press Agency.
  - a representative of the U.S. Navy.
  - United Press International.
  - a Pentagon press briefing.
23. The "50 miles" mentioned in the text refers to
- the normal range of this tactical missile.
  - the distance the missile flew before being destroyed.
  - the distance of the launch point off the US mainland.
  - the distance from which the nighttime launch was visible.
24. What was the goal of this missile firing?
- Propulsion system control testing
  - Placement of a satellite in earth orbit
  - Radar signature and trackability testing
  - Underwater launch procedures testing

Listen to Text G and answer Questions 25–27.

25. The geographic area of the missile tests will be
- the Indian Ocean.
  - Siberia.
  - the Pacific Ocean.
  - the Soviet Far East.
26. How large is the radius of a test area (in nautical miles)?
- 27
  - 29
  - 30
  - 39

27. How many test areas are announced?

- a. 1
- b. 2
- c. 3
- d. 4

Listen to Text H and answer Questions 28–29.

28. The Soviet government requests other governments to

- a. ensure military ships and aircraft stay well clear.
- b. broadcast navigational warnings.
- c. reroute commercial air and sea traffic.
- d. inform the appropriate agencies.

29. During what hours (local time) does the Soviet government request traffic to stay away from the area?

- a. 8 am to 4:30 pm
- b. 8 am to 6 pm
- c. 6 am to 8 am
- d. 9 am to 4 pm

Listen to Text I and answer Question 30.

30. What happened on October 27 at noon?

- a. There was an explosion on a launch pad.
- b. A missile was launched.
- c. An American team inspected five missiles.
- d. Five missiles were destroyed.

Listening Workbook 5, Test

**Unit 24**

Listen to Text J and answer Questions 31–33.

31. What were the casualties resulting from the terrorist bombing in Delhi?

- a. 15 dead, 30 wounded
- b. 5 dead, 13 wounded
- c. 13 dead, 15 wounded
- d. 30 dead, 50 wounded

32. The bomb had been hidden

- a. under a bench.
- b. in a parked car.
- c. on a roof.
- d. in a trash can.

33. According to Text , many of the victims were

- a. innocent pedestrians.
- b. Muslim shopkeepers.
- c. women and children.
- d. government workers.

Listen to Text K and answer Questions 34–37.

34. Targets of the bombing in El Salvador were

- a. American installations.
- b. leaders of left-wing political forces.
- c. several police stations in the capital.
- d. headquarters of a right-wing political group.

35. What building suffered the greatest damage from the bomb?
- a. The right-wing party headquarters
  - b. The American consulate
  - c. A police station in the suburbs
  - d. The house of a political leader
36. How many casualties did the bomb cause?
- a. 0
  - b. 1
  - c. 2
  - d. 3
37. According to Text K, what happened at the house of Vice-President Diaz?
- a. Three grenades were tossed onto its roof.
  - b. It and the house next door were bombed.
  - c. It sustained minor damage—some broken windows.
  - d. An arsonist set it on fire.

Listen to Text L and answer Questions 38–40.

38. Who was the victim of the attack in West Beirut?
- a. A member of the radical wing of the PLO
  - b. A Syrian soldier
  - c. An officer of Islamic Jihad
  - d. A Saudi Arabian diplomat
39. How did the terrorists kill their victim?
- a. By a hand grenade
  - b. With a car bomb
  - c. By automatic weapons fire
  - d. With a booby trap

## Listening Workbook 5, Test

40. According to Text L political observers think the killing was intended
- a. as an act of revenge.
  - b. to heat up the political climate.
  - c. as a pretext for breaking the ceasefire.
  - d. to frustrate the peace process.

### Unit 25

Listen to Text M and answer Questions 41–43.

41. According to Text M, what happened to the ship?
- a. There was an explosion in the engine room.
  - b. It struck a floating mine.
  - c. A plane accidentally dropped a bomb on it.
  - d. One of its gun turrets exploded.
42. What were the resulting casualties?
- a. Two sailors dead, five wounded
  - b. Three sailors dead, many wounded.
  - c. Four sailors dead
  - d. Five sailors wounded
43. How does Text M describe the events that followed?
- a. The crew succeeded in putting out the resulting fire.
  - b. At last report, the fire was still burning.
  - c. Ammunition aboard the ship exploded, blowing a hole in the deck.
  - d. The engine room was put out of commission.



Listen to Text N and answer Questions 44–47.

44. Where did the incident described by Text M occur?

- a. Madagascar
- b. Madrid
- c. Modena
- d. Mannheim

45. What did the police discover?

- a. An underground lab for making drugs
- b. A large cache of smuggled guns
- c. An outfit making terrorist bombs
- d. A counterfeit money operation

46. What was hidden in the handwoven ponchos?

- a. Explosives
- b. Handguns
- c. Counterfeit bills
- d. Cocaine

47. How many people were arrested?

- a. 3
- b. 5
- c. 6
- d. 9

Listen to Text O and answer Questions 48–50.

48. How many casualties resulted from the accident?

- a. No dead but at least 28 wounded
- b. 2 dead and at least 30 wounded
- c. 3 dead and at least 23 wounded
- d. 8 dead and at least 32 wounded

## Listening Workbook 5, Test

49. The accident happened at

- a. Fort Benning.
- b. Fort Sill.
- c. Fort Bragg.
- d. Fort Dix.

50. The accident occurred during

- a. practice artillery gunnery exercises.
- b. transportation of old ammunition scheduled for disposal.
- c. loading of shells onto a truck.
- d. test firing of a new type of howitzer.