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RUSSIAN

Proficiency Improvement Course



**LISTENING
VOLUME 3**

***Workbooks 6 - 9
Units 26 - 45***

DEFENSE LANGUAGE INSTITUTE, FOREIGN LANGUAGE CENTER

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RUSSIAN
Proficiency Improvement Course

LISTENING WORKBOOK

Volume 3

Units 26 - 45

1989
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DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER



RUSSIAN PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL1206

Edition A

Defense Language Institute, Foreign Language Center
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10 Credit Hours

Edition Date: September 1990

Subcourse Overview

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

Workbook 6 is at proficiency level 2. It contains texts about conflicts in the Middle East and Central America, the Philippines and the Baikal-Amur Railway. These texts have been taken from the Soviet media.

This is the first workbook at level 2. 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 information based on the first sentence of a text,
- recognizing Russian word order,
- following the sequence of events,
- grouping related vocabulary items,
- guessing the meaning of unfamiliar vocabulary based on the context,
- identifying adjectives with the words they describe to understand more specific details.

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Table of Contents

<u>Section</u>	<u>Page</u>
Subcourse Overview	i
Administrative Instructions	iv
Grading and Certification Instructions	iv
Unit 26 The Middle East	
Exercises 1–10	1
Key Vocabulary	13
Unit 27 Central America	
Exercises 1–10	15
Key Vocabulary	24
Unit 28 The Philippines	
Exercises 1–10	27
Key Vocabulary	35
Acronyms and Abbreviations	36
Unit 29 The Baikal-Amur Railway [BAM], Part I	
Exercises 1–10	37
Key Vocabulary	50
Acronyms and Abbreviations	50
Unit 30 The Baikal-Amur Railway [BAM], Part II	
Exercises 1–10	51
Key Vocabulary	60
Acronyms and Abbreviations	61
Speaking Suggestions	63
Answer Keys	69
Dictionary	85
Glossary	89
Workbook Test	91

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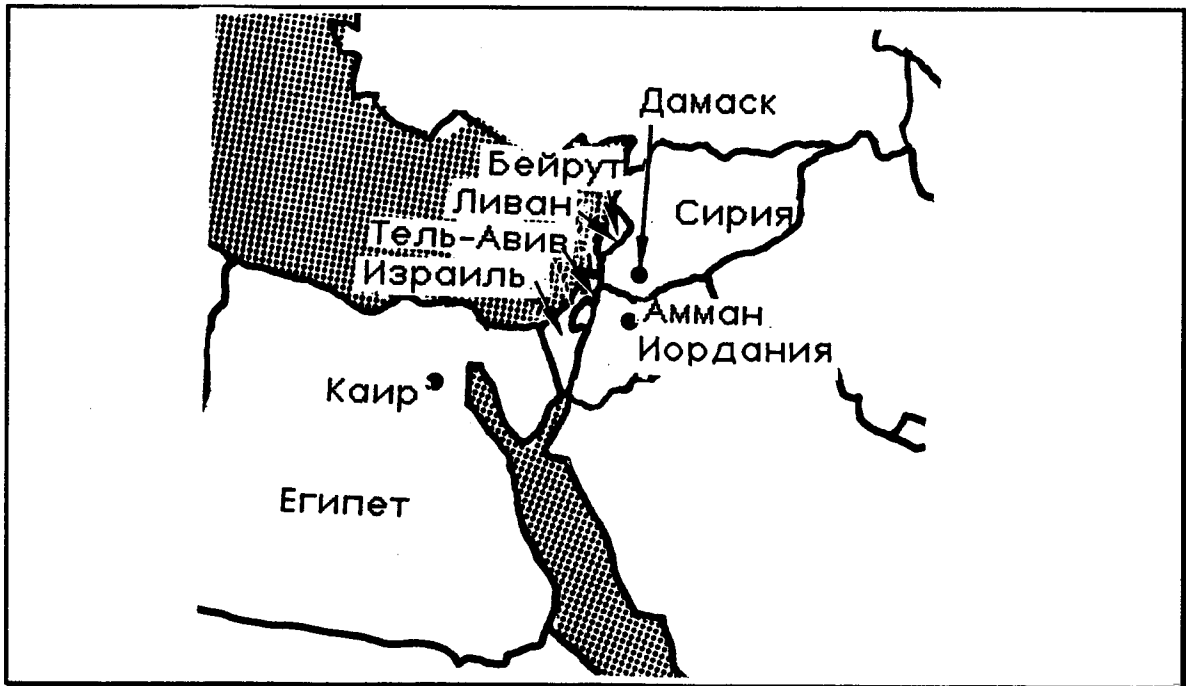
In DLI publications, the words "he," "him," and "his" denote both masculine and feminine genders. This statement does not apply to translations of foreign texts.

Unit 26—The Middle East

In this unit you will listen to reports on events in Israel and Lebanon. In Lebanon the conflict at the time of these reports is between the Christians and the Muslims and in Israel it is between the Israelis and the Palestinians. The reports come from the Soviet news program *Время* and were broadcast in the late 1980's.

Exercise 1 Before you listen to any of the reports, look at the map of the Middle East below. Locate Israel and Lebanon on the map. Then find their capitals and write them in Russian in the spaces provided. Answer the question below in English.

Страна	Столица
1. Израил	_____
2. Ливан	_____
3. What country does the Gaza strip border on?	_____



Exercise 2 Text A is a report about the release of a hostage named Singh. In this first exercise you will be listening for location and working on some of the key vocabulary you need to understand the text.

1. This question refers to location. Read the question first and then listen to Text A. Write your answer in English. In what city was Singh released?
-

2. The phrases below are three events which happened to Singh. They are not complete sentences, but give you a basic idea as to what occurred. Put these events in sequence by writing a number from 1–3 next to each event. This logical sequence does not necessarily correspond to the order in which they are mentioned in Text A.

a. ___ похищен Сингх

b. ___ передан Сингх

c. ___ освобожден Сингх

3. The reporter uses the phrase *имеющий вид на жительство* to describe Singh. What does this phrase mean? Circle the correct answer.

a. Has a residence permit

b. Owns property

c. Has a temporary work permit

Exercise 3 The questions below will help you to focus on the main points of Text A. Read the questions first, so you know what to listen for. After you listen to the text write your answers in English in the spaces provided.

1. How long ago was Singh kidnapped?

2. Who kidnapped him?

3. What is Singh's profession?

4. What is Singh's nationality?

5. To the representatives of what country will Singh be handed over?

6. Why is Singh being handed over to this country?

7. The city in which the transferral will occur is the capital of Syria. What is the name of this city?

Exercise 4 The report of Text B contains a lot of action. First you will want to listen for the name of the country. In addition, the reporter describes events in many different areas.

1. Listen for the name of the country reported in Text B. Write it in English in the space provided.

2. In order to understand Text B you have to understand what action occurred in what area. Below on the left are phrases describing the actions and on the right are phrases describing the locations. Listen for these phrases in Text B. Match the actions with the corresponding locations by writing the appropriate letters in the spaces provided.

- | | | |
|--------|------------------------------------|---|
| 1. ___ | Артиллерия обстреляла | a. в Горном Ливане |
| 2. ___ | Обстановка обострилась | b. западнобейрутский район Манара и южный пригород Шиях |
| 3. ___ | Артиллерийские дуэли вспыхнули | c. на зеленой линии в Бейруте, а также в его южных пригородах |
| 4. ___ | Отдельные столкновения имели место | d. в районе населенных пунктов Сук Эль-Гарб, Айтат и Алей |

3. This last part of Exercise 4 focuses on the number of casualties. Listen for the information about casualties in Text B and then match the beginning of the sentences with the appropriate ending of sentences by writing the correct letters in the spaces provided.

- | | | |
|--------|-----------------|-------------|
| 1. ___ | One person was | a. killed. |
| 2. ___ | Six people were | b. wounded. |

Exercise 3 The questions below will help you to focus on the main points of Text A. Read the questions first, so you know what to listen for. After you listen to the text write your answers in English in the spaces provided.

1. How long ago was Singh kidnapped?

2. Who kidnapped him?

3. What is Singh's profession?

4. What is Singh's nationality?

5. To the representatives of what country will Singh be handed over?

6. Why is Singh being handed over to this country?

7. The city in which the transferral will occur is the capital of Syria. What is the name of this city?

b. How many different areas of fighting in Text B does the reporter describe?

1. 4
2. 5
3. 6
4. 7

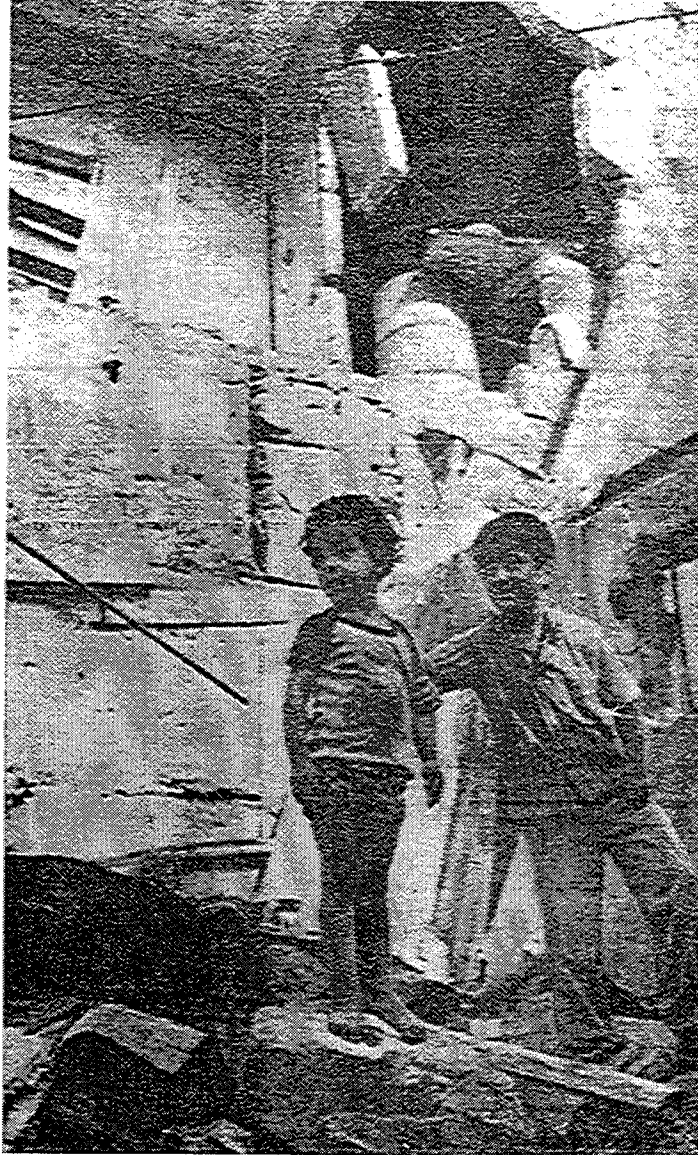
Exercise 6 The report of Text C occurred after an election in Lebanon. It was hoped that this election would bring about a much longed for peace. In Text C the reporter first comments on the effect of the civil war and then several Lebanese describe how they feel about the renewed hope for peace. Their comments have been translated into Russian by the Soviet news program.

1. Before you listen to Text C read the list of words and phrases below which are important vocabulary items in the text. Then match the Russian with the English equivalents by writing the appropriate letter in the spaces provided. If you are unsure of any of the items listen to Text C to see if you can figure out the meaning by using the context.

- | | | |
|--------|-----------------------|-----------------------|
| 1. ___ | воспрянуть духом | a. to long for peace |
| 2. ___ | достигнутые | b. understandings |
| 3. ___ | истосковаться по миру | c. to take heart |
| 4. ___ | гражданская война | d. to put an end to |
| 5. ___ | договоренности | e. latest events |
| 6. ___ | последние события | f. drawn out conflict |
| 7. ___ | положить конец | g. resolution |
| 8. ___ | затянувшийся конфликт | h. civil war |
| 9. ___ | разблокирование | i. achieved |

Figure 26.1 portrays the effects of war. These two children are standing in what used to be their home.

Figure 26.1



Listening Workbook 6, Unit 26

2. In the first two sentences of Text C the reporter describes the hardships the Lebanese have endured because of the war. Read the questions below before listening to the text. Then answer the questions in English in the spaces provided.

a. What does the author say to indicate that everyone in Lebanon has been affected by the war?

b. Next, the reporter describes the sufferings of the people. What two things are the people tired (устали) of?

Exercise 7 In the next part of the report the reporter tells his audience that the Lebanese have taken heart. Then the reporter interviews two Lebanese.

1. The questions below refer to the meeting described in Text C. Read the questions first and then listen to the text for the answers. Write your answers in English unless otherwise indicated.

a. Who was present at the meeting?

b. Where did the meeting occur?

- c. What was achieved at the meeting? Your answer need only be one word. Write this word in Russian.

- d. What does the reporter say is the result of this meeting?

2. This next part of the exercise deals with the interviews. Read the questions and then listen to the text for the answers. Write your answers in English.

- a. In what city did the reporter conduct the interviews?

- b. What question does the reporter put to the interviewees?

3. The answers of the interviewees contain similarities and differences. Read each statement below. Then listen again to the text if necessary. Write a 1 if the statement refers to the first interviewee and a 2 if it refers to the second interviewee. Some statements may refer to both interviewees. In those cases write a 1 and a 2.

a. ____ He believes that better times are coming.

b. ____ He believes that those who are in charge are doing everything possible to create better times.

c. ____ He hopes that the presidential elections will put an end to the suffering.

d. ____ He says that the land of Lebanon is longing for peace.

Exercise 8 Text D is a report about violence in a school in the Gaza Strip. In this first exercise dealing with Text D you will be listening for the basic facts of who did what to whom according to the Soviet report. Write your answers in English in the spaces provided unless otherwise indicated.

1. The reporter tells you who is involved in the school incident in the first sentence. Listen for this information in Text D. Write who the two groups are in Russian. Then give the English equivalents in the spaces provided.

- a. _____
- b. _____

2. Read the following questions and then listen to Text D for the answers. Write your answers in English in the spaces provided.

a. What did the two groups do?

b. On what day of the week did the incident occur?

c. In what city did the incident occur?

d. What does the reporter say was the result of this incident?

3. The word order of the first sentence is a little tricky. Listed below are parts of the first sentence. Put these phrases into the order in which you hear them in the text by writing numbers beginning with 1 in the spaces provided. Some of the phrases are not mentioned in the text at all. Write a zero next to these phrases.

- a. ____ демонстрацию палестинских школьников
- b. ____ во вторник
- c. ____ израильские каратели
- d. ____ встретили
- e. ____ огнем из автоматов
- f. ____ расстреляли
- g. ____ манифестацию арабских школьников
- h. ____ в городе Газа

Exercise 9 This exercise focuses on the remaining factual information mentioned in Text D. Read the questions and then listen for the answers. Write your answers in English in the spaces provided.

1. What does the report say about the activities of the Israelis and Palestinians. Write your answers below in the appropriate space.

a. Israelis _____

b. Palestinians _____

2. When does the reporter say these activities occurred?

3. What does the reporter say about casualties?

4. What is significant about the cities of Наблус, Каландие, and Бейт-Сахур?

Figure 26.2



Exercise 10 The questions below refer to vocabulary items in Text D. The previous exercises addressed the factual information of the text, but this exercise asks you to listen more closely to Text D.

1. Listen for the Russian equivalent of the phrase *Palestinian refugee camps*. Write it in the space provided below.

2. The text mentions Israeli military subunits. There is an adjective used to describe these subunits. Listen for the adjective and write it in Russian in the space below. Then give the English equivalent.

3. The reporter describes the demonstrations in two different ways. Listen for these two words or phrases and write them in Russian in the spaces provided.

4. In the same way the reporter refers to the school children twice using two different words. Listen for these two words and write them in Russian in the spaces provided.

Key Vocabulary



беженец
вид на жительство
возврат
воспрянуть духом
вспыхнуть
договоренность
затянувшийся

refugee
 residence permit
 return
 to take heart, get encouraged
 to break out
 understanding
 drawn out

истосковаться
каратели

манифестация
обойти
обостриться
отборный
подавление
подвергнуться
подросток
подряд
постоянный
похищенный
прекращаться
разблокирование
страдание
страх
стычки

to really miss
chastisers,
punitive expedition forces,
demonstration
to avoid, bypass
to intensify
selected, elite
suppression
to be subjected to
teenager, adolescent
in a row
constant
kidnapped
to end, cease
unblocking, resolution
suffering
fear
skirmishes

Unit 27—Central America

In this unit you will be listening to news reports on events in Nicaragua and El Salvador. At the time of these reports there was fighting in El Salvador and a cease fire in Nicaragua. The conflict in El Salvador is between a right wing government and left wing rebels. In Nicaragua the US supported contras are fighting the Marxist government of the Sandinistas.

Before you begin listening to the texts you might want to look at the map of Central America below so that you are familiar with the location of Nicaragua and El Salvador. Then proceed to Exercise 1.



Exercise 1 Text A focuses on an attack in El Salvador. As you are listening for the first time, decide whether the rebels or government troops are attacking.

1. A name of an organization is mentioned in Text A. Supply the missing parts of the name of this organization in Russian in the spaces provided.

имени Фарабундо Марти

2. Write a one sentence summary about Text A and include information such as who attacked whom or what and in what city.

Exercise 2 Text A provides you with some of the details surrounding the attack. This exercise asks you to listen for these details.

1. Read the following question which refers to the attack. Then listen to Text A for the answer. Write your answer in English. What did the attackers do to the building?

2. What word does the reporter use to refer to the attackers? Write this word below in Russian.

Exercise 3 Text B is about the same country mentioned in Text A. The events occurred about two weeks after the incident described in Text A. The reporter tells you the main idea of the text in the first sentence. This exercise focuses on the main idea. Text B has been divided into two parts. Read the exercises below and then listen to Text B.1 for the answers. Write the answers in the spaces provided in English unless otherwise indicated.

1. a. Before you listen to Text B.1 for content, listen for the adjective which means *largest*. Write it below in the space provided in Russian.

- b. Now listen for the main topic of Text B. The following question will help you to focus on the main idea. What has begun in El Salvador?

- c. On what day of the week did this event occur?

2. The word order of the first sentence is common in Russian. To help you to identify this word order, phrases of the sentence are listed below. Write a number beginning with 1 next to each phrase to correspond with the order in which they are mentioned in Text B.1

- a. ___ в субботу
- b. ___ за последние восемь лет
- c. ___ в Сальвадоре
- d. ___ начал
- e. ___ Фронт национального освобождения имени Фарабундо Марти
- f. ___ крупнейшее наступление
- g. ___ вооруженного конфликта

Exercise 4 By now you know the gist of Text B.1. Based upon this text what do you think Text B.2 will be about? Write your predictions in the spaces provided below in English. Then listen to Text B.2 to see if your predictions are confirmed.

Exercise 5 Text B.2 relates the details of the attack. This exercise begins with questions about key vocabulary words in Text B.2.

1. Below are sets of related words. The words in each set have similar meanings. Text B contains a word which can be included in each of the sets. Read the words and then listen in Text B for the missing words. Write them in the spaces provided in Russian.

a. вставший, революционный, мятежный

b. сторонник, приверженец, последователь

c. ликвидировать, разрушить

d. наступать, нападать

2. Who is providing the Soviet news agency with information about this attack? Write your answer in English in the space provided.

Exercise 6 Text B.2 contains a lot of numbers. These numbers refer to people or things that have been affected by the attack. Below is a list of the numbers and two empty columns. Beneath this chart are two columns, the first of which contains nouns and the second of which contains verbs. Listen to Text B to hear what each of the numbers refers to. Then pick the appropriate words from each column of nouns and verbs and write them next to the numbers. The verbs may be used more than once.

<u>число</u>	<u>чего, кого</u>	<u>что случилось</u>
450		
несколько		
1		
десятки		
50		
20		

<u>чего, кого</u>	<u>что случилось</u>
военных машин армейских объектов самолет солдат и офицеров сальвадорской армии вертолетов	атаковали уничтожено выведено из строя находится в Сан Сальвадоре

Exercise 7 Although Text C is still about Central America, it differs from the previous texts in content. It is about an attempted cease-fire. Therefore, the focus is on diplomatic channels as opposed to fighting. First there is a vocabulary exercise and then an exercise concerning the main idea.

1. Listen for the Russian equivalents of the key vocabulary listed below in Text C. Write them in the spaces provided.

- a. announced _____
- b. introduction _____
- c. unilateral _____
- d. cease-fire _____
- e. intermediary _____
- f. comprehensive _____

2. Daniel Ortega's announcement is the main idea of Text C. Listen for this announcement in Text C and then write, in English, his announcement in the spaces provided.

Exercise 8 After you listen for the main idea you want to listen for the supporting details. The following exercises will help you to understand the details and the time frame of the report.

1. The list below consists of the names of four people or groups of people who are mentioned in Text C. Each of them plays a certain role in this story. There are also four phrases below, each of which relates to one of the names. Listen for the names in Text C and then match the phrases with the names by writing the appropriate letter next to each sentence.

- a. Даниэль Ортега
- b. Джесси Джексон
- c. конгресс США
- d. главы государств Центральной Америки

- 1. ___ оказание всесторонней поддержки в реализации договоренностей
- 2. ___ обращение к бывшему кандидату с просьбой
- 3. ___ выступление в качестве посредника
- 4. ___ достижение договоренностей

2. Which of the phrases above refer to actions which have already happened and which refer to actions which might happen in the future? Write the number of each phrase next to either past actions or future actions below. Listen to Text C again if necessary. Remember to listen for verb tense and time expressions such as *недавно* to help figure out the time frame.

- a. ___ ___ Past
- b. ___ ___ Future

Exercise 9 Text D is about the same topic as Text C but the events occurred a day later. The first exercise concerning Text D will focus on vocabulary. Read the questions first and then listen to Text D for the answers.

1. Write the phrase in Text D which means *to decide* in Russian in the space provided.

2. Listen for the verb in Text D which is a synonym of *продолжать* and *удлинять*. Write it in Russian.

3. Match the adjectives with the words they describe as you hear them in Text D by writing the appropriate letters in the spaces provided. The adjectives are all listed in the nominative form. A word may be described by more than one adjective.

- | | |
|-----------------------|------------------|
| 1. ___ наступательный | a. действие |
| 2. ___ односторонний | b. администрация |
| 3. ___ боевой | c. армия |
| 4. ___ ответный | d. прекращение |
| 5. ___ народный | e. операция |
| 6. ___ американский | |
| 7. ___ сандинистский | |

Exercise 10 Listen to Text D again and decide what decision the Nicaraguan government made and what the reaction of the US was. Write your answers in the chart below in English.

Nicaragua	US

Key Vocabulary



введение
 всесторонний
 вывести из строя
 генеральный штаб
 десятки
 заявить
 крупнейший
 огнестрельное оружие
 односторонний
 ответный
 повстанческий
 подробности
 посредник
 продлевать

introduction
 comprehensive
 to put out of action
 general headquarters
 dozens
 to announce
 largest
 firearms
 unilateral
 reciprocal
 insurrectional, rebel
 details
 intermediary
 to extend, prolong

развернутый
убедить

deployed
to convince

This page is intentionally left blank.

Unit 28—The Philippines

In this unit you will listen to reports about an attempted coup in the Philippines. Corazon Aquino is the democratically elected president of the Philippines at the time of these reports. She is supported by the US government. The rebels who attempted the coup are dissatisfied members of the military. The rebels took over the financial district of the capital and were then surrounded by government troops. These texts will allow you to hear how the Soviet press reports on coup attempts. You will also be able to familiarize yourself with the vocabulary associated with such reports and you will have the opportunity to practice following the sequence of events.

Exercise 1 The first exercise in this unit focuses on vocabulary that you will hear in the texts in this unit and in any text reporting on coups or mutinies. You may already know some of the words but it is always helpful to think about the type of vocabulary that you will hear in a report. Match the Russian words with their English equivalents by writing the appropriate letters in the spaces provided.

- | | |
|----------------------------|---------------------|
| 1. _____ мятежник | a. hostage |
| 2. _____ захватить | b. coup |
| 3. _____ нанести удар | c. rebel |
| 4. _____ воздушная блокада | d. crossfire |
| 5. _____ перестрелки | e. air blockade |
| 6. _____ прорваться | f. to strike |
| 7. _____ перерезать | g. to seize |
| 8. _____ заложник | h. to cut off |
| 9. _____ переворот | i. to break through |

Exercise 2 Text A is a report given by a Philippine government official about the status of the coup attempt. He begins his report by describing the situation. Read the questions below first and then listen to Text A for the answers. Write the answers in English unless otherwise indicated.

1. How does the official describe the situation in the Philippines? Write the two words first in Russian and then give the English equivalents in the spaces provided.

a. _____

b. _____

2. What city is the official describing?

3. What is the title of the government official?

4. What is the name of the government official?

5. Over what type of media is the official relaying his message?

Exercise 3 Now you will be listening for the specific details surrounding the situation described by the official in Text A. In addition the reporter tells you about the US reaction to the events in the Philippines. Write your answers to this exercise in English.

1. The chart below will help you organize the details of the situation. Listen to Text A for the information requested by the chart and then fill it in.

Who	When	What	Where

2. What does the government official say to indicate that the rebels are not winning?

3. What is President Bush's reaction to the attempted coup?

Exercise 4 Text B tells you about events in the Philippines on the day following the report of Text A. The report is about one incident in which the US helped the Aquino administration. The sentences below describe the events of the incident from beginning to end. However, they are not listed in the order in which the events actually occurred. Listen to Text B and then put the sentences below in the correct sequence by writing a number from 1-5 in the space provided.

- _____ Президент США приказал установить воздушную блокаду.
- _____ Основная задача по воздушному прикрытию Манилы была выполнена.
- _____ Мятежники захватили военно-воздушные базы.
- _____ Филиппинское правительство обратилось с просьбой к президенту США.
- _____ Истребители-бомбардировщики осуществляли воздушную блокаду.

Exercise 5 This exercise will help you to listen for more specific details and also will further check your comprehension with true/false statements.

1. The questions below refer to some of the specific details in Text B. Read the questions first so that you know what kind of information to listen for and then listen to the tape for the answers. Write your answers in English.

a. What official is giving this report?

b. What type of planes were used in the operation?

c. What is the name of the planes?

d. What was the date of the operation?

e. To what city was air defense provided?

2. Read each of the statements below and decide if it is true or false. Mark the appropriate box. You may listen to Text B again if necessary.

	T	F
a. The Philippine air force worked jointly with the US air force on this mission.	<input type="checkbox"/>	<input type="checkbox"/>
b. The rebels seized more than one air force base.	<input type="checkbox"/>	<input type="checkbox"/>
c. None of the rebels were killed during the blockade.	<input type="checkbox"/>	<input type="checkbox"/>
d. The US planes did not have to use their weapons.	<input type="checkbox"/>	<input type="checkbox"/>
e. The air defense lasted a week.	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 6 This vocabulary exercise will help prepare you to listen to Text C. The words on the left hand side below are synonyms of words in Text C. The words from Text C are on the right hand side. Match the two columns by writing the correct letters in the spaces provided.

- | | | |
|----------|--------------|---------------|
| 1. _____ | восстание | a. переворот |
| 2. _____ | начинаться | b. прорваться |
| 3. _____ | оккупировать | c. очевидец |
| 4. _____ | свидетель | d. вспыхивать |
| 5. _____ | восставший | e. выбить |
| 6. _____ | революция | f. мятежник |
| 7. _____ | выгнать | g. захватить |
| 8. _____ | пробиться | h. мятеж |

Exercise 7 In Text C the reporter describes different incidents around the capital city. Since he describes several incidents it is important to understand what is happening where.

1. Read the statements below and then listen to Text C for the necessary information. Circle the appropriate response.

The rebels had control of all of the following EXCEPT

- a. an air force base.
- b. a hotel.
- c. the main street.
- d. a navy base.
- e. the presidential palace.

2. Below on the left are phrases describing the actions and on the right are phrases describing the locations. Listen for the phrases in Text C. Match the actions with the corresponding locations by writing the appropriate letters in the spaces provided.

- | | | |
|--------|---|--------------------------------------|
| 1. ___ | Спорадические перестрелки вспыхнули | a. в гостинице. |
| 2. ___ | Группа мятежников прорвалась | b. из ряда штабных зданий. |
| 3. ___ | Группа мятежников перерезала | c. на базе Вильямор. |
| 4. ___ | Группа мятежников удерживает заложников | d. в различных районах. |
| 5. ___ | Авиация была захвачена | e. центральную улицу города. |
| 6. ___ | Путчисты были выбиты | f. с военно-воздушной базы Вильямор. |

Exercise 8 Since you now have a general idea of what happened, you are ready to answer more specific questions. In this exercise you will listen for some of the details. Read the questions below first and then if necessary listen to Text C again for the answers. Write your answers in English.

1. According to the report, how many days has the rebellion lasted so far?

2. What has been occurring during the nights?

3. According to the text, how many rebel soldiers were there?

4. What is the name of the hotel described in Text C?

5. What are the rebels doing in the hotel?

6. What were the rebels attacking from the air force base?

7. From what two locations have the rebels been chased out?

Exercise 9 The sentences below describe events in Text C. They are not listed in the sequence in which they actually occurred. Put them in the sequence in which, according to Text C, they occurred by writing a number from 1–6.

_____ The rebels seized a hotel.

_____ The rebels broke out of the surrounded air force base.

_____ The rebels cut off the main street of the city.

_____ The rebels took over an air force base.

_____ The rebels attacked the presidential palace.

_____ The rebels took hostages.

Exercise 10 You have listened to three reports about the coup attempt. It is important when you are following a story like this to remember what happened from day to day. The statements below refer either to Texts A, B, or C. Decide which report they refer to and write the letter of the text in the space provided. If you need to you can go back and listen to the texts.

1. _____ American fighter-bomber planes carried out an air blockade.
2. _____ The president of the US acted on a request from the Philippine government.
3. _____ The US offered military aid to the Philippines.
4. _____ The rebels stormed through the city capturing hostages.
5. _____ Several helicopters were seized by the rebels.
6. _____ There was sporadic cross-fire throughout the nights.
7. _____ The Aquino administration points out that the majority of the armed forces support the government.
8. _____ The situation is described as extraordinarily critical.

Key Vocabulary



воздушное прикрытие	air cover
выбить	to knock out, dislodge
выполнить	to fulfill
действовать	to act, operate
заложник	hostage
захватить	to seize
звено	group, flight of three
мятеж	rebellion
мятежник	rebel
наносить удар	to strike
осуществлять	to accomplish, implement

очевидец	eye-witness
переворот	revolution, overturn
перерезать	to cut through, cut off
перестрелки	cross-fire
предоставление	allotment, allocation
прорваться	to break through
протяжение	extent, stretch
путчист	rebel, participant of putsch
распоряжение	command, direction
свидетельство	evidence
согласно	according to
удерживать	to hold
чрезвычайно	extremely

Acronyms and Abbreviations

АП

AP (Associated Press)

Unit 29—The Baikal-Amur Railway [BAM], Part I

One of the greatest and most expensive engineering feats of the century began more than 55 years ago in Siberia. The plan was to build a 3,100 kilometer-long railroad, branching off the Trans-Siberian line, passing north of Lake Baikal, heading east to the Amur River. Where the Trans-Siberian, built between 1891 and 1903, produced a thin ribbon of civilization crossing the frozen waste, the BAM was supposed to allow for economic development of Siberia. Stalin ordered the first survey party to go there in 1934. The geological, logistical, and meteorological conditions of this project presented truly formidable obstacles. It became a joint project of military engineering and slave labor—up to half a million people lived and worked in the camps with many dying there until shortly after Stalin's death in 1953, when the camps were closed.

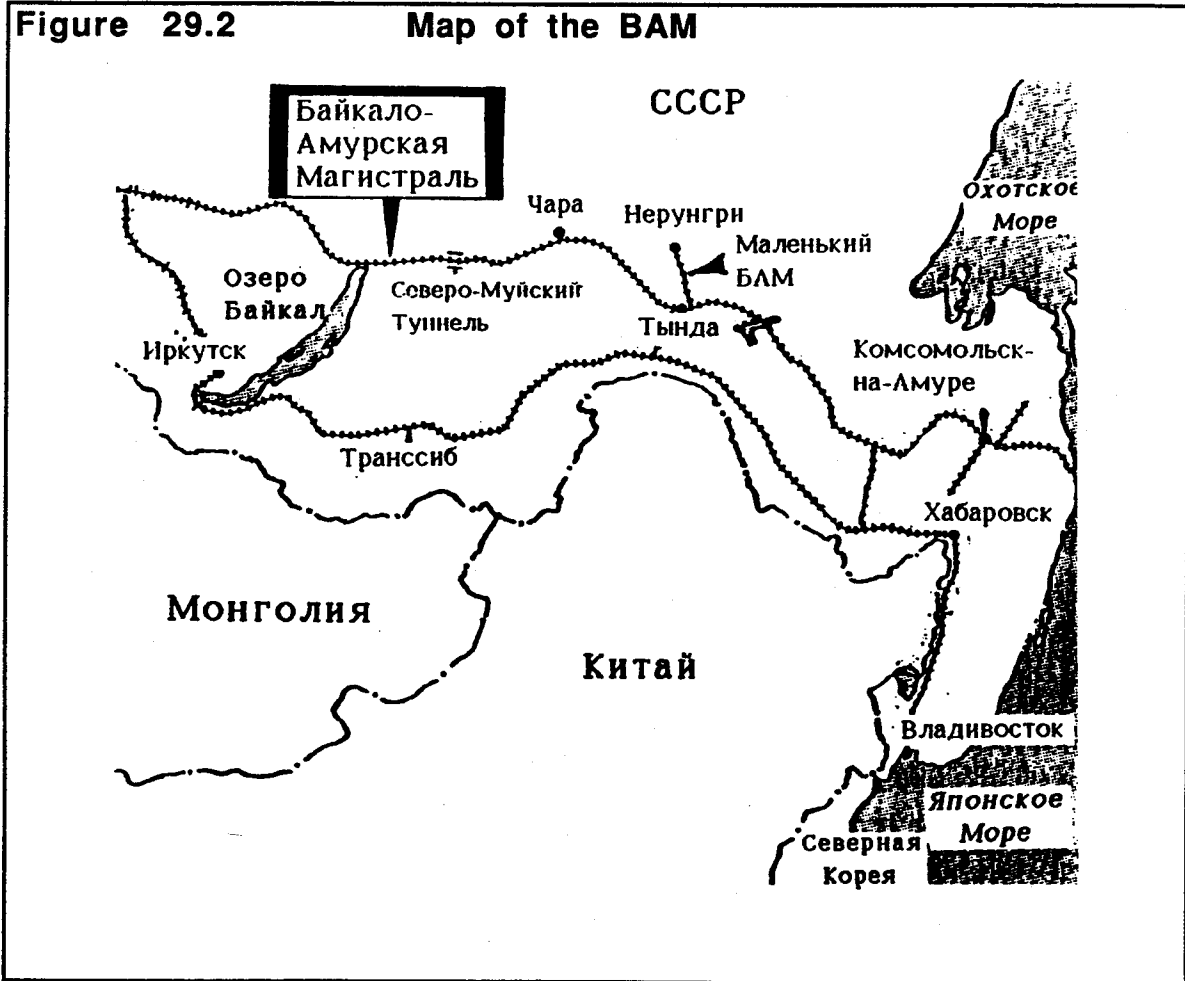
Work picked up in 1974 and the BAM was officially declared completed in 1989. This unit and the following one present accounts of the history, conditions, controversy, and completion of the BAM. The unit begins with several short, introductory texts and exercises.

Figure 29.1

Along the BAM



Exercise 1 This exercise introduces some of the geography and terminology—words and names of places—connected with the BAM which became known thanks largely to the huge publicity campaign of the 1970's.



1. Identify the following places or features on the map above (Figure 29.2) by drawing a circle around the name of each one.

- a. Lake Baikal
- b. Irkutsk (city)
- c. China
- d. Sea of Okhotsk
- e. Vladivostok
- f. The "Little BAM Railroad"

2. The word BAM itself is an acronym—a word you can pronounce made from the first letters of a title or name. It stands for Байкало-Амурская Магистраль. It's a regular noun, like дом, has case endings, and combines with other words in Russian. Try to guess what the word бамовец (plural: бамовцы) means. It may help to notice the -ец ending. This ending usually refers to the doer of something, e.g., комсомолец (member of the Young Communists League) or афганец (a soldier who fought in Afghanistan). Circle the correct answer below.

Бамовец means

- a. money to finance the railroad.
 - b. someone who works on the BAM.
 - c. a train engineer.
 - d. the ministry in charge of the BAM.
3. Another key word connected with the BAM is Транссиб. It, too, is an acronym, made from the beginnings (транс and сиб) of two other words. Try to guess its meaning and circle the answer below.

Транссиб means

- a. the trans-shipment of goods across the USSR to the Pacific.
 - b. the transfer of personnel from one project to another.
 - c. the transition from Stalinism to Communism.
 - d. the Trans-Siberian Railway.
4. The word тайга is a geographic term, specific to Siberia and its harsh climate. Circle the correct answer below.

Тайга is

- a. the name of the wind that blows from the Pacific.
- b. what the Russians call the continental climate.
- c. the Siberian forest belt which begins south of the tundra.
- d. what the Russians call Siberian vegetation.

Exercise 2 The first two texts summarize military construction and engineers' involvement in the BAM. Text A is typical of the praise that was heaped on the BAM and its builders. ("В течение десяти лет БАМ пребывал у всех на устах.") Until recently, there were no negative comments expressed publicly.

1. Listen to Text A, which is very brief—it has only two sentences. Then read and complete the following statement, based on Text A. Circle the correct completion.

As a souvenir of its work on the BAM, the construction battalion keeps

- a. a roll of honor with the names of all the workers.
 - b. the medal awarded by the Supreme Soviet.
 - c. a huge map of the 3,120 kilometer-long route.
 - d. the symbolic key to the Eastern Section of the BAM.
2. Read the following summaries of Text A's first sentence. Then listen to Text A and choose the summary that best fits the meaning of Text A. Circle the correct answer.
 - a. The battalion received a medal for its work on the BAM.
 - b. A book was published showing scenes of the project.
 - c. A monument was erected to all who worked on the BAM.
 - d. This feat was inscribed in the military roll of honor.

Exercise 3 Text B is also short. You may want to refer back to the map (Figure 29.2) to locate towns named in the text. You also need to realize that some sections of the USSR's rail system are under military control so you'll hear references to military railway workers.

1. Your introduction to Text B comes by way of some vocabulary. Match the following key words from Text B with their English equivalents. Write the number of the English item from column B next to the corresponding Russian item in column A.

- | | |
|----------------------------|-------------------------|
| a. _____ завершилась | 1. construction project |
| b. _____ железнодорожников | 2. was finished |
| c. _____ магистраль | 3. beginning |
| d. _____ рельсы | 4. main line |
| e. _____ стройка | 5. rail |
| f. _____ эксплуатации | 6. railway workers |
| g. _____ начала | 7. operation |

Read the following questions and statements about Text B. Answer the questions or complete the statements according to the directions.

2. When was the BAM declared open for full use and turned over to the military railway workers to operate? Answer in English below.

3. What two Russian words are used to describe this huge project? (The two words come immediately after завершилась.) Write them and give the English equivalents below.

Russian: _____

English: _____

4. The following statement gives in English essential information from the last sentence of Text B. Listen to Text B and find what you need to fill in the blanks in English.

The military tracks of the BAM stretch from _____

to _____.

Exercise 4 In your first work with Text C, which is quite short, at first try simply to get the gist of the text.

1. Listen to Text C once. Listen only to get the general idea of the text—do not worry about detailed information. Ask yourself the main questions—who? where? what? and so forth. Then read the following summary statements about Text C. Pick the one which best summarizes the main idea of Text C. If you have difficulty deciding, listen to Text C once again.

Text C describes

- a. all the MOS types that worked on the BAM.
- b. one particular unit that worked on the BAM.
- c. the kinds of equipment used to build the BAM.
- d. the conditions under which men worked on the BAM.

Read the rest of the questions in this exercise. Then listen to Text C again, paying a bit more attention to some of the essential information. Circle the correct answer to the following questions.

2. What kind of engineering project or structure does Text C mention?
 - a. Bridges
 - b. Tunnels
 - c. Viaducts
 - d. Embankments

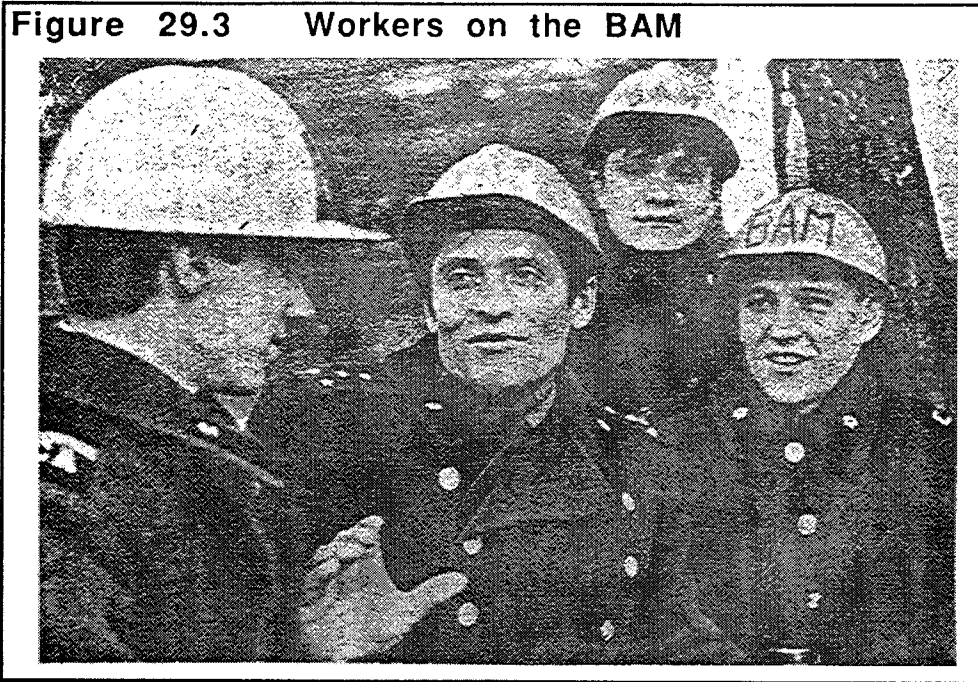
3. What is the plan referred to by Text C?
 - a. The plan for one of the cities along the BAM
 - b. The Soviet Union's Five-Year Plan
 - c. The construction plan for the first month of the year
 - d. The overall plan for the entire BAM project

4. Text C names an officer in charge of a unit on the BAM. What is his name?
- a. Yevblashvili
 - b. Shevchenko
 - c. Almazov
 - d. Ivanov

Exercise 5 Now it's time to go into Text C in much greater detail, to pick up background information. In order to complete the following sentences, you'll need to listen carefully.

The sentences below use information taken from Text C. The English does not necessarily follow the word order of the original Russian, nor do the sentences follow the order in which you originally heard them in the text. In each case, fill in the blanks with the word or words in English that best express the original Russian.

1. The _____ fulfill their socialist duty with pride.
2. The soldiers of this unit overfulfilled the plan by _____ percent.
3. The soldiers of this unit use _____
_____ on the construction sites.
4. The soldiers of this unit work in conditions of _____.



Exercise 6 Text D talks about some of the men and their specializations as they build the railway

1. This exercise asks you to anticipate before you listen. It will help you build a context for Text D before you actually hear anything. Write on the lines below, in English, some of the things you'd expect to hear in a passage on this subject. Try to write down the actual names of MOS and civil engineering skills.

2. Now that you have some feel for the context, it's time to listen to Text D. The first time, listen only for mention of MOS types or job names, such as signalman or brakeman. On the lines below, write the six specializations mentioned by Text D in Russian and give the English equivalents.

Russian	English
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Listen to Text D again, this time for mention of names, ranks, or awards. You should be able to identify three individuals in Text D. Fill in the chart below accordingly.

Name	Rank	Award

Exercise 7 The following statements test your understanding of the content of Text D. Read the statements, listen to Text D and check the appropriate box for each statement.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. The soldiers have begun competing for the title of outstanding subunit. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Almazov is the operator of an excavator. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Before this assignment, Kurkin worked in Kiev. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The soldiers under the command of Major Kurkin are competing at work on the excavator. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The state of the BAM today results from the teamwork of thousands of people. | <input type="checkbox"/> | <input type="checkbox"/> |

Exercise 8 The final text in this unit is about the builders of the BAM. It highlights teaching and training typical of that required for people to complete this huge project.

1. It is useful to build some sort of context in your mind for a text before you begin listening to or reading it. This context-building process helps focus your guessing, suggests probable topics and situations, and helps you tap into appropriate vocabulary. The first part of this exercise gives you practice in context-building.

Before you listen to Text E, you're going to write down some of the major factors involved in training БАМОВЦЫ for work on the BAM. Under the 3 headings "technical", "personnel", and "daily life", list the main problem areas involved in building this particular railroad through Siberia. These headings then would be the focus of major training classes for БАМОВЦЫ.

Technical: _____

Personnel (including MOS types): _____

Daily Life: _____

2. To continue along the lines of context building, this part of the exercise asks you to listen to Text E for the first time only in a preliminary way. Listen one time only for the overall gist of the text. Don't try to pick up lots of detail—you can do that later. On the lines below, write a one-sentence outline of Text E. Text E comes from the soundtrack of a TV program.

Exercise 9 With a context in mind for appropriate vocabulary, read the following list of key vocabulary items. Keep your pencil in hand as you listen to Text E for a mention of each item. When you hear an item, check the box beside it. The items do not occur below in the same sequence as in Text E. Some items do not occur in Text E at all. Do not check those.

- a. преподаватель
- b. рельсы
- c. специалистов
- d. безопасности
- e. локомотив
- f. машиниста
- g. магистрали
- h. знания
- i. движения
- j. диспетчеры
- k. необходимые

Exercise 10 With a context, an idea of the gist of Text E, and some key vocabulary in mind, you should be ready to listen to the text for background and detailed information. Read the questions, listen to Text E, and circle the correct answer. Try to complete this exercise with only one listening. It may help you to know that the announcer is describing one person, but does not give his name.

1. Whom does Text E describe as опытный?

- a. Инженер
- b. Воин-диспетчер
- c. Преподаватель
- d. Механик

2. According to Text E, what has this person (described as опытный) accomplished?

He has

- a. helped lay 400 kilometers of track.
 - b. trained about 400 specialists.
 - c. given more than 400 speeches about the BAM.
 - d. repaired about 400 pieces of heavy machinery.
3. According to Text E, who receives основательные и прочные знания?
- a. Воины-диспетчеры
 - b. Инженеры
 - c. Журналисты
 - d. Землемеры
4. The основательные и прочные знания is essential for what purpose?
- a. Accuracy of surveying work
 - b. Conservation of energy and materials
 - c. Long-term survival in frigid temperatures
 - d. Safe movement of trains on any railway

5. According to Text E, what should characterize all the work on this project?

All operations should

- a. reach the point where they become automatic.
- b. be done in the spirit of building communism.
- c. make economical use of materials.
- d. put operator safety as the primary concern.

Key Vocabulary



бамовец	a worker on the BAM
безопасность	safety
бетонщик	concrete worker
в том числе и	including
взрывник	demolition expert
воин-диспетчер	military controller
движение	(in this context) traffic
доводить до автоматизма	to make something automated, bring to perfection
записать в книгу почета	to inscribe in the roll (book) of honor
железнодорожник	railwayman
книга почета	the roll (book) of honor
магистраль	main line (railway or highway)
мерзлота	permafrost (permanently frozen ground)
механизатор	machine operator
монтажник	assembler, installer of machinery
мостовик	bridge-builder
передать для постоянной эксплуатации	to transfer for permanent use (from builders)
передовой	progressive
плотник	carpenter
подвиг	feat, great deed
путеец	railway engineer
равняться + с + instr. case	to compete with
рельс	track, rail
с честью	proudly, with honor
стройка	construction (project)
у всех на устах	on everyone's lips
экскаваторщик	excavator operator

Acronyms and Abbreviations

БАМ (Байкало-Амурская Магистраль)	The Baikal-Amur Main Railway
Транссиб (Транссибирская Магистраль)	Trans-Siberian Railway

Unit 30—The Baikal-Amur Railway [BAM], Part II

This second unit on the BAM pays attention more to the organizational and political sides of the project than to the human side.

Figure 30.1

Describing the BAM



Exercise 1 Text A comes from the time when the BAM was just completed.

1. Your first approach to Text A is to listen for names only. Listen and try to identify what category most of these names belong to. Then circle the appropriate category below. It may help you to jot each name down in the margin as you hear it.
 - a. Personal
 - b. Geographical
 - c. Types of equipment
 - d. Military units

2. There are several time expressions in Text A. Since it is a good idea to know when things happen—to have a sense of sequence, write down in Russian four time expressions from Text A (there are five in all) in the order in which you hear them. Beside each one, indicate what time it refers to—past, present, or future. The first example has been done for you.

Time Expression	Time Referred To
a. сегодня	present
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____

Exercise 2 This exercise focuses on vocabulary in Text A.

1. You heard the Russian words below while listening to Text A. This exercise lists them in their dictionary form. Match them with their English equivalents. Write the number of the English from column B beside the corresponding Russian word in column A.

a. ___ курсировать	1. overhaul
b. ___ отправляться	2. pause for breath
c. ___ передохнуть	3. rail
d. ___ рельс	4. railway junction
e. ___ ремонт	5. route, path
f. ___ трасса	6. set out
g. ___ узловая станция	7. travel back and forth

2. The following two phrases containing blanks also call for vocabulary work. Read them and then listen to Text A to find the missing information. In each case, there is a single word missing. Write it in Russian in the appropriate space.

a. Строители _____ первые рельсы трассы.

b. К Тихому океану _____ эшелоны.

Exercise 3 The previous exercises should have prepared you to take a closer look at the details of Text A. The questions in this exercise require answers in English in the spaces below.

1. What were the эшелоны carrying?

2. What kind of train carried the proud builders of the BAM?

3. What is supposed to happen at the beginning of the new year?

4. What will happen to the Trans-Siberian Railway that could not happen before completion of the BAM?

5. In addition to repairing the Trans-Siberian main line, what will railway workers do?

The rest of this unit tackles the controversy surrounding the BAM. It includes a few highlights of the positive and the negative views.

Exercise 4 Text B comes from an open letter from General Yazov, the Minister of Defense, upon completion of the BAM. Since it's slightly longer than texts you've heard up to now, you may need to listen to it several times.

1. This exercise guides you to think about groupings and categories as you listen. Read the following list of headings. Listen to Text B with these headings in mind, make a mental note (or even a pencil mark on the page) each time you hear a word belonging to one of these headings. Then, go back through the list and place a check beside any heading for which you heard more than one noun. Some headings will not apply.

- a. personal names
- b. MOS
- c. equipment
- d. place names
- e. ranks
- f. buildings
- g. weather
- h. engineering terms
- i. geographical/regional names
- j. time periods
- k. medals & awards

Looking back at the checked items in the list will give you some sense of the major topics, which areas are and are not discussed in this text.

Exercise 5 Some vocabulary work will help you deal with expressions and phrases you will hear in the text.

1. For the word эксплуатационник, try to guess its meaning. It combines a Russian cognate for *exploitation* with the ending -ник which means a doer of something. On the line below, write an English equivalent of эксплуатационник.
-

2. Circle a synonym for the phrase значительный объем from the following possibilities.

- a. огромное значение
- b. серьезная стройка
- c. большая часть
- d. большая вещь

3. For the word искусственный, try to guess its meaning from the context, where it occurs in the phrase мостов и других искусственных сооружений. The construction helps you here, because it tells you that искусственных сооружений belong to a group of objects that includes мостов (which you should know). Circle the best English equivalent from the list below.

- a. imitation
- b. man-made
- c. artistic
- d. assembled

4. The adjective благоустроенный yields its meaning when you separate its roots—благо and устроен (from строить). On the line below, write an English equivalent for благоустроенный.
-

5. The adjective шефствующий comes from the French word *chef* (English *chief*) in its meaning of "boss", "sponsor", or "patron". It has become a verb, шефствовать. What do you think the word шефствующий means? Write your answer on the line below.

Exercise 6 This exercise tests your understanding of essential information in Text B. Read the following questions, listen to Text B, and write your answers in English in the spaces provided.

1. What words does General Yazov use to describe the work of all those who built the BAM?

2. What veterans does General Yazov mention?

3. General Yazov refers to the work accomplished on the BAM over a period of time. What time period does he mention?

4. Of the weather and climatic conditions endured by the бамовцы, what specifically does the general mention?

5. How many kilometers of railway line are mentioned?

6. How many bridges and other installations were erected by the бамовцы?
-

Exercise 7 This next text gives you a chance to hear some negative opinions of the BAM. Although this section does contain some commentary and opinion, the language is fairly simple and straightforward.

1. The first sentence of Text C sums up the main point of the text. Listen to Text C now, concentrating mainly on the first sentence. Then circle the best English summary of that first sentence from those given below.
 - a. People didn't appreciate the worth of the BAM for a long time.
 - b. For years, everyone talked about the BAM, but now people are doubting its usefulness.
 - c. It was essentially just a big campaign, hyped by the media.
 - d. The BAM has become a monument to Stalinist thinking and the "old" ways of doing things.

2. There are some connecting words in Text C at the beginnings of three sentences which you need to be aware of. They serve to contrast ideas, to introduce, and sometimes to fill in. These particular words are quite common in speech. They give a certain informality to the text. Listen for them in Text C—they come after the word план, after аналогов, and after носа. Write the Russian words below and give the English alongside.

Russian

English

Exercise 8 There are parts of Text C which are not crucial to the argument, so you need not pay attention to every word. Your strategy should be to listen for the main points and the essential information. This is an important strategy to use in listening to every text, when you must decide what is important as well as what is unimportant.

Complete the following statements according to Text C.

1. People who hold negative opinions about the BAM say that it

- a. was not worth the cost.
- b. is too vulnerable to weather.
- c. could be easily sabotaged by the Chinese.
- d. is a "road to nowhere."

2. People who hold these opinions

- a. can't see beyond their own noses.
- b. can't understand the need for development.
- c. don't grasp BAM's political importance.
- d. are not progressive thinkers.

3. The new BAM outlet to the Pacific Ocean

- a. unnecessarily duplicates the Trans-Siberian railway.
- b. is 400 kilometers shorter than that of the Trans-Siberian railway.
- c. has been poorly built and will cost too much to maintain.
- d. is 400 kilometers longer than that of the Trans-Siberian railway.

4. Despite the criticism, the line was built, the military rail workers learned how to operate it, and

- a. it is an example of the triumph of Communism.
- b. it is already paying its way.
- c. it is militarily and politically important for the future.
- d. it is a means to exploit the Soviet Far East economically.

Exercise 9 Text D comes from personal reminiscences of an officer who worked on the BAM. It is short and is in colloquial speech. The officer tells of a difficult question from an old friend. Listen to Text D several times to get the gist of the situation, the question, and the reaction. Then do the exercise. Don't worry if you can't grasp every word. Listen for the main point. Circle the appropriate answers below.

1. Which of the following questions was asked of the officer who worked on the BAM?
 - a. How much did it cost to build that huge thing?
 - b. Well, what did you build out there? Who needs it?
 - c. How long will it last before it falls apart?
 - d. How many people died building that monster?

2. What was the officer's reaction to the question?
 - a. He ignored the question and the questioner.
 - b. He told the person to go read up on this great accomplishment.
 - c. He gave him a long list of the statistics of BAM's success.
 - d. He didn't know what to say, so he made an awkward joke.

3. To himself, however, how did the officer answer the question?
 - a. He remembered what his commanding officer had told him.
 - b. He was proud of his accomplishments and the medal he earned.
 - c. He remembered a poem written in praise of the BAM.
 - d. He decided it had been worth the effort and good for his career.

Exercise 10 This is your chance to sum up what you've learned about the BAM. Feel free to draw on the information from the previous unit and from all four texts in this unit. Write a few brief sentences summing up the BAM. Include at least two points of negative and two points of positive criticism from Texts C and D.

Key Vocabulary



болото
вопреки
горько стало
груз
кстати
курсировать
маревой
между тем
мол
неумелый
объем
отгородиться

swamp
despite
it was distressing
load, freight
by the way
to travel back and forth
foggy, hazy
in the meantime
he says, they say (colloquial)
clumsy, inept
scope, range, volume
to shut oneself off, pretend it's
none of one's business

отправиться	to set out, to leave
передохнуть	to pause for breath
праздничный	holiday, festive
рельс	track
с кем не бывает (colloquial)	anyone can make a mistake
сиюминутный	momentary, of this minute
сязвить (pfv. of язвить)	to say sarcastically
трасса	route, path
узловая станция	railway junction
формироваться	to be formed
шефствовать	to sponsor, be the patron of
эшелон	special train

Acronyms and Abbreviations

Главтранстрой

Main Transportation Construction
Office (Headquarters of the BAM)

Workbook 6—Speaking Suggestions

Unit 26—The Middle East

- a. Present the following situation to your class:

You have decided to raise money on your base for an orphanage in Lebanon. A group of Russian visitors comes to one of your meetings. Explain

- 1) how you will raise money,
- 2) what supplies you will buy with the money, and
- 3) how you will organize transportation of the supplies.

- b. Divide your class into two groups—the fundraisers and the visitors. Ask the fundraisers to explain their ideas to the visitors, ask the visitors to comment, question, or ask for clarification.

Unit 27—Central America

- a. Divide your class into threes. Give student A role card A, student B role card B, and Student C role card C.

Card A

You are a member of the contras. Explain to your colleagues why you are fighting against the Nicaraguan government and why you think the US should continue to support the contras.

Include the following points:

- The Nicaraguan government is Marxist.
- The Nicaraguan economy is being destroyed.
- The Nicaraguan government will not negotiate.

Listening Workbook 6, Speaking Suggestions

Card B

You are a supporter of the Nicaraguan government. Explain to your companions why you support the government and why you think the US should discontinue support to the contras.

Include the following points:

- The previous regime was corrupt.
- Despite economic problems, the people support the government.
- The contras are a group of terrorists.

Card C

You are an American. Explain to your companions why you think a negotiated settlement would be the best for all Nicaraguans.

Include the following points:

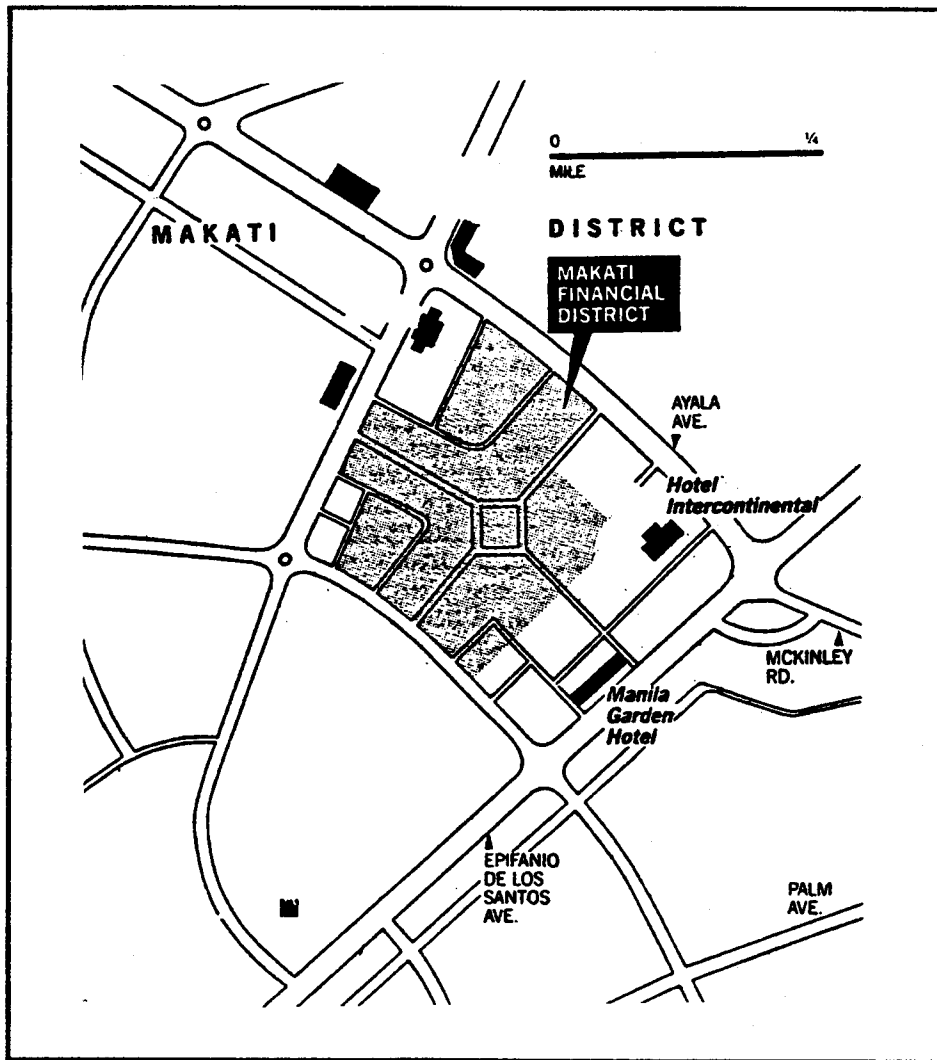
- The cost of the war is crippling Nicaragua.
- Both the government and the contras should work together for peaceful economic development.
- The continuing war is bringing discredit to both sides.

Unit 28—The Philippines

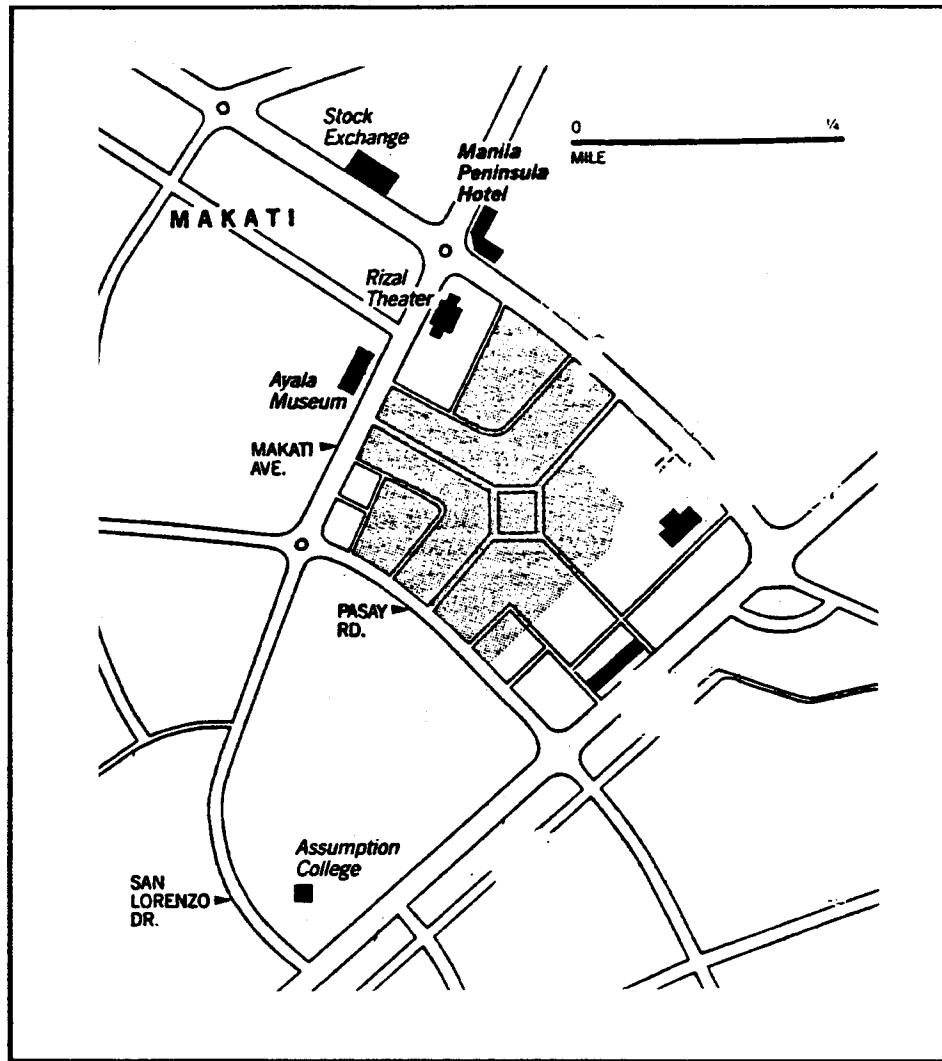
- a. Divide your class into pairs. Give student A map A and student B map B of the Makati financial district in downtown Manila.

Map A

Here is a map of Makati financial district. You have the names of some places on the map. Your partner has additional information. Without showing your map, exchange information with him until you both have 14 place names on your map.



Map B



Unit 29—The Baikal-Amur Railway [BAM], Part I

a. Present the following scenario to your class:

You are part of a group driving through Siberia on your way to inspect part of the BAM railroad. Your vehicle breaks down in an isolated area. You've got to organize yourselves. You need a plan. It may be a week before help arrives.

b. Divide the class into small groups. Write the following questions on the board and ask each group to respond to the questions and make a plan for survival.

1. Где мы?
2. Что находится в этом месте?
3. Что у нас есть?
4. Что мы умеем делать?
5. Каким образом себя кормить и укрывать?
6. Каким образом надо организовать?
7. Как надо звать на помощь?

Unit 30—The Baikal-Amur Railway [BAM], Part II

Divide your class into threes. Give student A role card A, student B role card B, and Student C role card C.

Card A

You are working on logistics and supplies for military personnel working on the BAM railroad. Here is a table of the supplies you have in stock. As you can see, in some cases you have more supplies than you need; in other cases—less. Negotiate with the others in your group to see if you can trade their surpluses for your surpluses.

	Have	Need
Down sleeping bags (пуховые спальные мешки)	562	178
Woodburning stoves (печки)	64	0
Security lights (прожектора)	0	2000
Snowmobiles (сани-вездеходы)	37	25
Chain link fence (meters) (сетчатый забор)	250	425

Listening Workbook 6, Speaking Suggestions

Card B

You are working on logistics and supplies for military personnel working on the BAM railroad. Here is a table of the supplies you have in stock. As you can see, in some cases you have more supplies than you need; in other cases—less. Negotiate with the others in your group to see if you can trade their surpluses for your surpluses.

	Have	Need
Down sleeping bags (пуховые спальные мешки)	200	150
Woodburning stoves (печки)	74	16
Security lights (прожектора)	2679	1098
Snowmobiles (сани-вездеходы)	0	17
Chain link fence (meters) (сетчатый забор)	600	500

Card C

You are working on logistics and supplies for military personnel working on the BAM railroad. Here is a table of the supplies you have in stock. As you can see, in some cases you have more supplies than you need; in other cases—less. Negotiate with the others in your group to see if you can trade their surpluses for your surpluses.

	Have	Need
Down sleeping bags (пуховые спальные мешки)	400	0
Woodburning stoves (печки)	0	102
Security lights (прожектора)	3750	2750
Snowmobiles (сани-вездеходы)	25	0
Chain link fence (meters) (сетчатый забор)	1500	900

**Answer Key
Unit 26**

- Exercise 1 1. Тель-Авив
 2. Бейрут
- Exercise 2 1. Beirut
 2. a. 1
 b. 3
 c. 2
 3. a
- Exercise 3 1. Twenty months ago
 2. Muslim extremists
 3. He is a professor.
 4. Indian
 5. The US
 6. He has a US residence permit.
 7. Damascus
- Exercise 4 1. Lebanon
 2. 1. b
 2. a
 3. d
 4. c
 3. 1. a
 2. b
- Exercise 5 1. a. F
 b. F
 c. T
 d. T
 e. T
 f. F
 2. a. 1, 3, 4
 b. 1. 4

Answer Keys, Unit 26

- Exercise 6
1. 1. c
 2. i
 3. a
 4. h
 5. b
 6. e
 7. d
 8. f
 9. g
2. a. The civil war has not bypassed a single Lebanese home.
 - b. The constant fear for the lives of their loved ones and waiting for the end of their sufferings

- Exercise 7
1. a. The deputies of the Lebanese Parliament
 - b. In the Saudi Arabian city of Taif
 - c. Договоренности
 - d. A real chance for the resolution of this drawnout conflict
2. a. Zahle
 - b. Do the people see a possibility for a return to normal life?
3. a. 1,2
 - b. 2
 - c. 1
 - d. 1

- Exercise 8
1. a. израильские каратели Israeli punitive forces, chastisers
 - b. Арабские школьники Arab school children
 2. a. The Israelis fired automatic weapons at a group of school children.
The school children were demonstrating.
 - b. Tuesday
 - c. Gaza
 - d. Several adolescents were wounded.
 3. a. 0
 - b. 3
 - c. 4
 - d. 2
 - e. 1
 - f. 0
 - g. 5
 - h. 6

- Exercise 9
1. a. Elite Israeli subunits have been sent to suppress the demonstrations.
 - b. The Palestinians are holding mass demonstrations.
 2. During the last couple of days
 3. Approximately 125 Palestinians have been wounded.
 4. Skirmishes are continuing in these cities.

- Exercise 10
1. Лагерь палестинских беженцев
 2. отборные selected, elite
 3. манифестация массовые выступления
 4. арабские школьники подростки

**Answer Key
Unit 27**

- Exercise 1
1. Фронт Национального Освобождения имени Фарабундо Марти
 2. The Farabundo Marti National Liberation Front attacked the headquarters of the armed forces in San Salvador.
- Exercise 2
1. They surrounded the building and opened fire on it.
 2. Партизаны
- Exercise 3
1. a. крупнейшее
b. The Farabundo Marti National Liberation Front began the largest attack in the past eight years in El Salvador.
c. Saturday
 2. a. 6
b. 2
c. 4
d. 5
e. 7
f. 1
g. 3
- Exercise 4
- Text B.2 could be about specifics of the attack such as casualties, locations, strategies, type of equipment used.
- Exercise 5
1. a. повстанческий
b. партизан
c. уничтожить
d. атаковать
 2. The rebel radio station Venceremos

Exercise 6

<u>число</u>	<u>чего, кого</u>	<u>что случилось</u>
450	солдат и офицеров сальвадорской армии	выведено из строя
несколько	вертолетов	уничтожено
один	самолет	уничтожен
десятки	военных машин	уничтожено
50	армейских объектов	атаковано
20	армейских объектов	находится в Сан Сальвадоре

Exercise 7

1. a. заявил
b. введение
c. односторонний
d. прекращение огня
e. посредник
f. всесторонний
2. Ortega announced the possibility of a unilateral cease-fire.

Exercise 8

1. 1. c
2. a
3. b
4. d
2. a. 2,4
b. 1,3

Answer Keys, Unit 27

- Exercise 9
1. принять решение
 2. продлевать
 3. 1. e
2. d
3. e
4. a
5. c
6. b
7. c

Exercise 10

Nicaragua	US
Has decided not to continue unilateral ceasefire operations against the contras	Intends to look for various responses to the Nicaraguans' decision

**Answer Key
Unit 28**

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

- Exercise 2
1. a. Чрезвычайно критической
b. Extraordinarily critical
 2. Manila, the capital city
 3. The minister of defense
 4. Ramos
 5. Radio

- Exercise 3 1.

Who	When	What	Where
The anti-government rebels	At night	Seized a group of helicopters	The base Villamar

2. The majority of the military support the Aquino administration.
3. He has promised the Philippine government military aid.

Answer Keys, Unit 28

Exercise 4 3
 5
 1
 2
 4

Exercise 5 1. a. An official representative of the US Defense
 Department
 b. Fighter-bombers
 c. Phantom
 d. December 1st
 e. Manila
 2. a. F
 b. T
 c. T
 d. T
 e. F

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

Exercise 7 1. e
 2. 1. d
 2. f
 3. e
 4. a
 5. c
 6. b

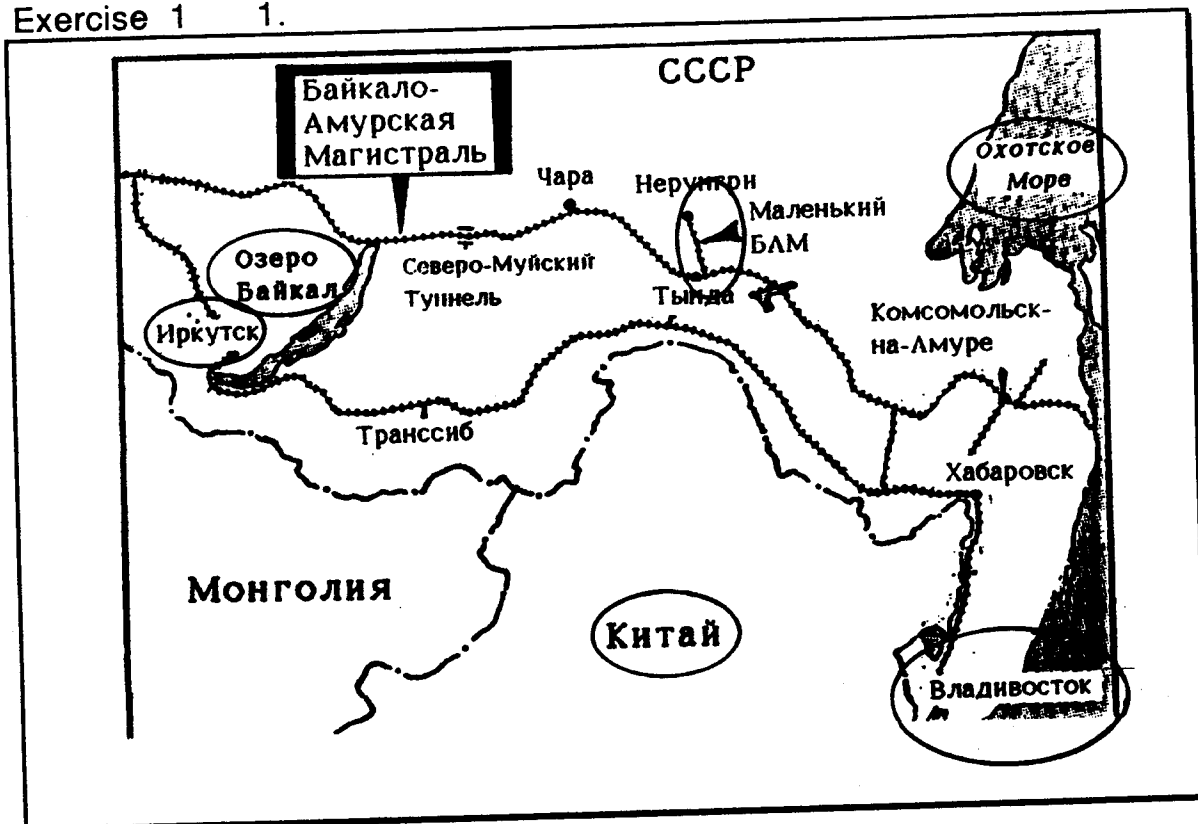
- Exercise 8
1. Two
 2. Sporadic cross fire
 3. More than a thousand
 4. Intercontinental
 5. Holding hostages
 6. The presidential palace
 7. The camp Aguinaldo and the navy base Sangli

- Exercise 9
- 5
 - 3
 - 4
 - 1
 - 2
 - 6

- Exercise 10
1. B
 2. B
 3. A
 4. C
 5. A
 6. C
 7. A
 8. A

Answer Key
Unit 29

Exercise 1 1.



- 2. b.
- 3. d
- 4. c

- Exercise 2
- 1. d
 - 2. d

- Exercise 3
1. a. 2
b. 6
c. 4
d. 5
e. 1
f. 7
g. 3
 2. December 2
 3. стройка века—construction project of the century
 4. from Tynda to Komsomolsk-on-Amur

- Exercise 4
1. b
 2. a
 3. c
 4. b

- Exercise 5
1. bridge builders
 2. 103
 3. up-to-date, progressive construction methods
 4. permafrost

- Exercise 6
1. You might expect to hear mentions of the men who work on the project and their life under difficult conditions; the kind of people and their skills who work there; a list of accomplishments to date; a timetable for finishing the project; medals and awards; major obstacles overcome; interesting incidents during the project's existence. MOS and civil engineering skills might include surveyors, heavy equipment operators, explosives experts, steel and construction workers, carpenters, lumberjacks, mechanics, and truck drivers.
 2. взрывник explosives expert
монтажник assembler
бетонщик concrete worker
плотник carpenter
мостовик bridge builder
путеец railway engineer

Answer Keys, Unit 29

Exercise 6 3.

Name	Rank	Award
Yevgenij Almazov	senior lieutenant	Lenin Komsomol Prize
Vladimir Kurkin	major	no award mentioned
Saidov	private first class	medal "For Labor Valor"

- Exercise 7
1. T
 2. F
 3. F
 4. T
 5. T

- Exercise 8
1. Technical: Engineering problems; Proper use and maintenance of equipment; Quality of work.
Personnel: Heavy equipment operators, drivers, track layers, surveyors, medics, mechanics, engineers, bridge builders.
Daily Life: Dealing with the harsh climate; Teamwork and cooperation; Worktime and free time; Pay and living conditions;
 2. One of the instructors has prepared many specialists in how to be good, safe railwaymen.

Exercise 9 You should have checked a, c, d, g, h, i, j, and k.

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

**Answer Key
Unit 30**

Exercise 1 1. b
2.

Time Expression	Time Referred To
a. сегодня	present
b. 15 лет назад	past
c. с нового года (начнет)	future
d. теперь	present
e. будет	future

Exercise 2

1. a. 7
- b. 6
- c. 2
- d. 3
- e. 1
- f. 5
- g. 4
2. a. Строители уложили первые рельсы трассы.
- b. К Тихому океану отправились эшелоны.

Exercise 3

1. They carried freight.
2. A holiday (festive) train
3. A passenger express train begins running between Moscow and Komsomolsk-on-Amur.
4. The breathing space will allow time for repairs.
5. They will finish electrification of the line.

Exercise 4

1. You should have checked b, g, h, i and j.

Exercise 5

1. A good translation would be *an operator* (pl.— operating personnel).
2. c
3. d
4. well-built
5. sponsoring

Answer Key, Unit 30

- Exercise 6
1. He calls it heroic labor.
 2. Veteran military railway workers
 3. Fifteen years
 4. He mentioned the "severe climatic conditions"... "foggy swamps and permafrost."
 5. 1,500 kilometers
 6. More than 1,200

- Exercise 7
- | | |
|-----------------|-----------------------|
| 1. b | |
| 2. между тем | in the meantime |
| кстати | by the way |
| вопреки (таким) | despite (such people) |

- Exercise 8
1. d
 2. a
 3. b
 4. d

- Exercise 9
1. b
 2. d
 3. c

- Exercise 10
1. Your summary might read something like this:
The BAM railway line was built at huge cost in money, lives, and equipment, from Irkutsk to the Pacific, over frozen ground under terribly harsh climate conditions, mostly in the fifteen years from 1974 to 1989. It was supposed to help open Siberia for economic development, but it was badly planned and organized. However, it provides an alternative to part of the Trans-Siberian railway, thereby allowing overdue electrification and repair work.

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Dictionary

болото	swamp
в том числе и	including
введение	introduction
взрывник	demolition expert
вид на жительство	residential permit
возврат	return
воздушное прикрытие	air cover
воин-диспетчер	military controller
вопреки	despite
воспрянуть духом	to take heart, get encouraged
всесторонний	comprehensive
вспыхнуть	to break out
выбить	to knock out, dislodge
вывести из строя	to put out of action
выполнить	to fulfill
бамовец	a worker on the BAM
беженец	refugee
безопасность	safety
бетонщик	concrete worker
генеральный штаб	general headquarters
горько стало	it was distressing
груз	load, freight
движение	(in this context) traffic
действовать	to act, operate
десятки	dozens
договоренность	understanding
доводить до автоматизма	to make something automated, bring to perfection
железнодорожник	railwayman
заявить	to announce
заложник	hostage
записать в книгу почета	to inscribe in the roll (book) of honor
затянувшийся	drawn out
захватить	to seize
звено	group, flight of three
истосковаться	to miss badly

истребитель-
бомбардировщик
каратели

книга почета
крупнейший
кстати
курсировать
магистраль
манифестация
маревой
между тем
мерзлота

механизатор
мол
монтажник

мостовик
мятеж
мятежник
наносить удар
неумелый
обойти
обостриться
объем
односторонний
огнестрельное оружие
осуществлять
отборный
ответный
отгородиться

отправиться
очевидец
переворот
передать для постоянной
эксплуатации
передовой
передохнуть
перерезать
перестрелки
плотник

fighter-bomber
chastisers, punitive expedition
forces
the roll (book) of honor
largest
by the way
to travel back and forth
main line (railway or highway)
demonstration
foggy, hazy
in the meantime
permafrost (permanently
frozen ground)
machine operator
he says, they say (colloquial)
assembler, installer of
machinery
bridge-builder
rebellion
rebel
to strike
clumsy, inept
to avoid, bypass
to intensify
scope, range, volume
unilateral
firearms
to accomplish, implement
selected, choice, picked
reciprocal
to shut oneself off, pretend it's
none of one's business
to set out, to leave
eye-witness
revolution, overturn
to transfer for permanent use,
(from builders)
progressive
to pause for breath
to cut through, cut off
cross-fire
carpenter

повстанческий	insurrectional, rebel
подавление	suppression
подвергнуться	to be subjected to
подвиг	feat, great deed
подряд	in a row
подробности	details
подросток	teenager, adolescent
посредник	intermediary
постоянный	constant
похищенный	kidnapped
праздничный	holiday, festive
предоставление	allotment, allocation
прекращаться	to end, cease
продлевать	to extend, prolong
прорваться	to break through
протяжение	extent, stretch
путеец	railway engineer
путчист	rebel, participant of putsch
равняться + с + instr. case	to compete with
разблокирование	unblocking, resolution
развернутый	deployed
распоряжение	command, direction
рельс	track, rail
с кем не бывает (colloquial)	anyone can make a mistake
с честью	proudly, with honor
свидетельство	evidence
сиюминутный	momentary, of this minute
согласно	according to
страдание	suffering
страх	fear
стройка	construction (project)
стычки	skirmishes
сязвить (pfv. of язвить)	to say sarcastically
трасса	route, path
у всех на устах	on everyone's lips
убедить	to convince
удерживать	to hold
узловая станция	railway junction
формироваться	to be formed
чрезвычайно	extremely
шефствовать	to sponsor, be the patron of
экскаваторщик	excavator operator
эшелон	special train

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Glossary of Acronyms and Abbreviations

АП	AP (Associated Press)
БАМ (Байкало-Амурская Магистраль)	The Baikal-Amur Main Railway
Транссиб (Транссибирская Магистраль)	Trans-Siberian Railway
Главтранстрой	Main Transportation Construction Office (Headquarters of the BAM)

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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 26

Listen to Text A and answer Questions 1–5.

1. According to Text A, what political office does Hussein Al-Husseini hold?
 - a. He is an official of the Ministry of Defense.
 - b. He is mayor of a small Lebanese village.
 - c. He is the Speaker of Lebanon's Parliament.
 - d. He is on the staff of Lebanon's president.

2. The members of the National Assembly gathered and called for
 - a. the immediate withdrawal of all foreign forces.
 - b. the installation of a United Nations peacekeeping force.
 - c. mediation on the part of the Arab League.
 - d. the speedy election of a new president and an end to civil war.

3. All of the following participated in the National Assembly EXCEPT
 - a. Suleiman Franjiyah.
 - b. leaders of political parties.
 - c. Christian General Michel Aoun.
 - d. former members of Parliament.

Listening Workbook 6, Workbook Test

4. Suleiman Franjiyah was
- formerly president of Lebanon.
 - Syria's representative in Beirut.
 - leader of the Christian faction.
 - a mediator from the Arab League.
5. How does Text A describe the role played by politicians from the country's Christian zone in the National Assembly?
- They tried to obstruct any agreement.
 - Almost none of them even participated.
 - They were too busy quarreling among themselves.
 - Having lost a lot of influence, they kept silent.

Listen to Text B and answer Questions 6–7.

6. According to Text B, Tel Aviv has declared Gaza and the occupied West Bank
- under curfew.
 - closed military zones.
 - under martial law.
 - disaster areas.
7. All of the following have appeared on the streets and in refugee camps EXCEPT
- tanks.
 - battle-ready troops.
 - loudspeaker trucks.
 - armored personnel carriers.

Listen to Text C and answer Questions 8–10.

8. Where is the Palestinian refugee camp?
- a. On the West Bank of the Jordan
 - b. In the Gaza strip
 - c. In southern Lebanon
 - d. In eastern Egypt
9. What happened in the refugee camp?
- a. There was a shootout between rival PLO factions.
 - b. Israeli troops opened automatic weapons fire on civilians.
 - c. A bomb-making factory blew up, killing dozens of people.
 - d. Israeli commandos destroyed buildings and seized hostages.
10. In what way was the Canadian journalist involved in the incident in Gaza?
- a. He was wounded by a plastic bullet.
 - b. His film of a demonstration was confiscated.
 - c. He was accused of spying for the PLO.
 - d. His reporting revealed a hostage's whereabouts.

Unit 27

Listen to Text D and answer Questions 11–13.

11. According to Text D, what happened recently in Nicaragua?
- a. Contra rebels blew up a power line.
 - b. The army successfully destroyed a contra supply base.
 - c. A local police station beat off an attack by contras.
 - d. Attacks by the contras killed 14 people and wounded 10.

Listening Workbook 6, Workbook Test

12. The government spokesman declared that
- about 40 contras surrendered after being surrounded.
 - the contras killed 40 or more civilians in a raid.
 - a band of about 40 contras attacked a house in Cuscavas.
 - the army killed or captured about 40 contras.
13. During the incident, what else did the contras do besides open fire?
- They blew up a building.
 - They threw grenades.
 - They laid some mines.
 - They set cars on fire.

Listen to Text E and answer Questions 14–15.

14. What parts of the country were subjected to aerial bombardment?
- Coastal villages
 - Areas in the extreme south
 - Mountain villages
 - Northern areas of the capital
15. According to Radio Venceremos, Americans
- supplied the planes.
 - provided ground support.
 - were among the pilots.
 - gave intelligence support.

Listen to Text F and answer Questions 16–18.

16. What does President Ortega say will happen on October 31?
- A final decision will be made about the unilateral ceasefire.
 - Government troops will begin observing a ceasefire.
 - UN peacekeeping forces will begin monitoring the ceasefire.
 - Negotiations for a ceasefire will begin.

17. According to Text F, President Bush's reaction is
- a. not clear enough—it needs more explanation.
 - b. evidence of White House readiness to negotiate.
 - c. the same old rhetoric, offering nothing new.
 - d. a positive step towards peaceful resolution.
18. According to Text F, President Bush will conduct talks through an intermediary who is
- a. a special State Department emissary.
 - b. a United Nations mediation expert.
 - c. an ambassador-at-large.
 - d. president of a Latin American country.

Listen to Text G and answer Questions 19–20.

19. Where will the meeting of the parties in the conflict take place?
- a. At United Nations Headquarters in New York
 - b. In the Organization of American States building in Washington
 - c. At the State Department in Washington, DC
 - d. In the embassy of a neutral country
20. The Nicaraguan delegation has instructions to
- a. object to the presence of guerilla fighters at the talks.
 - b. make every effort to gain approval for disbanding the contras.
 - c. negotiate the fastest possible withdrawal of US support.
 - d. propose a unilateral and unconditional ceasefire.

Listening Workbook 6, Workbook Test

Unit 28

Listen to Text H and answer Questions 21–26.

21. What does Text H call the army's action against President Aquino's government?
- a. A plot backed by Ferdinand Marcos
 - b. A predictable occurrence
 - c. An expression of legitimate grievances
 - d. A most serious mutiny
22. How many army troops took part in the rebellion?
- a. 8 units
 - b. About 800 soldiers
 - c. 28 units
 - d. Units at 8 bases
23. Rafael Ileto holds what high office?
- a. Secretary of the Department of National Defense
 - b. Vice-Minister of Defense
 - c. Commander-in-Chief of the Armed Forces
 - d. Personal Assistant to President Aquino
24. What happened to Camp Aguinaldo?
- a. It was the rallying point for the rebellious troops.
 - b. It was a retreat for government ministers.
 - c. It was partially captured by rebellious troops.
 - d. It was heavily damaged in the fighting.

25. According to Text H, what were the official casualty figures for yesterday?
- a. 55 dead and 208 wounded
 - b. 50 dead and many hundreds wounded
 - c. 65 dead and more than 300 wounded
 - d. 59 dead and 308 wounded
26. What is the status of the capital's international airport?
- a. It is closed.
 - b. It is closed to all but emergency aid flights.
 - c. It is open again.
 - d. It is open for military use only.

Listen to Text I and answer Questions 27–30.

27. What kind of an audience did President Aquino speak to?
- a. Journalists at a press conference
 - b. Graduates of a military academy
 - c. Political guests at a banquet
 - d. Academics at a university
28. In her speech, President Aquino announced
- a. a purge of the top and middle ranks of the officer corps.
 - b. the deadline for rebels to turn in weapons and surrender.
 - c. amnesty for most of the soldiers who took part in the revolt.
 - d. government willingness to talk with opponents of the regime.
29. According to Text I, what problem did President Aquino touch on during her speech?
- a. The link between poverty and social unrest
 - b. The legacy inherited from the corrupt Marcos regime
 - c. The internal political situation
 - d. The country's sick economy

Listening Workbook 6, Workbook Test

30. In her speech, President Aquino proposed
- settling existing differences by peaceful means.
 - a program of government aid to the poor.
 - restructuring of and early retirements from the military.
 - combined US aid and international loans for development.

Unit 29

Listen to Text J and answer Questions 31–36.

31. According to Text J, what did the journalists find when they arrived at the BAM construction site?
- Lists of work crews, including a long sick list
 - Detailed survey and geological maps of the area
 - Lists of machinery broken down and awaiting spare parts
 - Detailed minute-by-minute scheduled activities
32. Pavel Tsarkov is
- leader of a work brigade.
 - supervisor of the steam shovels.
 - second in command of the platoon.
 - the most-experienced soldier there.
33. How long did it take Pavel Tsarkov to become a qualified specialist?
- A year
 - A year and a half
 - Several years
 - Five years

34. What is going on under Pavel Tsarkov's command when the journalists arrive?

- a. Refresher training
- b. Work briefing
- c. Machinery repair
- d. Arms drill

35. According to Text J, the young soldiers have received

- a. MOS training in a military railway category.
- b. special cold-weather survival training.
- c. a general introduction to the BAM and its goals.
- d. basic engineering education.

36. According to Text J, work that the soldiers do by hand includes

- a. cutting trees for railroad ties.
- b. wood and metal working with hand tools.
- c. making a working model of the BAM.
- d. construction of their own housing.

Listen to Text K and answer Questions 37–40.

37. What words does Text K use to characterize Vladimir Sergeev?

- a. A master mechanic
- b. An outstanding specialist
- c. A fine example to his men
- d. An unusual jack-of-all-trades

38. According to Text K, where has Vladimir Sergeev served for four years?

- a. In the training facility on the BAM
- b. In the mountains of Afghanistan
- c. In the Northern Baltic Military District
- d. In a prestigious military academy

Listening Workbook 6, Workbook Test

39. Vladimir Sergeev has trained more than 200 drivers to operate and drive
- a. excavators.
 - b. trucks.
 - c. track-laying vehicles.
 - d. locomotives.
40. According to Text K, Vladimir Sergeev emphasizes all the following characteristics during training EXCEPT
- a. adherence to principle.
 - b. persistence.
 - c. teamwork.
 - d. seeing a project through to the end.

Unit 30

Listen to Text L and answer Questions 41–42.

41. What does Text L say about the the labor of the БАМОВЦЫ?
- a. This is an example of Socialist construction.
 - b. Communist Man's labor triumphs over Nature.
 - c. Their labor has opened a gateway to Siberia.
 - d. The motherland greatly values the labor.
42. How does Text L describe recognition of this feat by the БАМОВЦЫ?
- a. The whole world stands in awe of the achievement.
 - b. The БАМОВЦЫ have received awards and medals.
 - c. The sense of accomplishment is the greatest reward.
 - d. The БАМОВЦЫ gained experience and prestige in their careers.

Listen to Text M and answer Questions 43–45.

43. According to Text M, what currently comes by rail from Yakutia?
- a. Iron ore
 - b. Chrome
 - c. Coal
 - d. Bauxite
44. According to Text M, where does wood come from?
- a. Siberia and the Far East
 - b. Mongolia
 - c. Northern China
 - d. Forests near the Pacific
45. According to Text M, the "new road" will
- a. double the Eastern railway carrying capacity.
 - b. serve as a lifeline to a militarily sensitive region.
 - c. create ideal conditions for opening up vast territories.
 - d. allow greater exploitation of Pacific Ocean ports.

Listen to Text N and answer Questions 46–50.

46. Together with sponsoring organizations, the бамовцы have built more than 20
- a. communities.
 - b. stations.
 - c. viaducts.
 - d. bridges.
47. How many square meters of housing has been put into service?
- a. 46,000
 - b. 346,000
 - c. 640,000
 - d. 760,000

Listening Workbook 6, Workbook Test

48. How many schools have been built?

- a. 9
- b. 18
- c. 19
- d. 90

49. How many kindergartens have been built?

- a. 24
- b. 34
- c. 43
- d. 47

50. According to Text N, what do they call the BAM?

- a. The long road east
- b. The link with the Pacific
- c. The new trade route to China
- d. The second Trans-Siberian railway

RUSSIAN PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL1207

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

Workbook 7 is at proficiency level 2. It contains texts about a military volunteer auxiliary and also about the Soviet experience in Afghanistan. These texts have been taken from the Soviet media.

This is the second workbook at level 2. 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 the contents of a text based on the topic,
- summarizing the essential information in a text,
- sequencing events chronologically or in order of presentation,
- checking comprehension through organization of information,
- using adjectives to understand specific information,
- recognizing the different ways in which a speaker can refer to a specific person or thing.

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Table Of Contents

Section	Page
Administrative Instructions	106
Grading and Certification Instructions	106
Unit 31 - DOSAAF: The Volunteer Auxiliary	
Exercise 1 - 10	107
Key Vocabulary	118
Acronyms and Abbreviations	119
Unit 32 - From High School to the Army	
Exercises 1 - 10	121
Key Vocabulary	132
Acronyms and Abbreviations	133
Unit 33 - Troop Withdrawal From Afghanistan	
Exercises 1 - 10	135
Key Vocabulary	147
Unit 34 - Soviet Withdrawal From Afghanistan: Foreign Reactions	
Exercises 1 - 10	149
Key Vocabulary	160
Acronyms and Abbreviations	161
Unit 35 - Afghanistan After the Soviet Troop Withdrawal	
Exercises 1 - 10	163
Key Vocabulary	172
Acronyms and Abbreviations	173
Speaking Suggestions	175
Answer Keys	179
Dictionary	195
Glossary	199
Workbook Test	201

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 31—DOSAAF: The Volunteer Auxiliary

DOSAAF's name comes from the first letters of Всесоюзное добровольное общество содействия армии, авиации и флоту СССР—the All-Union Voluntary Society for Assistance to the Army, Air Force, and Navy of the USSR. It began in 1926 with a mission to prepare young people for military service and to support the armed forces. Although its educational and training activities have military applications, much of what it does falls under the heading of vocational education. This unit will acquaint you with DOSAAF and the way it works in the USSR today.

Exercise 1 Some vocabulary work will introduce you to the topic and prepare you for Text A. This first text is an excerpt from a speech by the head of DOSAAF, Admiral G. M. Yegorov.

1. Match the following key words from Text A with the English equivalents. Write the number of the English item from column B next to the corresponding Russian item in column A.

A	B
a. _____ весомый	1. applied
b. _____ вклад	2. belonging to DOSAAF
c. _____ военные знания	3. contribution
d. _____ досаафовский	4. military skills
e. _____ подрастающее поколение	5. replenishment
f. _____ пополнение	6. member of DOSAAF
g. _____ прикладной	7. weighty (important)
h. _____ досаафовец	8. younger generation

2. The exercise below deals with more key vocabulary from Text A by asking for synonyms—words having essentially the same meaning. Match the key words (appearing in their dictionary form) with their synonyms by writing the number of the item from column B next to the corresponding item in column A.

A	B
a. ___ вносить	1. молодежь
b. ___ выступать	2. оборонное общество
c. ___ ДОСААФ	3. осваивать
d. ___ овладевать	4. приготовление
e. ___ юноши и девушки	5. выдаваться
f. ___ подготовка	6. придавать

Grammar Note

The word ДОСААФ (unlike the word БАМ, in the previous workbook) takes no endings (it does not decline). Understanding its function in a sentence will depend entirely on clues from context and word order.

Exercise 2 Read through Exercise 2.1, then listen to Text A for the main ideas and to get some sense for the basic sequence of presentation.

1. There are basically three sections to Text A. It is important to identify each section. Read the descriptions of the three sections on the following page and resequence them according to the order in which you hear the sections in Text A by writing the letter for each section in the appropriate space below.

Original sequence is: _____

- A. This section describes a Soviet military officer and the occasion on which he said something about DOSAAF.
- B. This section quotes a military officer's words about DOSAAF.
- C. This section states some general comments about DOSAAF and what it does.

Figure 31.1 DOSAAF Training for Radio Operators



Exercise 3 The last sentence in Text A (the one beginning «Свой вклад...») could present some difficulties, because of length and structure. This exercise deals with that sentence. The strategy it follows is first to identify the verb, its subject, and its object.

1. Subject of the verb **вносят** is

- a. семья, школа, трудовые коллективы.
- b. Ленинский Комсомол и ДОСААФ.
- c. другие общественные организации.
- d. all of the above.

2. Object of the verb **вносят** (what it is that they contribute or introduce) is

- a. армии и флота.
- b. воспитание.
- c. вклад весомый.
- d. поколение.

3. In the last sentence of Text A there is parallelism of structure—two phrases beginning with the same preposition, **в**, have the same relation to the word **вклад**. If you were to rearrange the word order of that last sentence to follow a pattern familiar to English speakers, you might get:

...вносят весомый вклад в воспитание... (и) в подготовку....

Use the word *they* for the subject of the verb and write the English equivalent of the sentence below.

Exercise 4 This exercise tests your understanding of essential information in Text A. First, read the following questions, then listen to Text A. Answer the questions in English in the spaces provided.

1. According to Text A, what is the reason why millions of DOSAAF members voluntarily master military skills?

2. According to the text, who engages in the types of sports having military applications?

3. What was the rank and what was the position in the government of the military officer who spoke about DOSAAF on an important occasion?

4. What was the occasion on which the officer spoke?

5. How does the officer describe the young people in training who will replenish the army and navy? (What adjective does he use?)

Exercise 5 Text B continues the speech by Marshal Ustinov. In it he boasts of DOSAAF's accomplishments in sports.

1. Read the following list of key vocabulary items. Keep your pencil in hand as you listen to Text B for a mention of each item. When you hear an item, check the box beside it. The items do not occur below in the same sequence as in Text B. Some items do not occur in Text B at all. Do not check those.

- a. профессий
- b. добровольно
- c. водителей
- d. разрядников
- e. годовщина
- f. стартовало
- g. воспитание
- h. прыжков
- i. перешагнула
- j. считалось
- k. необходимое

Background Note



The Soviet Union organizes all sports in society, from professional to amateur. It has an extensive nationwide system of special sports schools and facilities, rankings, and competitions. This includes the category called military-technical sports, which emphasizes military-related equipment, e.g., marksmanship. Спортсмен-разрядник refers to those (mostly amateur) who reach an officially recognized level of competence. A translation might be *ranking athlete*.

2. One useful strategy, which you have already used, involves listening for cognates—words with similar form and meaning in both languages. Find at least six cognates in Text B, write them in Russian and give English equivalents alongside.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Exercise 6 There is a lot of statistical information in Text B, in the form of numbers of participants and so forth. This exercise gives you practice in listening for and grasping such information because this is an important skill. Answer the following questions by writing the requested figures in the spaces below.

1. How many people "graduate" from DOSAAF every year as specialists in the major technical professions? _____
2. How many people took part in the Seventh Spartakiada Games of the Peoples of the USSR in military-technical-type sports? _____
3. How many parachute jumps has V. Zagoretskaya made? _____
4. How many gold medals were won in the Spartakiada Games? _____

Exercise 7 In the previous exercise, you were focusing on numbers of things. This exercise focuses on categories and such types of things as DOSAAF training classes for professions and sports. Read the questions, listen to Text B, and answer in English on the lines provided.

1. What does Text B call the category which includes tractor drivers and combine-harvester drivers?

2. What type of sport is parachuting, according to Text B?

3. What sports categories serve the (military) defense readiness interests of the country?

4. Of the millions who competed in the Seventh Spartakiada, eleven million were recognized as belonging to a particular category. What was that category called?

5. The Seventh Spartakiada featured certain sports types in which many millions of people started and competed. What category did those sports types all belong to?

6. Think of a title to convey Text B's main point. Write it below in English.

Exercise 8 The last text describes a DOSAAF technical program. This exercise aims to introduce you to the text.

1. Read the following headings, then listen to Text C for the main point only, namely, the type of technical program mentioned. Then check the appropriate box below.

The technical program described is

- a. mechanical engineering.
- b. radiotelegraph operating.
- c. basics of piloting and navigation.
- d. electronic technician training.

2. Much of the vocabulary in this text relates to the learning/training process. The mere fact that there is so much of this vocabulary tells you the text's main point has to do with learning and training. On the lines below, write at least six words from Text C that relate directly to learning or training. Write them in Russian and give English equivalents. An example is given.

Russian

English

тренировки

training

3. One phrase at the end of the text includes the words робкими новичками.. The word новичок means someone who is new at something—a novice.

There is a negative comparison involved: не робкими новичками а квалифицированными специалистами. It is a simple *not X but Y* type of construction. Without checking the vocabulary, give an English equivalent of the phrase as best you can below. It may help to realize that робкими новичками is approximately opposite in meaning to квалифицированными специалистами. It may also help to think a bit about the context, which describes learning.

4. The last thing to consider, in tackling this final sentence, is the use of the instrumental case. It is often used to show a profession, e.g., быть солдатом (to work as a soldier, to be a soldier). Here the verb is прийти (instead of быть) and there are 3 phrases following не робкими новичками. If you pull together this knowledge and the work you've done in this exercise so far, here is what you might come up with:

прийти ... не робкими новичками, а _____, _____, _____.

Listen to this last part of Text C as often as you need to be able to fill in the blanks in the English below.

...to come to the army, not as _____, but as

_____, knowing their own worth,

Exercise 9 This exercise will test your general understanding of essential information in Text C. Some of the following statements about Text C are true, some are false. Read the statements, listen to Text C again, and check the appropriate box after each statement.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Only intensive study and continuous training on complicated equipment yield positive results. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Future military radio operators understand the need for intensive training. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. According to Text C, the technical school in Kemerovo teaches other subjects besides radiotelegraph communications. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Text C names three master communications specialists who teach at the school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Each instructor has had hundreds of young people as students. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Military officers write to the school to praise the quality of its graduates. | <input type="checkbox"/> | <input type="checkbox"/> |

Exercise 10 Summarize in English in a couple of brief sentences the essential information from Text C.

Key Vocabulary



аз (usually in plural: азы)	rudiment, fundamental, basic
весомый	weighty, important
вклад (+ в + accusative)	contribution (to)
вносить вклад в (+ acc.)	to make a contribution to
выступать	to come forward, appear publicly
достойный	worthy, worthwhile
жесткий	rigid, strict
знаток	expert
к услуге (+ genitive)	at the disposal of, available to
массовый	popular, widely studied
мужественный	brave, courageous
на счету	to one's credit
немало (+ genitive)	quite a few, not a trivial number
новичок	novice
овладевать	to seize, master (a subject)
парашютизм	(sport) parachuting, sky diving
подростающий	growing
подростающее поколение	younger generation
поколение	generation
пополнение	replenishment, reinforcement
прикладной	applied
приемник	(radio) receiver
приемный	receiver (adj.)
прыжок	jump
робкий	timid, shy
рубеж	frontier, border; record
с учетом (+ genitive)	taking into account, considering
спортсмен-разрядник	ranking athlete
требование	demand, requirements (in pl.)
устройство	apparatus, device, unit

Acronyms and Abbreviations

ДОСААФ (Всесоюзное добровольное общество содействия армии, авиации и флоту СССР)	All-Union Voluntary Society for Assistance to the Army, Air Force, and Navy of the USSR
РТШ (радиотехническая школа)	radio operator and technician school

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Unit 32—From High School to the Army

There is considerable pressure on young men of high school age in the USSR to participate in military training and military-related sports—something like high school versions of ROTC. Activities range from special summer camps through DOSAAF classes, to work projects, to actual military basic training. Soviet media find this a fruitful subject for programs, features, spots, and propaganda. This unit will introduce you to some of the activities leading to induction and the taking of the military oath.

The first text describes activities at a summer youth training camp called «Патриот.»

Figure 32.1 Learning to Salute



Background Note

Basic secondary education in the USSR is divided into 10 classes (grades), grade 10 being the final one before higher education at a ВУЗ (высшее учебное заведение or institution of higher learning). A tenth grader (age 17 or so) would thus be called десятиклассник, a ninth grader девятиклассник, and so forth.

Exercise 1 Your introduction to Text A emphasizes vocabulary and a general idea of the gist of each paragraph.

1. Read the following list of key vocabulary items. Keep your pencil in hand as you listen to Text A for a mention of each item. When you hear an item, check the box beside it. The items do not occur below in the same sequence as in the text. Some items do not occur in Text A at all. Do not check those.

- a. преподаватель
- b. лагерь
- c. девятиклассники
- d. спортивный
- e. тренировки
- f. закалка
- g. итоги дня
- h. оружием
- i. движения
- j. боевой листок
- k. огневая подготовка

2. Text A has three main parts (you could think of each part as a paragraph). There's a brief summary of the gist of each paragraph in column B below. Read the summaries and listen to Text A. Match the summaries from column B with the correct paragraph in column A by writing the number of the summary in the corresponding blank.

A Paragraph (Beginning words)	B Summary
a. _____ Второй год уже...	1. One specific camp activity, led by S. Vdovichenko
b. _____ Все важно для...	2. General description of camp activities and daily schedule
c. _____ А вечерами замполит...	3. Skills and attributes future soldiers need

Exercise 2 Text A includes parts of a camp schedule.

1. What happens before and after breakfast? Listen to the text and complete the boxes below. Write your answers in English.

Time	Activity scheduled
Early morning	
After breakfast	

2. What is the Russian phrase used in Text A meaning *there is an hourly written schedule*? Write it in Russian on the line below.

Exercise 3 Read the following questions about essential points of Text A, then listen to the text and answer the questions in English on the lines below, except for Question Number 1.

1. In what region (район) and administrative district (край) is the camp located? Answer in Russian.

_____ район

_____ край

2. What three adjectives does Text A use to describe *Camp Patriot*?

3. What is the name of the correspondent who reports on the camp?

4. How long do campers usually stay at *Camp Patriot*?

5. What is the camp director's name and rank?

6. Is he on active duty or in the reserves?

7. What do the campers produce under S. Vdovichenko's supervision?

Figure 32.2 **On the Rifle Range**



Exercise 4 Next comes a report on high school programs in a particular town. The *мы* you'll hear refers to the journalists who did the reporting and filming. The journalists use a familiar device: they ask a question and then proceed to answer it themselves.

1. The first sentence is the question and the rest of the text is the answer. As an introduction to Text B, listen to the first sentence and write out a rough equivalent in English on the lines below. This tells you what the text will discuss.

?

2. Now listen to the rest of the text to get the gist of its coverage. Pick the one item from the choices below that best describes what the journalists decided to feature in their report.

- a. Military instructors
- b. Individual students
- c. Military equipment
- d. Training classes

3. A grammatical construction in the middle of Text B gives you a clue to the report's main feature. It comes after the phrase *мы решили...* and it's a *not X but Y* type of construction. It's simple to recognize the *not* and the *but* words in English. Now, identify the corresponding *not* and *but* words in Russian, as you hear them in Text B. Write them on the lines below.

not...

but...

Exercise 5 This exercise is designed to give you practice with key vocabulary.

1. Since the text concerns organized training activity, it would be useful to identify how that training is organized. Listen to the first part of Text B (beginning after *действующих* and ending with the words *мы решили*) to find words about organization, e.g., class, club, group, and so forth. You should find four. Write them in Russian and give the English equivalents.

Russian

English

2. The word *юнармейский* occurs in the text. It consists of two parts. Give the English for the parts below and then put them together to give an equivalent for the whole word.

юн (from *юный*)

армейский (from *армия*)

юнармейский

3. If the word *призывник* (from the verb *призывать*, to call up) means a conscript, someone who has been drafted, then try to guess what *допризывник* means. The prefix *до-* sometimes indicates an action occurring before (somewhat like the meaning of the English prefix *pre-*.) Write your answer in English below.

Listening Workbook 7, Unit 32

4. The exercise below deals with more key vocabulary from Text B by asking for synonyms—words having essentially the same meaning. Match the key words heard in the text (appearing in their dictionary form, column A) with their synonyms (column B) by writing the number of the item from column B next to the corresponding item in column A.

A	B
a. ___ увлекаться	1. основы
b. ___ служба	2. интересоваться
c. ___ прибор	3. молодежь
d. ___ группа юношей	4. основа
e. ___ база	5. работа
f. ___ азы	6. устройство

Exercise 6 As you listen to Text B more closely, you may want just to skim over the first half, where the journalists discuss their decision about the main focus of their report. This exercise tests your understanding of basic information in the second half of Text B. Answer the questions in English on the lines below.

1. What is Lapshin studying?

2. What is the name of the young man who commands the young army detachment «орлята»?

3. Who is a student in the DOSAAF driver training school?

4. Text B mentions a young worker. What is his name?

5. What is Kuzyarov interested in?

Exercise 7 You'll have a chance now to test your understanding of Text B and to sum it up

1. Read the following statements. Some are true, some are false. Listen to Text B and check the appropriate boxes.

- | | T | F |
|---|--------------------------|--------------------------|
| a. The journalists decided to film individual students and show how each prepares for military service. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Arkhangelskii studies at Kuznetsk Technical School. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Lapshin studies at Voronezh Technical School. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Volkov is a member of the radio station crew. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Kuzmichev is a tenth grader. | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Kuzmichev is a champion model airplane maker. | <input type="checkbox"/> | <input type="checkbox"/> |

Listening Workbook 7, Unit 32

2. Think of a good one-line title in English to convey the gist of Text B. Write it on the line below.
-

Exercise 8 The last text in this unit comes from a TV soundtrack, showing a young conscript taking the military oath of allegiance. The oath contains formal, stylized language and is considered a solemn act. This exercise deals with vocabulary from that oath.

Match the Russian words and phrases below with their English counterparts by writing the letter of the corresponding English next to the Russian in the spaces provided.

- | | | |
|----------|-----------------|---------------------|
| 1. _____ | хранить | a. harsh |
| 2. _____ | нарушу | b. honor |
| 3. _____ | присяга | c. I (will) violate |
| 4. _____ | честь | d. I swear |
| 5. _____ | клянусь | e. join the ranks |
| 6. _____ | вступать в ряды | f. regulations |
| 7. _____ | уставы | g. oath |
| 8. _____ | преданный | h. preserve |
| 9. _____ | суровый | i. committed (to) |

Exercise 9 Listen to Text C until you can identify the two main parts. The first part gives the setting for the oath-taking; the second part consists of the oath itself. Questions 1 and 2 refer to the first part of Text C, before the oath-taking. Choose the answers to those questions from the options given. For Questions 3 and 4, fill in the blanks in the English sentences.

1. What does Sorokoletov announce?
 - a. That he is a captain in the guards, ready to witness the oath
 - b. That the men in this captain's company are ready to take the oath
 - c. That he, Sorokoletov, is ready to take the oath
 - d. That this is the correct time and place for the oath-taking

2. How does Sorokoletov describe the oath-taking ceremony?
 - a. It is a solemn occasion.
 - b. It pays tribute to the honor of the best of the best.
 - c. It is a joyful and yet a great responsibility.
 - d. It shows respect for the Party and the country.

3. I swear...without hesitation to obey all military regulations and
_____.

4. I, a citizen of the USSR, _____
armed forces of the USSR, take the oath....

Exercise 10 This exercise involves Russian synonyms. The following Russian phrases from Text C have blanks indicating word omissions. Listen to Text C to find the original complete phrases. Then choose a synonym from the list below that will fill each blank appropriately and yield essentially the same meaning as the original. Write the letter of the synonym in the blank. There is one extra item.

- | | |
|---------------|----------------------|
| a. держать | d. строгое наказание |
| b. верным | e. смелым |
| c. порядочным | f. искусно |

Торжественно клянусь быть (1) _____, (2) _____,
дисциплинированным, бдительным воином, строго (3) _____
военную и государственную тайну....Я клянусь...быть
(4) _____ своему народу....

Если же я нарушу эту мою торжественную присягу, то
пусть меня постигнет (5) _____.

Key Vocabulary



бдительный
беспрекословно

блокнот
выполнять
действующий
допризывник

задавать вопрос
закалка
запас
имеющийся
качественный

watchful, vigilant
without hesitation,
unquestioningly
notepad
to fulfill
active, functioning
youth of military age
(but not yet drafted)
to ask a question
hardening, toughening
reserve, reserves
available, on hand
high-quality, worthwhile

кара	punishment
клясться	to swear (an oath)
лист (also листок)	newspaper, newsletter
лыжные гонки	ski races
норматив	norm, standard
обращаться	to appeal (to), address
оздоровительный	health (adj.), health-promoting
осваивать	to master, develop
подводить итог (or итоги)	to sum up, to total
подросток	adolescent, teenager
преданный (+ dative)	committed (to)
прибытие	arrival
призывник	drafted, inductee, conscript
расписать по часам	to schedule, make up a schedule
соблюдать	to observe, abide by
срок	(period of) time, term
суровый	harsh, strict
убытие	departure
увлекаться (+ instr.)	to be interested in
удостаиваться	to be honored (favored) by
усилия	efforts
физзарядка	physical training
юнармейский	young people's army (adj.)

Acronyms and Abbreviations

замполит (заместитель командира по поли- тической части)	Deputy commander for political affairs
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Unit 33—Troop Withdrawal From Afghanistan

In this workbook you will be listening to three units describing events in Afghanistan. This first unit on Afghanistan focuses on the Soviet soldiers who are returning home after the Soviet Union decided to withdraw all of its troops in 1989. Many of the texts were broadcast live from the border area. The reporters describe the feelings of the soldiers and their families, and they describe the scenes of the soldiers leaving the foreign country in which they fought. You will notice that the reports are very positive concerning the Soviet men who served in Afghanistan, but that there is also a feeling of sadness about the great number of soldiers not returning home.

Exercise 1 Text A is a live report from the border between the USSR and Afghanistan. This first exercise will help you to focus on the opening statement of the text.

1. The report of Text A begins with an opening statement made by the anchorman at the news station. The sentence below is a translation of the statement. The word order has been changed so that it is more coherent in English. Listen to Text A and then fill in the blanks in English with the missing information.

In _____ accordance with the

_____ the last
Soviet soldier will _____ the
_____ of Afghanistan tomorrow at
_____.

2. Next the anchorman introduces the correspondent who is reporting live from a border town. Write the name of the border town in English in the space provided.

Exercise 2 The correspondent of Text A begins by describing the location from which he is broadcasting and then goes on to talk about the events occurring there. Read the questions before you listen to the text again. Write your answers, in English, in the spaces provided unless otherwise indicated.

1. How does the correspondent describe the city? Write the three adjectives that he uses below.

a. _____

b. _____

c. _____

2. What is the exact location of the city?

3. What does the correspondent say this city has become?

4. How long has the correspondent been reporting events from this city?

5. The correspondent makes a statement which emphasizes that the Soviet troops are withdrawing from Afghanistan openly and freely. Listen to Text A for this statement and then write it below in Russian.

Exercise 3

1. The statements below are either true or false. Read them and then listen to Text A again if necessary. Decide whether they are true or false and mark the appropriate box.

	T	F
a. According to the text, Soviet soldiers entered Afghanistan nine years ago.	<input type="checkbox"/>	<input type="checkbox"/>
b. The journalists had been at the border to report on the troops entering Afghanistan.	<input type="checkbox"/>	<input type="checkbox"/>
c. The correspondent making this report is standing near a bridge.	<input type="checkbox"/>	<input type="checkbox"/>
d. The correspondent says that the war has not yet ended for the soldiers who must go through a transition period.	<input type="checkbox"/>	<input type="checkbox"/>
e. The trains are leaving with combat equipment.	<input type="checkbox"/>	<input type="checkbox"/>

Listening Workbook 7, Unit 33

2. Text A refers to the Soviet soldiers, using different nouns. Read the list of nouns below and check off the ones that you heard in Text A.

- | | | | |
|--------|------------------|--------|---------------|
| a. ___ | афганцы | e. ___ | сыновья |
| b. ___ | молодые товарищи | f. ___ | герои |
| c. ___ | солдаты | g. ___ | воины |
| d. ___ | наши войска | h. ___ | молодые парни |

3. The correspondent says that time will be the judge of two things (время рассудит). Listen for these two things in Text A and then write them, in English, in the spaces provided.

- a. _____

- b. _____

4. With what does the correspondent say that the withdrawal of the Soviet troops will end tomorrow? Write your answer in English in the space provided.

Exercise 4 Text B is a report recorded on the day following the report of Text A. The focus of the report is not only on those who are returning but also on those who did not return.

1. This first exercise will help you with some of the vocabulary in Text B. Listen for the Russian equivalents of the words written below in Text B and then write them in the spaces provided.

a. left

b. notification
of death

c. foreign

d. countrymen

e. pain

f. sorrow

g. losses

Listening Workbook 7, Unit 33

2. The report first focuses on the good news of the day. The reporter mentions four reasons for the happiness. The verbs of the first two reasons are in the past tense. Listen for these two reasons and write them in English in the spaces provided.

a. _____

b. _____

3. The next two reasons for the extreme happiness are in the future. The sentences are also negated. Listen for these two reasons and write them in English in the spaces provided.

a. _____

b. _____

4. The correspondent uses two adjectives to describe the word **день**. Listen for them in Text B and write them in Russian in the spaces provided. Underneath give the English equivalents.

a. _____

b. _____

Exercise 5 The reporter of Text B not only describes the happiness of the Soviets because the war has ended for them, but he also describes some of the sadness associated with the war. This exercise focuses on the sorrow. Answer the questions below in English in the spaces provided.

1. The reporter says that there are certain lasting effects of the war which will remain with the Soviet people. Write these effects in the spaces provided.

a. _____

b. _____

2. What does the reporter say is necessary for the disabled veterans of this war?

3. How many Soviet soldiers died in Afghanistan?

4. The Soviet Union has experienced a change of attitude since the war began. Government policy is discussed more openly in 1989 than it was in 1979. What does the reporter say that the Soviet people are obligated to make public and open?

Listening Workbook 7, Unit 33

Exercise 6 This exercise focuses on some of the smaller details of Text B. At this point you should be listening not only for the factual information in the text, but also for the way in which this information is expressed.

1. Text B contains the phrase *девять с лишним лет*. What does this phrase mean? Circle the correct letter.

- a. Nine years or more
- b. Nine unnecessary years
- c. Nine years of loss
- d. Nine extra years

2. Which of the following words does the reporter use to describe the dying of Soviet soldiers? Two of the words below were used. Circle the correct letters.

- a. умерли
- b. гибли
- c. скончались
- d. потеряли

3. This final exercise on Text B asks you to listen for the different ways in which the reporter refers to Afghanistan. Listen to the text again for these different nouns and adjectives and write them, in Russian, in the spaces provided. If a noun is repeated you need only write it once. Write the words in the nominative case.

- a. _____
- b. _____
- c. _____
- d. _____

Exercise 7 Text C is part of the report on the last day of the withdrawal of Soviet troops from Afghanistan. As you listen to Text C notice how the reporter includes both the happiness and the sadness of the war.

1. This text begins with a statement as to why many of the Soviet soldiers decided to continue serving in Afghanistan even though they could have come home several months earlier. Listen to Text C and complete the statement below in English.

Many of the soldiers should have come home last fall but decided to stay in Afghanistan so as

2. The two columns below consist of words which you will hear in Text C. On the left hand side are adjectives which are all written in the nominative singular form. Match these adjectives with the words they describe in Text C by writing the appropriate letters in the spaces provided.

- | | |
|-------------------|------------|
| 1. ___ последний | a. земля |
| 2. ___ афганский | b. сироты |
| 3. ___ боевой | c. очереди |
| 4. ___ орудийный | d. ответ |
| 5. ___ пулеметный | e. команды |
| 6. ___ ставший | f. колонна |
| 7. ___ ясный | g. залпы |

Exercise 8

1. The reporter describes the scene at the border as the last troops are leaving. Listen for the two sentences in Text C which describe the scene of the withdrawal at the border. Write them, in Russian, in the spaces provided.

a. _____

b. _____

2. The reporter says that the war has not ended for those who will still dream of battles at night. Which of the following does the reporter specifically mention might appear in the soldier's dreams. Check off those that you hear in Text C.

a. ___ Grenades exploding in trenches

b. ___ Tanks crashing through the streets

c. ___ The roar of machine-gun fire

d. ___ Helicopters enveloped in flames

e. ___ The roar of missiles overhead

f. ___ Mines exploding in the streets

g. ___ The faces of comrades

3. For whom does the reporter doubt that the war has actually ended? Write who these people are in English in the spaces provided.

a. _____

b. _____

c. _____

d. _____

4. Text C ends with a question. Listen for the question in the text and then write it, in Russian, in the space provided:

5. What does this question mean in English?

6. What can you tell from this question about the author's feelings towards the victims of the war?

Exercise 9 Text D is a continuation of the report of Text C. The report now takes the form of an interview. An officer in the Soviet army shares his feelings about the war and the withdrawal.

1. Listen to Text D for the title, rank, and name of the officer described. Write them, in Russian, in the spaces provided.

a. Title _____

b. Rank _____

c. Name _____

2. How long did he serve in Afghanistan?

3. What does the phrase в общей сложности mean in English?

Exercise 10 This last exercise will help you to listen for the specific information in Text D. The officer first talks about his feelings on the war and then the reporter ends the text with a response.

1. The two sentences below are paraphrases of two of the sentences or phrases said by the officer. The words of the sentences are quite different, but they refer to the same event. Read the sentences below and then listen for the sentences or phrases similar in meaning in Text D. Write them in Russian in the spaces provided.

a. Последний солдат покинул территорию Афганистана.


b. Война кончилась.

2. What does the officer say should be done for the soldiers who served? Write your answer in English in the spaces provided.

3. What is the phrase that the reporter uses to wish the officer well in his military service? Write it in Russian in the space provided.

4. What else does the reporter hope for the officer now that peaceful conditions have returned? Write your answer in English in the space provided.

Key Vocabulary



вывод	withdrawal
горе	grief, sorrow
грохотать	to crash, roar
нескончаемый	never-ending
объятый	enveloped in, embraced by
орудийный залп	cannon fire, salvo
отправляться	to leave, set off
передать	to bring, broadcast
переступить	to step over
пламя	flame
пограничный	border (adj.)
покинуть	to leave, abandon
постоянный	permanent
поток	stream, torrent, flow
похоронка	notification of death
пулеметная очередь	machinegun volley
рассечь	to cut
рассудить	to judge, consider
рваться	to burst
сирота	orphan
скрывать	to hide
сниться	to dream
соглашение	agreement
соответствие	accordance
соотечественник	compatriot, countryman
строгий	strict
судьба	fate, fortune
утрата	loss
четкий	clear, accurate
чужой	strange, foreign

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**Unit 34—Soviet Withdrawal From Afghanistan:
Foreign Reactions**

The texts in this unit continue discussion of Afghanistan. However, instead of looking at the withdrawal from the Soviet point of view, the texts focus on the reactions to the withdrawal of different countries around the world. These reports come from the Soviet news program *Время*. In addition, one of the reports describes how the United Nations supervised the withdrawal. As you listen to these reports you will be able to compare the reactions of countries to the Soviet troop withdrawal.

Exercise 1 Text A describes the reactions of two countries to the withdrawal of Soviet troops. Before you listen to the text read through this exercise. Then listen to the text for the requested information.

1. Listen for the names of the countries and the title of the person who is giving the announcement for each country. Write this information in English in the chart below.

Name of country	Title of person

2. The two questions below refer to the announcement of the first country mentioned in Text A. Listen for the answers and then write them in Russian in the spaces provided.

a. По мнению Исхак Хана, каким стал день 15 февраля?

b. Почему 15 февраля—такой важный день?

Listening Workbook 7, Unit 34

3. The Russian equivalents of the phrases and words below are mentioned in Text A. These words will help you to understand the text. Listen for the Russian equivalents and then write them in the spaces provided.

a. circulated

b. specifically

c. expressed
gratitude

d. primarily

e. in connection
with

Exercise 2

The questions below focus on the specifics of the announcements of the two countries. Read through the questions and then if necessary listen to Text A again for the answers. Write the answers in English in the spaces provided.

1. Whom does the person from the first country thank for the decision to withdraw Soviet troops?

2. The representative of the second country uses a verb to express feelings on the withdrawal of Soviet troops. What is this verb?

3. What does the representative of the second country hope that the withdrawal of the troops will achieve?

Exercise 3 Text B is a continuation of Text A. It is an announcement from another country about the withdrawal of Soviet troops.

1. Listen to Text B and decide who made the announcement. Write this information in English in the spaces provided.

a. Name of city _____

b. Name of country _____

c. Title of person _____

2. The government making the announcement of Text B mentions some results that it hopes negotiations will bring about. Which of the phrases below are the results specifically mentioned in the text. Circle the correct answers.

a. Решение политических проблем

b. Прекращение кровопролития

c. Продолжение оказания помощи

d. Сформирование нового правительства

e. Урегулирование конфликта

3. The announcement talks about negotiations. What two sides are involved in these negotiations? Write your answer in English in the space provided.

4. Write in English what the government hopes will happen as a result of the withdrawal. Give more detail than the phrases in Exercise 3. 2.

a. _____

b. _____

Exercise 4 The latter part of Text B is a news brief on the situation in Afghanistan. Although Soviet troops have left, fighting continues. Read the questions below and then listen for the answers. Write your answers in English in the spaces provided.

1. What agency is providing the information about the fighting in Afghanistan?

2. What is the time period involved?

3. How many people were killed?

4. Who was killed?

5. What is happening in the provinces?

Exercise 5 Text C describes the reaction of the US to the war in Afghanistan and the withdrawal of Soviet troops. Before you listen to Text B try the following vocabulary exercise to help you prepare for the text.

1. You will hear the words listed below in Text B. Give the English equivalents of these words in the spaces provided.

- a. отказываться _____
- b. поставка _____
- c. оппозиционеры _____
- d. снабжение _____
- e. поддержка _____
- f. сопротивление _____
- g. продолжаться _____

2. Based upon the words which appeared above and the knowledge you may have of the positions of the US and the USSR on Afghanistan, make a prediction as to the contents of Text C. Write your prediction in English in the space provided.

As you listen to Text C, check to see if your prediction was correct.

Listening Workbook 7, Unit 34

Exercise 6 This exercise will help you focus on the content of Text C as you listen. Remember to read the questions before listening to the text. Write your answers in English.

1. The chart below will help you organize some of the main ideas in Text C. The chart is divided into three sections **кто**, **что**, **кому**. Underneath the chart are three columns with the same headings. Listen to Text C and then write the phrases from the columns below in the chart according to the text.

кто	что	кому

кто	что	кому
СССР	поставляет оружие	всем странам, включая США
США	делал предложение	афганским оппозиционерам

2. The following questions will further help you focus on the content of Text C. Answer the questions in English.

a. Text C mentions a proposal. What is being proposed?

b. To what government organization does the US official mentioned in Text C belong?

c. Who is asking the US official a question?

d. What is the US official's response to the question?

Exercise 7 In this exercise you will be working on some vocabulary items that help you to understand the structure of the text.

1. Text C mentions two time expressions. Write them in Russian on the left hand side below and then give the English equivalents on the right.

a. _____

b. _____

Listening Workbook 7, Unit 34

2. Text C refers in three different ways to the forces opposing the government of Afghanistan. Listen for the different nouns and phrases that the Soviet announcer uses. Write them in Russian in the spaces provided.

a. _____

b. _____

c. _____

3. Remember Russian often uses double negatives when negating a sentence. What does the phrase не намерен ни отказываться mean in English? Do not give a literal translation, but rather the English equivalent.

Background Note



The United Nations was founded by 51 countries in San Francisco in 1945. The purpose of this organization is to promote international peace, security, and cooperation. The focus of the organization is on diplomatic and humanitarian aid, but it often acts as an intermediary during conflicts when its member countries supply troops to make up UN troop units who operate as peacekeepers in volatile situations.

Exercise 8 In Text D the United Nations talks about the withdrawal of Soviet troops and also describes some of the help it is providing. This exercise will help you to think about what types of information you will hear in Text D. You will hear the phrases below when you listen to Text D. Based on these phrases and the Background Note, write your predictions of the content of Text D in English in the spaces provided.

возобновление поставок продовольствия
группа наблюдателей
разработанная программа
посты наблюдений
советско-афганская граница
выполнить миссию

Now listen to all of Text D once to see if your predictions were correct and then proceed to Exercise 9.

Listening Workbook 7, Unit 34

Exercise 9 The questions below will help you to focus on some of the details of Text D. Read the questions and then listen for the answers. Write your answers in English in the spaces provided.

1. Three men are mentioned in Text D. Fill in the chart below with the following information about each man; his name, his rank or title, the organization he represents, and the city he is in at the time of this report.

Name	Rank or Title	Organization	City

2. In English we use UN as the shorter form for United Nations. What abbreviation is used in Russian? Write your answer in Russian.

3. What kind of help is the UN offering to Afghanistan?

4. When will this help begin?

5. Why is the adjective *Swedish* mentioned in Text D?

6. Who was present at the meeting described in Text D?

7. Who is broadcasting the interview in Text D?

Exercise 10 This last exercise deals with the interview in Text D. Text D contains only part of the actual interview—one question. A Soviet representative is questioning a UN representative. Write your answers in English.

1. Listen for the question and then write it in the space provided. You do not have to give an exact translation, just the general idea.

2. The following sentence is an incomplete version of one in Text D. It is the first sentence in the UN representative's answer. Fill in the missing information in English.

The staff of UN observers are following a _____

3. According to the UN representative, what did the UN observers set up in Afghanistan?

4. Are the cities of Turgundi and Tataton located in Afghanistan or the USSR?
-

5. As the UN representative finishes his answer, whom does he thank for the successful completion of the mission?
-

Key Vocabulary



аппарат
в частности
военная сводка

возобновление
восстановление
достижение

заранее
заявление

наблюдатель
намерен

неоднократно
одновременно
оказание

основа

осуществить

отказываться

подтверждение

поставка

предложение

представлять

прекратить

признательность

призывать

принимать

принятие

продовольствие

разработанный

staff
specifically
military communications
report
renewal, resumption
restoration, reinstatement
achievement
beforehand
announcement
observer
intended
repeatedly
at the same time
rendering
basis
to carry out
to refuse, give up
confirmation, corroboration
delivery
proposal
to represent
to stop, cease
gratitude
to call, summon
to accept
acceptance
food supplies
worked out

распространенный
следовать
снабжение
содействие
сопротивление
способность

disseminated, circulated
to follow
supply (ing)
assistance
resistance
ability

Acronyms and Abbreviations

КНР (Китайская Народная
Республика)
ООН (Организация
Объединенных Наций)

The People's Republic of China
UN (United Nations)

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Unit 35—Afghanistan after the Soviet Troop Withdrawal

The reports you will hear in this final unit on Afghanistan occurred after the withdrawal of Soviet troops. The withdrawal of troops did not bring about the end of the war in Afghanistan. The two opposing sides, the government troops and the rebel troops, continued to fight. The texts you will be listening to range from reports which occurred immediately after the Soviets withdrew to events which happened many months after the withdrawal.

Exercise 1 Text A was broadcast on February 20, 1989, five days after the completion of the withdrawal of Soviet troops. A state of emergency had been declared.

1. Read the list of topics below. Listen to Text A and check off the topics that are addressed in the text.

- a. _____ Rationing of supplies
- b. _____ Reasons for the state of emergency
- c. _____ Details of civil unrest
- d. _____ Mention of military hardware
- e. _____ Description of Kabul
- f. _____ Foreign aid to the rebels
- g. _____ The reaction of the Soviet Union
- h. _____ The installation of a curfew

2. Listen for the Russian equivalent of *state of emergency* and write it in the space provided.

Listening Workbook 7, Unit 35

Exercise 2 The questions below refer to some of the specific details in Text A. Read the questions and then scan the text for the answers. Write your answers in English in the spaces provided.

1. When was the state of emergency put into effect?

2. What are the residents of Kabul used to?

3. What does the reporter say the city of Kabul has become?

4. How long has the city been this way?

5. What kind of military hardware has appeared in the city?

6. Where in the city has this military hardware appeared?

7. When did it appear?

Exercise 3 The latter part of Text A describes a government announcement giving reasons for the declaration of a state of emergency. This exercise focuses on the details of this announcement.

1. This vocabulary exercise will help you understand this announcement. All of the nouns listed below are mentioned in Text A. Some of the words are described by adjectives and some are not. Listen to Text A and write the adjectives that you hear next to the words they describe in Russian. A word may be described by more than one adjective. If a word is not described by an adjective leave the space blank.

- a. обращение _____
- b. меры _____
- c. расширение _____
- d. вмешательство _____
- e. дела _____

2. Answer the following questions in English based upon the information in Text A.

a. Who is making the announcement?

b. Who is being addressed?

c. What is the announcement?

Listening Workbook 7, Unit 35

Exercise 4 Text B is a continuation of the same report as Text A. It first attempts to reassure listeners that the situation in the capital is not that bad. In the second half of Text B several Afghan merchants talk about the situation in Afghanistan.

1. To reassure listeners the reporter describes how people in the city are going about their everyday lives. He specifically mentions places where life is going on as usual. Listen to the text and write the establishments mentioned in the text in Russian on the left hand side. Give the English equivalents on the right.

- a. _____
- b. _____
- c. _____
- d. _____

2. The reporter does not however wish to minimize the adverse effect the rebels have on daily life. Thus he describes the residents of the capital.

a. The sentence below is based upon a sentence in Text B. Complete the sentence by filling in the missing information in English according to the text.

The faces of Kabul residents reflect _____
_____ and _____.

b. What two things are the residents tired of?

- 1. _____
- 2. _____

c. What are the residents no longer sure of?

Exercise 5 This exercise focuses on the reactions of the merchants to the installation of the state of emergency. Since the Soviet Union supports the Afghan government, and Text B is a report from *Время*, the merchants' reactions will most likely be sympathetic towards the Afghan government.

1. The sentence below is an abbreviated form of a sentence mentioned in Text B. Listen for this sentence in the text and then fill in the blanks with the missing information in Russian.

По мнению торговцев, _____
чрезвычайного положения является очень
_____ и _____
_____ .

2. The following question is based upon the sentence above. Write your answer in English in the space provided.

What does this group of merchants think about the declaration of the state of emergency?

3. Two of the merchants describe their feelings about the rebels and the state of emergency. One of the merchants speaks for all merchants by using the pronoun *we*. The other merchant is speaking only for himself.

- a. Write the Russian words in Text B which indicate that the merchant is speaking for all merchants.

- b. Write the Russian words which indicate that the merchant is speaking only for himself.

Listening Workbook 7, Unit 35

4. The statements below refer either to something said by the first merchant or the second merchant. Listen to Text B and write a 1 if the statement refers to something said by the first merchant and write a 2 if it refers to something said by the second merchant.

- _____ It is time to take extreme measures to restore order on the roads.
- _____ The rebels continue this senseless killing and war.
- _____ It is necessary to speak a different language with the rebels. (In a figurative sense.)
- _____ The doors for negotiations were open earlier and are still open for those who want peace.
- _____ The merchants are tired of being robbed on the roads.
- _____ It is time to bring order to the whole country.

Exercise 6 Text C is a report about fighting in Afghanistan seven months after the withdrawal of Soviet troops. The report is long, referring to several areas of violence. Text C mentions many locations and outbursts of violence. This first exercise will focus on vocabulary.

1. The list below contains the names of cities and provinces in Afghanistan. Some are mentioned in Text C. Listen to Text C for these names. Then put them in the order they are mentioned in the text by writing a number from 1—6 in the spaces provided. If the place is not mentioned in the text leave the space blank.

- | | | | |
|--------|-----------|----------|------------|
| a. ___ | Kabul | e. _____ | Khash |
| b. ___ | Khowst | f. _____ | Jauzjan |
| c. ___ | Paktia | g. _____ | Nangarkhar |
| d. ___ | Jalalabad | h. _____ | Qandahar |

2. Text C also talks about a lot of different weapons. You will hear nine references to weapons, equipment, and attacks. Listen for these words in Text C and make a list of them in the spaces provided. Write them in Russian.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Exercise 7 Since Text C is a lengthier text talking about many areas of violence, it is important to keep track of who the government forces are and who the opposition forces are. Listen to Text C for the ways in which the announcer refers to both groups. Write in Russian in the spaces provided all the different references for both groups. There are just enough spaces for each group.

Opposition Forces

Government Forces

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Listening Workbook 7, Unit 35

Exercise 8 This exercise will help you begin listening for the content of Text C. Remember to read the exercises first so that you know what to listen for.

1. The five items listed below are topics addressed in Text C. They are not, however, listed in the same sequence as they are in Text C. Put them into the correct order by writing a number from 1—5 in the spaces provided.

- a. ___ A message to the UN
- b. ___ Fighting in Khowst
- c. ___ Arrests in the capital
- d. ___ Surrendering of arms
- e. ___ Fighting in the provinces

2. For this exercise you will need to listen for information pertaining to casualties. The chart below will help you organize this information. Fill in the name of the city and the number of casualties of the government and opposition forces. Write your answers in English.

City	Government Forces	Opposition Forces

Exercise 9 The questions below refer to specific details in Text C. Read the questions and then if necessary listen to the text again. Write your answers in English in the spaces provided.

1. How long has the fighting continued in Khowst?

2. Where is Khowst located?

3. Who launched an artillery missile shelling?

4. Who launched a bombing attack?

5. Who made the arrests in the capital?

6. Who was arrested in the capital?

7. What was found during the search of the prisoners?

8. What happened in the province of Jauzjan?

9. The Afghan government sent a document to the UN. What did the document contain?

Listening Workbook 7, Unit 35

Exercise 10 The questions in this exercise summarize some of the events in Text C. Some of the questions ask for very specific details. Write your answers in English in the spaces provided.

1. In how many locations is fighting specifically mentioned in the text?

2. In which location were weapons or military hardware taken?

3. In which location were terrorists active?

4. Who is Сайяф?

Key Vocabulary



безопасность
бессмысленный
бомбово-штурмовой
бронетранспортер
введение
вмешательство
внутренний
волнение
временный
вступление в силу
вывести из строя
грабится
жесткий
изъять

safety, security
senseless
bombing and strafing (adj.)
armored personnel carrier
introduction
interference
internal
agitation, nervousness
temporary, provisional
going into affect
to put out of action
to be robbed
strict, strong
to confiscate

кровапролитие	bloodshed
меры	measures
направить	to send
нарушение	breech, violation
необходимый	necessary, indispensable
обезвредить	to render harmless
обеспокоенность	uneasiness, anxiousness
обращение	address
обыск	search
ожесточенный	cruel
отказаться	to refuse
предприятие	undertaking, enterprise
прямой	direct
расширение	broadening
своевременный	timely
склад	storehouse
скрытый	hidden
средство	means
стремиться	to strive for
товар	goods, wares
чрезвычайное положение	state of emergency

Acronyms and Abbreviations

РА (Республика
Афганистан)

The Republic of Afghanistan

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Workbook 7-Speaking Suggestions

Unit 31—DOSAAF: The Volunteer Auxiliary

Discuss with your class the kinds of youth clubs or activities class members belonged to or took part in. Examples might include 4-H, Boy Scouts, church clubs, summer camps, etc. Use the following questions to guide the discussion.

When did you join?

How long did you belong to this group?

What did you achieve in this group?

What was good about belonging to this group?

What was bad about belonging to this group?

Unit 32—From High School to the Army

- a. Divide your class into pairs. Ask each pair to think of the 10 qualities it would look for in recruiting high school students to the armed forces. Ask each pair to give simple reasons why it thinks these qualities are important.
- b. Ask each pair to present its qualities to the class and to justify its choices.

Unit 33—Troop Withdrawal from Afghanistan

- a. Divide your class into threes. Give student A role card A below, student B role card B below, and student C role card C below.

Card A:

You are a news reporter interviewing two Soviet soldiers who served in Afghanistan.

Find out their

names

ranks

units

Listening Workbook 7, Speaking Suggestions

Ask how long they served in Afghanistan, what they think of the Afghan people, what they think of the mujaheddin, and what conditions (food, climate) were like.

Card B:

You are a Soviet soldier returned from serving two years in Afghanistan. You disliked this experience intensely. You found the conditions (food, climate) extremely hard. You did not like or trust the Afghan soldiers you met. You think the mujaheddin are brave fighters.

A reporter will interview you, asking you about your experience in Afghanistan. Answer his questions using your imagination and the information given above.

Card C:

You are a Soviet soldier returned from five years service in Afghanistan. You liked the Afghan soldiers you trained and worked with. You did not mind the food and the hot summers and cold winters. You disliked the mujaheddin. You thought they were destroying the country.

A reporter will interview you, asking about your experiences in Afghanistan. Answer his questions using your imagination and the information given above.

**Unit 34—Soviet Withdrawal from Afghanistan:
Foreign Reactions**

- a. Divide your class into three groups. Group A will discuss Pakistan's reactions to Soviet withdrawal, group B will discuss American reactions, and group C will discuss Japanese reactions. Give each group its information card.

Group A—Pakistan

In your group discuss your stand on the Soviet withdrawal. Think of the questions the members of the two other groups might put to you or some reasons why they might not agree with you.

Remember the following when you are preparing:

The government in Kabul is communist. Your government is Islamic and supports the mujaheddin.

Your country has offered refuge to approximately 3 million Afghan refugees; Pakistan would like a solution to the refugee problem.

Group B—US

In your group discuss your stand on the Soviet withdrawal. Think of the questions the members of the two other groups might put to you or some reasons why they might not agree with you.

Remember the following when you are preparing:

The US has been opposed to the Soviet presence in Afghanistan.

The US has given considerable financial support to the mujaheddin, and is reluctant to cut off all support because the Soviets are still supporting the communist government in Kabul.

The US would like to see the mujaheddin participate in the governing of Afghanistan.

Listening Workbook 7, Speaking Suggestions

Group C—Japan

In your group discuss your stand on the Soviet withdrawal. Think of the questions the members of the two other groups might put to you or some reasons why they might not agree with you.

Remember the following when you are preparing:

Japan is concerned that continued fighting will weaken Afghanistan's chances of economic recovery and development. Japan is also concerned that the mujaheddin are not united, could not form a government, and have no economic plans for Afghanistan.

- b. Ask members from each group to form groups of three (with one member from group A, one member from group B, and one from group C). Ask group members to question each other on opinions on the Soviet withdrawal. Students should be prepared to challenge each other's viewpoints.

Unit 35—Afghanistan after the Soviet Troop Withdrawal

- a. Divide your class into small groups. Tell each group that it has been invited to Afghanistan to view the situation and to write a report on the security situation in Kabul. Ask each group to make a list of five people it would like to interview and to think of five questions it would like to put to each interviewee.
- b. Ask each group to present its list of interviewees and the questions it has prepared to the whole class.

**Answer Key
Unit 31**

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

Exercise 2 1. The original sequence is: C A B

- Exercise 3
1. d
 2. c
 3. They make an important (weighty) contribution to the upbringing ... and to the preparation

- Exercise 4
1. Because it is for the defense of their homeland
 2. Millions of young men and women
 3. Marshal of the Soviet Union, Minister of Defense
 4. He spoke at the 64th anniversary of the Great October Socialist Revolution.
 5. He calls them *worthy* (достойный).

Answer Keys, Unit 31

- Exercise 5
1. You should have checked a, c, d, f, h, i, and j.
 2. The list of cognates includes:

организации	organizations
миллиона	million(s)
специалистов	specialists
технических	technical
профессий	professions
трактористов	tractor-drivers
комбайнеров	combine-harvester drivers
автомобилей	automobiles (vehicles)
чемпионов	champions
олимпийских	olympic
парашютизм	parachuting
фантастический	fantastic
спорта	sport
интересам	interests
армии	army
стартовать	to start (in sports)
рекордов	records
медали	medals

- Exercise 6
1. 2 million
 2. 50 million
 3. more than 8,000
 4. 403

- Exercise 7
1. Popular (or widely studied) technical professions
 2. A sport for the bold and courageous
 3. Technical and military-related sports
 4. The category is called *Ranking Athlete* (спортсмен-разрядник).
 5. The Military-Technical category
 6. A workable title might be something like: DOSAAF's Outstanding Record in Promoting (Military-Related) Sports

- Exercise 8
1. b
 2. тренировки training
учеба training
школы schools
знатоки experts
подготовленных prepared
воспитанники trainees
наставников instructors
знания skills, knowledge
навыки habits, skills, experience
специалистами specialists
азами fundamentals
 3. not timid novices, but qualified specialists
 4. ...to come to the army, not as timid novices, but as qualified specialists, knowing their own worth, familiar with the fundamentals of military service.

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

- Exercise 10
1. Your summary should include the following essential information:
Students at DOSAAF's Kemerovo radio operator and technician school know that intensive training on real radio sets brings results. Each expert instructor has hundreds of students who have graduated and served in the army as qualified specialists.

Answer Keys, Unit 32

Answer Key Unit 32

- Exercise 1
1. You should have checked b, c, d, g, h, j, and k.
 2. a. 2
b. 3
c. 1

Exercise 2

1.

Time	Activity scheduled
Early morning	Mandatory physical training
After breakfast	Training in tactics, drill, and small arms

2. расписан по часам

- Exercise 3
1. Новоселицкий
Ставропольский
 2. Defense-sports health camp
 3. S. Kaganov
 4. 2 weeks
 5. Senior lieutenant M. Lugovoy
 6. Reserves
 7. A regular camp newspaper

- Exercise 4
1. In the town of Kuznetsk, what realistic possibilities do young people have for high-quality preparation for military service?
 2. b
 3. не...а наоборот....

Answer Keys, Unit 32

- Exercise 5
1. клубах clubs
отрядах detachments (groups)
кругах circles
секциях sections
 2. юный young
армейский army (adj.)
юнармейский young people's army (adj.)
 3. A pre-conscript, a young man of military age (but not yet drafted)
 4. a. 2
b. 5
c. 6
d. 3
e. 4
f. 1

- Exercise 6
1. Electronic instruments
 2. A. Arkhangelskii
 3. S. Yagudin
 4. Kuzyarov
 5. Motorcycle sports

- Exercise 7
1. a. T
b. F
c. F
d. T
e. F
f. T
 2. Your title might be something like *Kuznetsk Teenagers Polish Their Military Skills.*

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

Answer Keys, Unit 32

- Exercise 9
1. c
 2. b
 3. I swear...without hesitation to obey all military regulations and the orders of commanders and superiors.
 4. I, a citizen of the USSR, joining the ranks of the armed forces of the USSR, take the oath....

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

**Answer Key
Unit 33**

- Exercise 1
1. In strict accordance with the Geneva agreements the last Soviet soldier will leave the territory of Afghanistan tomorrow at noon .
 2. Termez

- Exercise 2
1. a. Quiet
b. Small
c. Border (adj.)
 2. The most southern part of Uzbekistan
 3. The center of some very important events
 4. Nine days
 5. Ничего не скрывая, показываем все, что еще недавно считалось архикаким секретом.

- Exercise 3
1. a. T
b. F
c. T
d. F
e. T
 2. c, d, e, g, h
 3. a. Whether or not the soldiers and their families needed this war
b. What awaits the soldiers in Termez
 4. A solemn march

Answer Keys, Unit 33

- Exercise 4**
- покинул
 - похоронок
 - чужой
 - соотечественники
 - боль
 - горе
 - утрат
 - The war has ended.
 - The last Soviet soldier has left Afghanistan.
 - There will be no more reports of new casualties.
 - There will be no new notifications of death from a foreign land.
 - особенный
 - Special

радостный
Joyful

- Exercise 5**
- The pain and sorrow of the losses
 - The disabled veterans of the war
 - Our help, i.e. the help of the Soviet people
 - More than 14,000
 - Everything connected with the war and those December days in 1979 when the troops first entered Afghanistan.

- Exercise 6**
- a
 - b, d
 - территория Афганистана
 - чужая земля
 - та земля
 - эта страна

- Exercise 7**
- to protect the young comrades from risking their lives in war.
 - e
 - a
 - f
 - g
 - c
 - b
 - d

- Exercise 8
- a. И вот прозвучали последние на афганской земле команды.
b. Боевая колонна выходит на границу.
 - c, d, f, g
 - a. The mothers of the deceased soldiers
b. The wives of the deceased soldiers
c. The children of the deceased soldiers
d. The orphans
 - Во имя чего?
 - For what or for whom did these soldiers die?
 - He is very sympathetic.
- Exercise 9
- a. Командарм-герой Советского Союза
b. Генерал—лейтенант
c. Громов
 - Five and a half years
 - In all
- Exercise 10
- a. За мной ни одного советского солдата, офицера, прапорщика нет.
b. Десятилетнее пребывание завершилось.
 - A monument should be erected.
 - Счастливой вам службы.
 - That neither he or any other Soviet soldier will have to cross the border of war and peace.

Answer Keys, Unit 34

Answer Key Unit 34

Exercise 1

Name of country	Title of person
Pakistan	The president
China	An official spokesperson

2. a. 15 февраля стал днем исторического значения.
b. Потому что советские войска были выведены из Афганистана.
3. a. распространённом
b. в частности
c. выразил признательность
d. в первую очередь
e. в связи с

Exercise 2

1. The Soviet government, but first of all Mikhail Gorbachev
2. To welcome
3. Peace and stability in the region

Exercise 3

1. a. Tokyo
b. Japan
c. Official spokesperson of the Ministry of Foreign Affairs
2. c,d
3. The Afghani government and the rebels
4. a. The establishment of a broad-based government which represents the Afghan people
b. Continuation of aid to Afghanistan in the interests of peace

- Exercise 4
1. Bakhtar
 2. The past two days
 3. 85
 4. Members of the armed antigovernment forces
 5. Violent clashes between Afghan (government) forces and opposition detachments

- Exercise 5
1.
 - a. to give up
 - b. delivery
 - c. oppositon forces
 - d. supply (ing)
 - e. support
 - f. resistance
 - g. to continue
 2. The US is continuing to deliver supplies to the opposition forces.

Exercise 6 1.

кто	что	кому
СССР	сделал предложение	всем странам, включая США
США	поставляет оружие	афганским оппозиционерам

2.
 - a. To stop supplying the opposition forces with weapons
 - b. State Department
 - c. A TASS correspondent
 - d. Our support to the resistance movement will continue.

Answer Keys, Unit 34

- Exercise 7
- a. неоднократно repeatedly
b. одновременно at the same time
 - a. афганские оппозиционеры
b. противоборствующие стороны
c. сопротивление
 - Does not intend to give up

Exercise 8 Your prediction might be:
The UN is planning to deliver food supplies and set up observation posts in Afghanistan.

Exercise 9 1.

Name	Rank or Title	Organization	City
Perez de Cuellar	Secretary General of the UN	UN	New York
Varennikov, Valentin Ivanovich	General	The Soviet Army	Kabul
Rauol Jilmener	Major-general	UN	Kabul

- OOH
- Delivery of food supplies
- In the near future
- A Swedish airlines will deliver the supplies.
- The Soviet General Varennikov and the UN Major-general Jilmener
- Время

- Exercise 10
1. How are the UN observers carrying out their function during the withdrawal of Soviet troops?
 2. The staff of UN observers are following a plan worked out beforehand.
 3. Observation posts along the Soviet-Afghan border
 4. Afghanistan
 5. The Soviet Union

Answer Keys: Unit 35

**Answer Key
Unit 35**

- Exercise 1 1. b, d, e
 2. чрезвычайное положение
- Exercise 2 1. Yesterday
 2. Military hardware and weapons
 3. Practically a city on the front
 4. Several years
 5. Tanks and armored personnel carriers
 6. On the streets and squares and near government and
 public buildings
 7. Yesterday
- Exercise 3 1. b. временные
 d. прямое, скрытое
 e. внутренние
 2. a. The president of Afghanistan
 b. His fellow countrymen
 c. These measures are temporary and they were
 taken because of the broadening of direct
 and secret interference in the internal
 affairs of Afghanistan.
- Exercise 4 1. a. предприятия enterprises
 b. учебные educational
 заведение institutions
 c. торговые commercial stores
 лавки
 d. магазины stores
 2. a. The faces of the Kabul residents reflect serious
 uneasiness and agitation .
 b. 1. Shelling
 2. Shortages
 c. That government measures can restore life to
 normal.

- Exercise 5
1. По мнению торговцев, введение чрезвычайного положения является очень своевременной и необходимой мерой .
 2. It is a timely and necessary measure.
 3. a. Мы, торговцы
b. Лично я
 4. 1
2
2
2
1
1

- Exercise 6
1. a. 5
b. 1
c. 4
f. 6
g. 2
h. 3
 2. ракетно-артиллерийский обстрел
бомбово-штурмовые удары
боеприпасы
артиллерийские орудия
транспортные средства
ручные гранаты
мины
взрывчатка
огнестрельное оружие

- Exercise 7
- | | |
|--|--|
| <p>Opposition Forces
вооруженная
оппозиция
мятежники
отряды оппозиции
противник
группа террористов
Исламский союз
за освобождение
Афганистана
антиправительственная
группа</p> | <p>Government Forces
афганские войска

армия
военнослужащие
ВВС
правительственные
войска</p> |
|--|--|

Answer Keys, Unit 35

- Exercise 8
1. a. 5
b. 1
c. 3
d. 4
e. 2
 - 2.

City	Government Forces	Opposition Forces
Khowst	1 killed 6 wounded	50 put out of action
Nangarkhar		30 killed
Qandahar		100 killed

- Exercise 9
1. Several days
 2. In eastern Afghanistan
 3. The opposition forces
 4. The government forces
 5. The Afghan government security agencies
 6. Members of the terrorist group *The Islamic Union for the Liberation of Afghanistan*
 7. Hand grenades, mines, explosives, and fire arms
 8. Fifty-two rebels refused to fight against government forces and about 100 members of rebel families also returned to peaceful life.
 9. New facts pertaining to the violation of the Geneva agreements by Pakistan

- Exercise 10
1. 4
 2. Qandahar
 3. Kabul
 4. The leader of *The Islamic Union for the Liberation of Afghanistan*

Dictionary

аппарат	staff
аз (usually in plural: азы)	rudiment, fundamental, basic
бдительный	watchful, vigilant
безопасность	safety, security
беспрекословно	without hesitation, unquestioningly
бессмысленный	senseless
блокнот	notepad
бомбово-штурмовой	bombing and strafing (adj.)
бронетранспортер	armored personnel carrier
в частности	specifically
введение	introduction
весомый	weighty, important
вклад (+ в + accusative)	contribution (to)
вмешательство	interference
вносить вклад в (+ асс.)	to make a contribution to
выступать	to come forward, appear publicly
внутренний	internal
военная сводка	military communications report
возобновление	renewal, resumption
волнение	agitation, nervousness
восстановление	restoration, reinstatement
временный	temporary, provisional
вступление в силу	going into effect
вывести из строя	to put out of action
вывод	withdrawal
выполнять	to fulfill
горе	grief, sorrow
грабиться	to be robbed
грохотать	to crash, roar
действующий	active, functioning
допризывник	youth of military age (but not yet drafted)
достижение	achievement
достойный	worthy, worthwhile
жесткий	rigid, strict
задавать вопрос	to ask a question
закалка	hardening, toughening
запас	reserve, reserves

Listening Workbook 7. Dictionary

заранее	beforehand
заявление	announcement
знаток	expert
изъять	to confiscate
имеющийся	available, on hand
к услуге (+ genitive)	at the disposal of, available to
кара	punishment
качественный	high-quality, worthwhile
клясться	to swear (an oath)
кровапролитие	bloodshed
лист (also листок)	newspaper, newsletter
лыжные гонки	ski races
массовый	popular, widely-studied
меры	measures
мужественный	brave, courageous
на счету	to one's credit
наблюдатель	observer
намерен	intended
направить	to send
нарушение	breach, violation
немало (+ genitive)	quite a few, not a trivial number
необходимый	necessary, indispensable
неоднократно	repeatedly
нескончаемый	never-ending
новичок	novice
норматив	norm, standard
объятый	enveloped in, embraced by
обеспокоенность	uneasiness, anxiousness
обезвредить	to render harmless
обращаться	to appeal (to), address
обращение	address
обыск	search
овладевать	to seize, master (a subject)
одновременно	at the same time
ожесточенный	cruel
оздоровительный	health (adj.), health-promoting
оказание	rendering
орудийный залп	cannon fire, salvo
осваивать	to master, develop
основа	basis
осуществить	to carry out
отказываться	to refuse, give up
отправляться	to leave, set off

Listening Workbook 7, Dictionary

парашютизм	(sport) parachuting, sky diving
передать	to bring, broadcast
переступить	to step over
пламя	flame
пограничный	border (adj.)
подводить итог (or итоги)	to sum up, to total
подростающий	growing
подростающее поколение	younger generation
подросток	adolescent, teenager
подтверждение	confirmation, corroboration
покидать	
(perf. form: покинуть)	to leave, abandon
поколение	generation
пополнение	replenishment, reinforcement
поставка	delivery
постоянный	permanent
поток	stream, torrent, flow
похоронка	notification of death
прямой	direct
преданный (+ dative)	committed (to)
предложение	proposal
предприятие	undertaking, enterprise
представлять	to represent
прекратить	to stop, cease
прибытие	arrival
приемник	(radio) receiver
приемный	receiver (adj.)
прикладной	applied
признательность	gratitude
призывать	to call, summon, call up
призывник	draftee, inductee, conscript
принимать	to accept
принятие	acceptance
продовольствие	food supplies
прыжок	jump
пулеметная очередь	machinegun volley
разработанный	worked out
расписать по часам	to schedule, make up a schedule
распространенный	disseminated, circulated
рассечь	to cut
рассудить	to judge, consider
расширение	broadening
рваться	to burst

Listening Workbook 7. Dictionary

робкий	timid, shy
рубеж	frontier, border; record
с учетом (+ genitive)	taking into account, considering
сирота	orphan
склад	storehouse
скрывать	to hide
скрытый	hidden
следовать	to follow
снабжение	supply (ing)
сниться	to dream
соблюдать	to observe, abide by
соглашение	agreement
содействие	assistance
соответствие	accordance
соотечественник	compatriot, countryman
сопротивление	resistance
спортсмен-разрядник	ranking athlete
способность	ability
средство	means
срок	(period of) time, term
стремиться	to strive for
строгий	strict
судьба	fate, fortune
суровый	harsh, strict
своевременный	timely
товар	goods, wares
требование	demand, requirements (in pl.)
убытие	departure
увлекаться (+ instr.)	to be interested in
удостаиваться	to be honored (favored) by
усилия	efforts
устройство	apparatus, device, unit
утрата	loss
физзарядка	physical training
четкий	clear, accurate
чрезвычайное положение	state of emergency
чужой	strange, foreign
юнармейский	young people's army (adj.)

Glossary of Acronyms and Abbreviations

ДОСААФ (Всесоюзное добровольное общество содействия армии, авиации и флоту СССР)	All-Union Voluntary Society for Assistance to the Army, Air Force, and Navy of the USSR
замполит (заместитель командира по политической части)	Deputy commander for political affairs
КНР (Китайская Народная Республика)	The People's Republic of China
ООН (Организация Объединенных Наций)	UN (United Nations)
РА (Республика Афганистан)	The Republic of Afghanistan
РТШ (радиотехническая школа)	radio operator and technician school

Listening Workbook 7, Glossary

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Listening Workbook 7, Workbook Test

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 31

Listen to Text A and answer Questions 1–2.

1. How many years of DOSAAF activity does the speaker in Text A summarize?
 - a. 5
 - b. 15
 - c. 50
 - d. 55

2. According to the speaker in Text A, DOSAAF is a patriotic organization of
 - a. working people.
 - b. concerned volunteers.
 - c. educators.
 - d. dedicated ex-servicemen.

Listening Workbook 7, Workbook Test

Listen to Text B and answer Questions 3–6.

- 3. What was analyzed at the DOSAAF Central Committee meeting?**
 - a. The operating budget for the coming fiscal year.**
 - b. The progress of perestroika within the organization.**
 - c. Changes in the leadership of the organization.**
 - d. Response to rapidly changing political circumstances.**

- 4. What did Colonel-General Kotlovsev do at the DOSAAF meeting?**
 - a. He welcomed members.**
 - b. He presented awards.**
 - c. He gave a speech.**
 - d. He opened the proceedings.**

- 5. What subject attracted broad interest from the meeting delegates?**
 - a. Signs of growing antimilitary attitudes among the young**
 - b. DOSAAF organizational participation in elections**
 - c. Major cutbacks in government funding of DOSAAF activity**
 - d. Ethnic conflicts, even at the high school level**

- 6. The DOSAAF meeting ended by considering**
 - a. a survey of its members.**
 - b. several staff promotions.**
 - c. a joint conference with the military.**
 - d. organizational matters.**

Listening Workbook 7, Workbook Test

Listen to Text C and answer Questions 7–10.

7. According to the words of Leonid Brezhnev, quoted in Text C, defenders of the Soviet homeland must
 - a. be able to control missiles, supersonic planes, and submarines.
 - b. pledge loyalty to the Communist Party first and foremost.
 - c. be willing to sacrifice themselves for the future of Communism.
 - d. pass along their experience through the DOSAAF organization.

8. According to Text C, what else is needed besides bold, muscular soldiers?
 - a. Up-to-date technology
 - b. People with advanced technical skills
 - c. More intensive political education of the young
 - d. A better system of economic accountability

9. According to Text C, what is happening with every passing year?
 - a. The military's international role is becoming more important.
 - b. The educational level of conscripts is declining.
 - c. The number of DOSAAF military-technical institutions grows.
 - d. The importance of technical education changes.

10. Text C mentions DOSAAF classrooms equipped for training in all the following fields EXCEPT
 - a. computer technology.
 - b. auto parts and repair.
 - c. cinematography.
 - d. transportation.

Listening Workbook 7, Workbook Test

Unit 32

Listen to Text D and answer Questions 11–17.

11. According to Text D, the winter training season ends with
- an honors and awards ceremony.
 - a military-sports holiday.
 - exams and skill assessment.
 - a mass formation drill.
12. The end-of-season training event includes in its program a
- biathlon.
 - student band concert.
 - rope-climbing competition.
 - precision drill team.
13. Which of the following sports will the students be able to do in spring?
- Basketball
 - Cross-country running
 - Soccer
 - Field hockey
14. What other outdoor activities will the students engage in?
- Mapreading and navigation exercises
 - Field exercises
 - Field construction of bridges
 - Overnight camping and hiking
15. What holiday does Text D mention?
- Cadets' Day
 - Founding of DOSAAF Day
 - Army-Navy Day
 - Victory Day

Listening Workbook 7, Workbook Test

16. According to Text D, the previous anniversary celebrations included a
- a. public mass formation drill in full-dress uniform.
 - b. visit to the school by the local military region commander.
 - c. competition judged by the physical and military education instructors.
 - d. visit to a nearby army base and a chance to ride in tanks and APC's.
17. According to Text D, when do the students play volleyball?
- a. Summer
 - b. Spring
 - c. Autumn
 - d. Winter

Listen to Text E and answer Questions 18–20.

18. According to the part of the military oath in Text E, the conscript swears
- a. to be ready to defend his country.
 - b. never to abandon his assigned post.
 - c. to be always alert for saboteurs and spies.
 - d. never to betray his country.
19. According to the oath in Text E, what is the ultimate goal of military service?
- a. Fulfilling the sacred duty of the Communist Party
 - b. Resolute defense of the country's borders
 - c. Total victory over the country's enemies
 - d. Advancing the goal of building and defending Communism

Listening Workbook 7, Workbook Test

20. Should he be called on, the soldier swears to defend his country in all the following ways EXCEPT
- a. with boldness.
 - b. skillfully.
 - c. with dignity.
 - d. honorably.

Unit 33

Listen to Text F and answer Questions 21–26.

21. The journalists/correspondents mentioned by Text F
- a. are on the Soviet-Afghan border with the troops.
 - b. come from all over the world.
 - c. will file their last reports from Kabul.
 - d. expect to cover the war from a different angle now.
22. What does Text F have to say about this point on the Soviet frontier?
- a. It is one of several final withdrawal points on the border.
 - b. This is only a part of the coordinated land and air withdrawal.
 - c. Formerly a scene of bitter fighting, it now witnesses peace.
 - d. This is the designated final withdrawal point.
23. According to Text F, how many months ago was the withdrawal date settled?
- a. 10
 - b. 11
 - c. 15
 - d. 21

24. Where did the withdrawal agreement take place?
- a. Moscow
 - b. Vienna
 - c. Geneva
 - d. Helsinki
25. According to Text F, what have the soldiers done to prepare for this day?
- a. They have gathered presents to give their Afghan hosts.
 - b. They have marked it down in their calendars.
 - c. They have prepared banners and signs of farewell.
 - d. They have closed down their former camps and bases.
26. Who sings along with the (performing) artists at the withdrawal celebration?
- a. The generals
 - b. Afghan officials
 - c. All the officers
 - d. Even the journalists

Listen to Text G and answer Questions 27–30.

27. What is the name of the border river that the withdrawing troops cross?
- a. Amudarya
 - b. Dniepr
 - c. Kushka
 - d. Murgab
28. Besides the bridge, what other landmark is visible?
- a. Snowy mountain passes
 - b. A stone memorial
 - c. Black stone cliffs
 - d. A long, narrow valley

Listening Workbook 7, Workbook Test

29. How long did this war last compared with World War II?
- a. Almost as long
 - b. About the same length of time
 - c. One-and-a-half times longer
 - d. Twice as long
30. The band will not play a victory march on this occasion. Instead it will play
- a. music announcing the victory of reason and sober policy.
 - b. songs of farewell and of parting.
 - c. funeral marches in honor of those fallen in battle.
 - d. Russian and other folk songs and dances.

Unit 34

Listen to Text H and answer Questions 31–34.

31. How were Secretary of State Baker's remarks made public?
- a. In an unofficial leak in a newspaper
 - b. By a State Department press release
 - c. In an official statement in the New York Times
 - d. During a TV interview
32. According to Secretary Baker, in Text H, the US administration intends to
- a. suspend all aid to the Afghan rebels.
 - b. undertake a reevaluation of its aid policy.
 - c. continue military aid to the Afghan rebels.
 - d. discuss the aid question with allies in the area.

Listening Workbook 7, Workbook Test

33. According to Text H, Secretary Baker stated administration intentions for what period of time?
- a. The immediate future
 - b. A few months
 - c. The long-term future
 - d. An indefinite period
34. Text H reports a conclusion about the Afghan government reached in Washington, namely that it
- a. completely lacks any popular support.
 - b. still has reserves of Soviet arms.
 - c. has yet to prove its military strength.
 - d. is inefficient and corrupt.

Listen to Text I and answer Questions 35–38.

35. Text I begins by saying there is an important realization that must be made. That realization concerns
- a. Soviet conduct of foreign policy on Afghanistan.
 - b. the enormous cost in men and materiel of the war.
 - c. support of the Soviet people for the war.
 - d. the rightness of the Soviet government's actions.
36. For reactions from other countries to the withdrawal, the reporters turned to
- a. press wire service reports.
 - b. major foreign newspapers.
 - c. official government statements.
 - d. interviews with foreign officials.

Listening Workbook 7, Workbook Test

37. According to Text I, foreign ministers of European countries expressed
- a. a wait-and-see attitude.
 - b. support for the withdrawal.
 - c. satisfaction with the action.
 - d. cautious optimism.
38. What occurred in Madrid in connection with European reaction to the withdrawal?
- a. A meeting of representatives of Afghan refugees
 - b. Publication of a special official statement
 - c. Founding of an organization to help the Afghans
 - d. An East-West security conference

Listen to Text J and answer Questions 39–40.

39. Soviet emissary Vorontsov visited Delhi
- a. en route to the United States.
 - b. at the Indian government's invitation.
 - c. to confer with Afghan rebel leaders.
 - d. on a mission assigned to him by the Soviet leadership.
40. According to Text J, with whom did Vorontsov meet in Delhi?
- a. Prime Minister Rajiv Gandhi
 - b. The Indian Finance Minister
 - c. Morarji Desai
 - d. An Indian vice-minister

Unit 35

Listen to Text K and answer Questions 41–47.

41. According to Text K, what have the Afghan rebels been doing in the last six days?
- a. Building up stores of arms
 - b. Actively moving around
 - c. Sniping at traffic on the main road
 - d. Lying low and doing nothing
42. Where are the rebels?
- a. Around Kabul
 - b. In the mountains to the north
 - c. Near the city of Khost
 - d. On the central plateau
43. Text K gets its news report on the rebels from what source?
- a. BBC
 - b. AP
 - c. TASS
 - d. UPI
44. According to Text K, where is the town of Miramshakh located?
- a. In northwestern Pakistan
 - b. In southwestern Afghanistan
 - c. Near the Iranian-Afghan border
 - d. North of Islamabad

Listening Workbook 7, Workbook Test

45. Who or what recently was transported from Khost to Miramshakh?
- a. 6 truckloads of weapons
 - b. Food and medical supplies
 - c. 6 dead and 80 wounded rebels
 - d. A large group of civilian refugees
46. The administrative center of the province is the town of
- a. Miramshakh.
 - b. Khost.
 - c. Isamabad.
 - d. Peshawar.
47. What does the administrative center of the province receive daily?
- a. International Red Cross workers
 - b. 50–60 wounded rebels
 - c. Flights of planes bearing arms
 - d. Food aid from the US

Listen to Text L and answer Questions 48–50

48. Text L reports that the Afghan capital
- a. came under rebel rocket attack.
 - b. is no longer under seige.
 - c. is cut off from the rest of the country.
 - d. is under a curfew.
49. What is the holiday mentioned by Text L?
- a. The Islamic Feast of Ramadan
 - b. The meeting of all the muzzeins
 - c. The beginning of the *haji* or pilgrimage
 - d. The birthday of the prophet Mohammed

50. The figures for results of a recent rebel attack are
- a. 20 dead, 36 wounded.
 - b. 36 dead, 85 wounded.
 - c. 36 dead, hundreds wounded.
 - d. 85 dead, hundreds wounded.

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RUSSIAN PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL1208

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

Workbook 8 is at proficiency level 2. It contains texts about medicine, the Soviet draft, the Far East, and the US military in Panama. These texts have been taken from the Soviet media.

This is the third workbook at level 2. 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 cognates,
- listening for statements of purpose,
- using your world knowledge to anticipate the information you will hear in a text,
- guessing at the meanings of words from the context, and
- differentiating between formal and informal speech.

Listening Workbook 8

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Russian Listening Workbook 8

Table Of Contents

Section	Page
Administrative Instructions	218
Grading and Certification Instructions	218
Unit 36 - Medicine in the Military	
Exercise 1 - 10	219
Key Vocabulary	231
Acronyms and Abbreviations	232
Unit 37 - Medicine in the USSR	
Exercises 1 - 10	233
Key Vocabulary	246
Unit 38 - The Soviet Draft	
Exercises 1 - 10	249
Key Vocabulary	259
Acronyms and Abbreviations	260
Unit 39 - The Far East	
Exercises 1 - 10	261
Key Vocabulary	272
Acronyms and Abbreviations	273
Unit 40 - The US Military in Panama	
Exercises 1 - 10	275
Key Vocabulary	287
Acronyms and Abbreviations	287
Speaking Suggestions	289
Answer Keys	293
Dictionary	311
Glossary	315
Workbook Test	317

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 36—Medicine in the Military

This first of two units on medicine introduces you to aspects of medical care in the Soviet armed forces. Coverage of military medicine in the Soviet mass media tends to dwell on issues of competence, physical therapy, trauma, advances in medical procedures & technology, disease prevention, and quality of care received by servicemen and their dependents. In particular, trauma (a body wound produced by sudden physical shock or injury) gets a lot of attention because these traumas underline the danger inherent in military life and work.

The first text includes most of the themes mentioned.

Figure 36.1 Physical Therapy in Progress



Background note



Госпиталь usually means *military hospital*. If you hear военный госпиталь, the meaning is clear. The civilian equivalent is больница.

A	B
a. ____ доктор	1. болезнь
b. ____ заболевание	2. кадры
c. ____ пациент	3. лечебная физкультура
d. ____ персонал	4. больной
e. ____ физиотерапия	5. врач

Exercise 2 The work you do in this set of exercises will bring you into closer contact with the text and help you grasp the essential information.

1. Listen to Text A once more. The phrase *Вся работа... направлена на* near the beginning is a key phrase. Write its English equivalent in the space provided.

2. Think for a moment about the function of that phrase in the sentence and what might follow it. To help you recognize its function, read the following list of possibilities. Choose one that best describes the function.
 - a. It's a phrase of cause and effect.
 - b. It's a *not X but Y* type of construction.
 - c. It's a statement of purpose.
 - d. It's a comparison.

Now that you have focused on that key phrase, listen again to Text A for the brief list that follows *Вся работа... направлена на*. The three goals are listed. What are they? Write your answers in English in the spaces provided.

a. _____

b. _____

c. _____

The second half of Text A lists some facilities and equipment. Write down at least three of the items mentioned that could be considered facilities or equipment.

How does Text A describe the specialists who work at this place? Write your answer in English in the space provided.

Exercise 3 This exercise asks you to do much the same with Text B as you did with Text A. Listen to Text B one time only to get the gist of it.

Which of the following phrases best describes the gist of Text B? Circle the correct answer.

- a. Training at a military medical institute updates qualifications.
- b. There are detailed medical disaster plans at all airports.
- c. Doctors research ways to treat the effects of modern weapons.
- d. Navy and army doctors discuss burn treatment at a conference.

2. In the exercise below, match the following key words, written as they appear in Text B, with their English equivalents. Write the number of each English item from column B next to the corresponding Russian item in column A.

A	B
a. _____ квалификацию	1. clinical
b. _____ клинических	2. institutions
c. _____ лечебное дело	3. medics
d. _____ медики	4. medicine
e. _____ ординаторов	5. qualifications
f. _____ учреждения	6. surgeon
g. _____ хирург	7. interns

Exercise 4 The following exercises are designed to help you identify the essential information in Text B.

1. A statement of purpose helped you focus on Text A's major points. It is always a good strategy to listen for a statement of purpose. Listen to Text B with this in mind. Listen for a phrase or construction telling you (perhaps not in these words exactly) *the purpose of... is to*. Text B does this using a series of three verbs, all having the same number and person. The first of these has been written for you. Write the other two verbs in the spaces provided (just the verbs, please) in the form in which you hear them in the text.

(Здесь) готовят...

2. By identifying the verbs, you have identified the activities carried out by this military medical facility. Write out in English what these activities are in the spaces provided.

The purpose of the medical facility is to

a) _____

b) _____

c) _____

3. The last section of Text B tells a little about training facilities and how trainees spend their time. How do trainees spend most of their time according to Text B? Answer in English in the spaces provided.

Figure 36.2 A Military Emergency Room



Exercise 5 Text C concerns Major-General Sergei Tkachenko, the Senior Traumatologist of the USSR Ministry of Defense. Part of this exercise will focus on the text format, part will focus on General Tkachenko.

1. Read the list of possible formats below. Then listen to Text C once, focusing on the type of format only. Circle the appropriate answer.
 - a. An official biography
 - b. A press release
 - c. A journalistic interview
 - d. A military doctor's commentary

2. It is a good idea to identify people's important characteristics. Rank and name are examples. You should now listen to Text C for such very specific information, namely, what is Major-General Tkachenko's specialization? In the spaces provided, write in English what his specialization is and what two key words (from the first few sentences) give you this information.

Major-General Tkachenko is a _____.

The key words are _____ and _____.

3. Some vocabulary work will help prepare you for the details of Text C. Match the following key words, written as they appear in Text C, with the English equivalents. Write the number of the English item from column B next to the corresponding Russian item in column A.

A	B
a. _____ осложнения	1. fractures
b. _____ переломов	2. complications
c. _____ пойти на риск	3. in an ambulance
d. _____ на «скорой»	4. threat
e. _____ угроза	5. take a risk

Exercise 6 The following questions test your understanding of some details in Text C. Read the questions first and then listen to the tape.

1. The journalist/interviewer asks Major-General Tkachenko to
 - a. describe the time he was injured in a car accident.
 - b. tell about his research into the body's healing process.
 - c. recount a particularly memorable operation he performed.
 - d. summarize a typical doctor's reaction to a major accident.

2. According to the journalist/interviewer, Major-General Tkachenko has
 - a. brought people back to life.
 - b. put many people back on their feet again.
 - c. enabled many servicemen to continue their careers.
 - d. given hope to those badly injured in the line of duty.

3. As Major-General Tkachenko tells it, he
 - a. had just arrived at the clinic.
 - b. was staying late at the clinic.
 - c. had been teaching a class on fractures.
 - d. was a witness to the accident.

4. What was Major-General Tkachenko just finishing at the time of the accident?
 - a. His work
 - b. A conference with a colleague
 - c. A chat with a patient
 - d. A cup of coffee

5. Who or what interrupted him?

- a. A policeman's whistle
- b. The hospital paging system
- c. A telephone call
- d. The duty physician

Exercise 7 The remainder of your work with Text C will consist of statements about the text. Some are true, some are false. Read the following statements, listen to the text, and then check the appropriate boxes.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. The emergency squad brought in a military policeman. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The serviceman had been injured in an auto accident. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. He had lost a lot of blood. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He sustained multiple fractures to hands and arms. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Complications were unavoidable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The doctors decided to try some new procedures. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The serviceman had to have one hand amputated. | <input type="checkbox"/> | <input type="checkbox"/> |

Exercise 8 Listen to Text D to identify the basic facts—who, where, when, what, and how.

In the space provided, write in English where Text D's action took place.

Listen carefully for the date of the action described. Write it in the space provided in English.

How many servicemen were involved?

Exercise 9 Now that you have established the basic facts of the situation, you can begin to bring more knowledge to your listening. Some background information will help.

The mention of Baku, capital of the southern republic of Azerbaijan, gives the context for Soviet listeners. For Americans, though, the situation may seem confusing. What happened was this: Civil unrest, rioting, and killings carried out by members of various ethnic groups (including Azerbaijanis and Armenians) against each other brought the city close to chaos. The government decided to send in special MVD troops to restore order. These are Ministry of Internal Affairs—not Ministry of Defense—soldiers. These troops are specially trained in riot control tactics. They encountered heavy armed resistance—that's why there is a reference to soldiers раненых в Баку.

The next exercises test your understanding of details in Text D. The incomplete Russian phrases below from Text D are either direct quotes or slightly reworded versions. Read the phrases and possible choices of items to fill in the blanks. Listen to Text D to find the correct information. Choose the appropriate item needed to complete each phrase and write the letter for that item in the blank.

1. сюда _____ доставлены двадцать семь солдат и офицеров.
 - a. скорой помощью
 - b. спецрейсом
 - c. машиной скорой помощи
 - d. вертолетом

2. все службы госпиталя действовали _____.
 - a. отлично
 - b. героическим трудом
 - c. быстро и четко
 - d. без промедления

3. _____ нуждается в реанимационных мероприятиях.
 - a. никто из них не
 - b. один солдат
 - c. несколько из них
 - d. один офицер и один солдат

Exercise 10 This exercise shows you a strategy for organizing information. Basically, the principle is to identify paragraphs or short sections, each of which has a central theme or subject. Make yourself a brief summary or a note of what that subject is. You are breaking a larger text into smaller units, making it easier to handle, easier to find information when you go back to it.

1. Text D has three sections. One is about the hospital (call it section A), another summarizes the condition of the wounded (call it section B), and the third mentions the actions of the medical staff (call it section C). Listen to Text D to identify those three sections. Then complete the following chart. It asks you to write the letter for the activity or information mentioned in the column for the section describing that activity or information. The first item has been done for you.

<u>Section</u>	A	B	C
	a		

Type of Activity or Information

- a. Number of wounded servicemen
- b. Date of incident
- c. Location of incident (Baku)
- d. Response time of medical personnel
- e. Description of personnel teamwork
- f. Seriousness of condition of the wounded
- g. Need for resuscitation measures
- h. Name and rank of hospital spokesman

2. Think of a short title for Text D which summarizes its content. Write your title in English in the space provided.

Key Vocabulary



взаимопонимание	mutual understanding
внедрять в практику	to put into practice
Гиппократ	Hippocrates (ancient Greek doctor)
дегуманизация	dehumanization
диспансеризация	hospitalization, curing
донорский	donor (adj.)
заболевать	to fall sick
здравоохранение	public health
как принято говорить	as it's usually said
кардиологический	cardiological (heart-related)
лечебный	curative, medicinal
лечение	curing, healing
мероприятие (often plural)	measure
налицо	on hand, evident, present
ординатор	intern
осложнение	complication
оснащаться	to be equipped
охрана (e.g., здоровья)	preserving, keeping
перевязочный	for the dressing of wounds
повторное обследование	second checkup
пойти на риск	to take the risk
помещение (often plural)	room, living or working space
порог	threshold, limit
профилактика	prevention of disease, prophylaxis
рядышком (colloquial)	alongside, next to
скорая помощь (sometimes just called скорая)	ambulance
спецрейс	special (airplane) flight
средняя тяжесть	medium severity
терапевт	therapist
травматизм	rate or total number of injuries
угроза	threat
хирург	surgeon
чума	plague

Acronyms and Abbreviations

ВОЗ (Всемирная организация здравоохранения)	World Health Organization
МВД (Министерство внутренних дел)	Ministry of Internal Affairs
Минздрав (Министерство здравоохранения)	Ministry of Public Health
Н-ский	unnamed, anonymous
СПИД	AIDS
ЦВМУ (Центральное военно-медицинское управление)	Central Military Medical Directorate

Unit 37—Medicine in the USSR

With the glasnost of recent years came more information (statistical as well as journalistic) about the state of public health and the health care system in the USSR. For example, there are more doctors in absolute numbers and per capita in the Soviet Union than anywhere else in the world—1.2 million, or 42 doctors per 10,000 inhabitants. About 70 percent of the doctors are female. They rely on support from nurses and health assistants called фельдшеры. In rural areas and some of the poorer republics, the фельдшер is the principle deliverer of health services. The system is free of charge, centering on hospitals, outpatient clinics, and large polyclinics which offer various services.

Exercise 1 Your first approach to Text A, which deals with a recurring public health issue, involves identifying the basics of the text. Read the following incomplete statements. Then listen to Text A to identify the correct choice for completion. Circle your choice.

1. Text A reports

- a. an interview with the Minister of Public Health.
- b. a press conference.
- c. information from a recent UN conference.
- d. results of a government inquiry.

2. The main subject of Text A is high levels of

- a. malnutrition.
- b. alcoholism.
- c. illegal drug use.
- d. influenza.

3. Much of the information contained in Text A consists of

- a. current statistics of the problem.
- b. proposed government measures.
- c. recommended preventive and health measures.
- d. complaints about treatment facilities.

Figure 37.1 Physiotherapy in a Polyclinic



Exercise 2 This exercise concentrates on some of the expressions and vocabulary of Text A.

What three governmental/political organizations are mentioned in the first sentence? Answer in Russian and give the English alongside.

Russian

English

2. What is the Russian phrase for "extent of disease?"

3. What is the Russian phrase for "epidemic threshold?"

4. What are the two types of infectious diseases mentioned in the last sentence of Text A? Write your answer in English.

Exercise 3 Your next work with the Text goes into more detail. Listen to Text A again and answer the following questions in English on the lines provided.

1. Which government ministry held the press conference reported in Text A?

2. What are the two countries named in Text A?

3. In which three cities does the extent of the disease exceed the epidemic threshold by ten percent?

Listening Workbook 8, Unit 37

4. By how much does the extent of the disease exceed the epidemic threshold in the city of Voronezh?

5. How many cases of the disease reported in Text A were registered in Moscow on December 11?

6. What is the epidemic threshold for Moscow of registered cases (per day)?

7. If you had to state it in a single brief sentence, what is the one most important trend reported by Text A? Write it in English in the space provided.

Exercise 4 The most important word in Text B, СПИД, is an acronym (usually written in capital letters, it is a regular masculine noun). It stands for AIDS (Acquired Immune Deficiency Syndrome). Listen to Text B to get the gist only and keep the medical/public health context in mind as you tackle the vocabulary work.

1. The compound Russian word **вирусоноситель** is a combination of two words which you should find easy to recognize. The first, **вирус**, has an exact cognate in English. The second, **носитель**, comes from the verb **носить**. The letter **-о-** joins the two. Give the English for the two parts of the word below, then an English equivalent for the whole compound word.

вирус _____

носитель _____

вирусоноситель _____

2. The next word—**донорский**—you can probably guess from the context, especially if you treat it as a cognate. The context is «донорской кровью». Give the English equivalent for **донорский**.

донорский _____

3. You may need to keep in mind some more context when considering the word **чума**. Firstly, you hear it in a context where it has strong negative associations: «борьбе с чумой двадцатого века». (Obviously, one doesn't struggle against positive things.) Secondly, in the context of a deadly, rapidly spreading infection (AIDS), **чума** is clearly a synonym for *epidemic*. Take a guess at the word **чума** without consulting the key vocabulary.

чума _____

Grammar Note

The meanings of the words *control* and **контроль** overlap to some extent (they are cognates). **Контроль**, however, is often best rendered as *monitoring* or *surveillance* rather than as *control*.

Exercise 5

The text comes from an interview with Major-General E. A. Nechaev, Surgeon-General of the USSR Ministry of Defense. In replying to the interviewer's question about AIDS in the armed forces, Major-General Nechaev also tries to reassure and inform the public. He mentions measures to monitor only two of the methods of transmitting AIDS—namely, sterilization of instruments (mostly syringes, which are in short supply in the USSR), and blood transfusions. There is no mention of catching the disease as a result of sexual behaviors.

Now that you've listened for the gist of Text B and focused on some key vocabulary, you should be ready for some questions about Text B. Read the background information (above) and the questions in the exercise before you listen to Text B again. Choose and then circle the correct answers.

According to Major-General Nechaev, how many cases of AIDS were there in the armed forces just recently?

- a. None
- b. Only a couple
- c. Half a dozen
- d. No more than ten

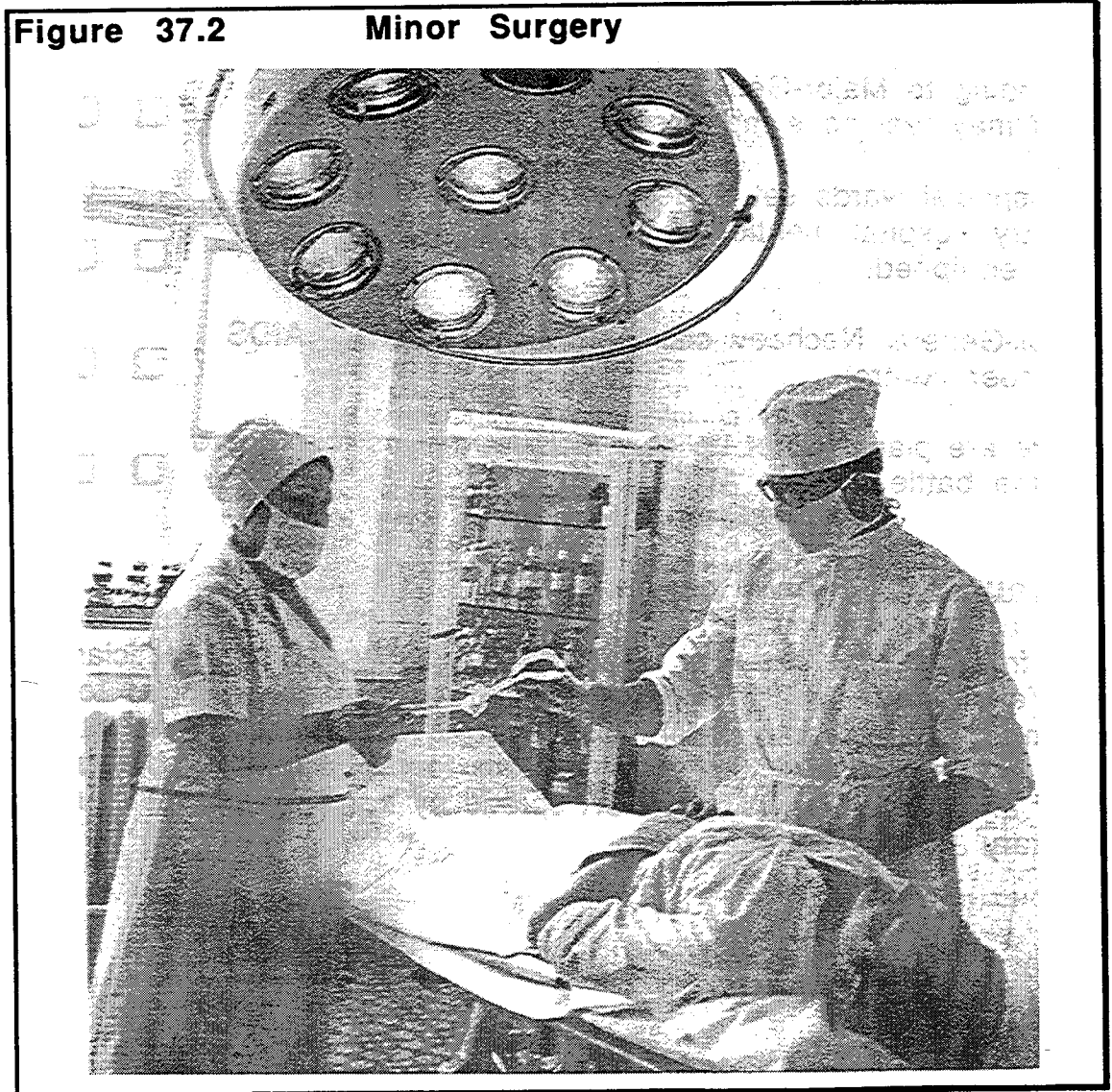
How many carriers of the virus have been identified?

- a. One
- b. Two
- c. Three
- d. Four

What measures does Major-General Nechaev mention for dealing with the carriers of the virus?

- a. Frequent monitoring of their health
- b. Strict isolation from contact with others
- c. Immediate discharge from the military
- d. A regime of drug treatments to minimize infection.

4. In which military district is there a military hospital having special wards for AIDS patients?
- a. Moscow
 - b. Leningrad
 - c. Podolsk
 - d. Smolensk



Exercise 6 This exercise tests your understanding of Major-General Nechaev's comments. Read the statements about Text B below. Some are true, some are false. Listen to the text, and then check the appropriate box after each one.

- | | T | F |
|--|--------------------------|--------------------------|
| Major-General Nechaev sees little difference between an AIDS patient and a carrier of the virus. | <input type="checkbox"/> | <input type="checkbox"/> |
| According to Major-General Nechaev, a carrier of the virus may feel no symptoms for years. | <input type="checkbox"/> | <input type="checkbox"/> |
| The special wards set aside for AIDS patients in one military hospital mentioned in the text are not yet fully equipped. | <input type="checkbox"/> | <input type="checkbox"/> |
| Major-General Nechaev claims that the threat of AIDS is under control. | <input type="checkbox"/> | <input type="checkbox"/> |
| There are plans to set up new medical groups to prepare for the battle against AIDS. | <input type="checkbox"/> | <input type="checkbox"/> |

Background Note



Recent acknowledgement of the seriousness of the AIDS situation comes from two sources—the TASS news agency and the politician Boris Yeltsin. Mr. Yeltsin donated 800,000 disposable syringes to local children's hospitals and maternity wards, having bought them with money he earned from his foreign lecture tours. Experts estimate that 90% of all AIDS cases in the USSR spread by transfusions or the use of insanitary hospital equipment.

Figure 37.3 Teaching in a School of Military Medicine



Exercise 7 To sum up all you have learned in listening to Text B, use the spaces provided to write a brief summary of its essential information, in English.

Exercise 8 The last text in this unit differs from the others—it is not an official statistical report or an interview with an important official. The speaker is a knowledgeable doctor who voices his own observations and fears about current medical practice. His speaking style is conversational and sometimes very informal.

Our introduction to Text C begins with some key vocabulary work. Match the Russian words and phrases from Text C with their English counterparts below by writing the letter of the corresponding English next to the Russian in the spaces provided.

- | | |
|----------------------|-----------------------------|
| _____ батюшка | a. columns of figures |
| _____ колонками цифр | b. will feel better |
| _____ насыщенный | c. old chap, my dear fellow |
| _____ обследования | d. is equipped |
| _____ оснащается | e. grunted |
| _____ побряхтел | f. (medical) checkup |
| _____ сельский врач | g. point of view |
| _____ станет легче | h. saturated |
| _____ точки зрения | i. village doctor |

Exercise 9 The work in this exercise will guide you through the informal speech and the speaker's main points. Now listen to Text C, at least twice. Concentrate only on catching the gist of the text and not the details.

There are essentially two parts to Text C. Part I is a statement of the problem, as the speaker sees it. Part II offers his opinion of one way to deal with the problem. Exercises 9.1 and 9.2 concern Part I. Exercises 9.3—9.5 deal with Part II.

1. Read the following incomplete statements from Text C in Russian. Fill in the blanks in Russian by choosing words and phrases from the list following these statements. The list has more words than you need.

Так быстро растёт _____ и

так хорошо оснащается _____

Произошло то, что мы называем _____
медицины.

дегуманизацией
технология
событием
наша медицина
техника

2. The statement человек заменяется колонками цифр и графиками is the main point of Part I. Give an English equivalent in the spaces provided. (Remember, this is an opinion, a figure of speech, and not a literal description of reality.)

Now listen to Text C. See if you now grasp it better than before.

Part II of Text C retells an incident from a story by the French writer, Antoine de Saint-Exupery. The sequence of events in the incident is important. Read the following short phrases from Text C. Listen to Text C, and then resequence the phrases by writing a number corresponding to the original order in which you heard them. The first has been done for you.

- 1 я заболею
- _____ (врач) сел бы со мной рядышком
- _____ меня там обследуют
- _____ (врач) сказал, «Ну, как вы себя чувствуете, батюшка?»
- _____ ко мне пришел старый сельский врач
- _____ мне сразу...станет легче

Something about the attitude of the старый сельский врач helps the writer feel better. Read the following incomplete phrases from the latter part of Text C. Listen to the text to identify the missing words. Write them in the blanks in Russian.

Я думаю, что вот эта вот _____сущность,
_____ отношение к пациенту-больному
необходимо....

5. The following list, with conversational words in italics, gives some colloquial, informal words and constructions from Text C. These are what give Text C such a conversational tone. Listen to the text one more time and check off each word or construction as you hear it.

- | | |
|----------------------------------|--------------------------|
| <i>Вот скажут</i> | <input type="checkbox"/> |
| <i>То-то и то-то</i> | <input type="checkbox"/> |
| <i>рядышком</i> | <input type="checkbox"/> |
| <i>Так-то и так-то</i> | <input type="checkbox"/> |
| Ну, как вы себя чувствуете? | <input type="checkbox"/> |
| <i>Батюшка</i> | <input type="checkbox"/> |
| Думаю, что <i>вот эта вот...</i> | <input type="checkbox"/> |

Exercise 10 The following questions test your understanding of Text C since you have already worked on the language and vocabulary. Read the questions, listen to the text, and circle the correct answers.

1. What else is appearing along with new (medical) equipment?
 - a. New antibiotics
 - b. New ways to care for patients
 - c. Applications of space medicine
 - d. Better nutritional understanding

2. According to the speaker, what is the тревожное событие?
 - a. Alcohol and drug abuse
 - b. The decline in medical education
 - c. Lack of respect for human life
 - d. The dehumanization of medicine

Listening Workbook 8, Unit 37

3. What does the старый сельский врач, as described by French writer Saint-Exupery, say?
- "You'll soon feel better."
 - "Some herb tea will do you good."
 - "Well, old chap, how are you feeling?"
 - "Let's make sure you're eating right."
4. Describing the старый сельский врач, the speaker says his attitude to the patient
- has an essential human quality.
 - is a no-nonsense attitude.
 - seeks to find out what is troubling the patient.
 - is very simple and direct.
5. According to the speaker, what characterizes our present age and makes the old doctor's attitude essential?
- We are always in too much of a hurry.
 - Modern doctors don't know how to talk to patients.
 - Modern medicine is too rigid and inflexible.
 - The present age is complex and technologically saturated.

Key Vocabulary



бабушка (informal, colloquial)
данные (plural)
график
грипп
гуманный
душевный
заболеваемость
заболевание
заменяться
клинические проявления
колонка
кряхтеть
налицо

old chap, my dear fellow
data, statistics
graph, chart
flu, influenza
human, humane
emotional, heartfelt, sincere
number of cases (of a disease)
illness, sickness
to be replaced by
clinical manifestations
column
to grunt
on hand, evident, present

насыщенный	saturated
обследование	inspection, checkup
оказываться	to turn out to be
оснащаться	to be equipped
подъем	rise, increase
порог	threshold
проявление	appearance, manifestation, symptom
распространение	spreading, dissemination
рядышком (informal for рядом)	beside, alongside
событие	event, happening
существенный	substantial, essential
сущность	essence
тревожный	alarming
уровень	level, extent
уровень заболеваемости	extent of (spread of) disease
чума	plague

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Unit 38—The Soviet Draft

In this unit you will listen to parts of an interview about the Soviet draft. The interview was conducted by a news reporter from the daily publication *Вечерняя Москва*. Some of the topics include eligibility for deferment from the draft, how students are affected by the draft, and family situations which could be affected by a member being drafted. These texts will give you practice in listening to interviews and also provide you with a wide range of vocabulary.

Exercise 1 The first exercise in this unit focuses on some of the key vocabulary you will be hearing in the texts. Match the English with the Russian equivalents by writing the appropriate letters in the spaces provided.

- | | | |
|----------|---------------------|-------------------------------|
| 1. _____ | призыв | a. deferment |
| 2. _____ | прохождение службы | b. compulsory service |
| 3. _____ | отсрочка | c. place of residence |
| 4. _____ | увольнение | d. call to military service |
| 5. _____ | освидетельствование | e. service |
| 6. _____ | семейное положение | f. replacement, reinforcement |
| 7. _____ | срочная служба | g. discharge |
| 8. _____ | пополнение | h. examination |
| 9. _____ | место жительства | i. marital status |

Exercise 2 In Text A the reporter gives an introduction to the interview. The questions below will help you focus on the text. Read them before listening to the text, then listen to the text and answer the questions in English in the spaces provided.

1. At what time of the year does the military call-up occur?

2. What does the reporter say he intends to talk about in the future?

3. What will he talk about today?

4. What is the name of the colonel giving the interview?

5. Who is the colonel?

Exercise 3 Text B consists of the second question posed to the colonel in the interview and the colonel's answer. This exercise asks you to listen for information contained in the question.

1. What is the English equivalent of the phrase срочная служба?

2. The acronym for высшие учебные заведения is вузы. What kind of institution does this phrase refer to? Write your answer in English in the space provided.

3. Which of the following topics does the reporter explicitly address in his question? Circle the correct answers. There may be more than one correct answer.

- a. Active service
- b. Deferment
- c. Discharge
- d. Dismissal
- e. Examinations

4. What two groups of people is the reporter asking about in his question?

- a. _____
- b. _____

5. What does the phrase в частности mean in English?

Exercise 4 In this exercise you will begin working on organizing the information in the answer to the question put to the colonel in Text B.

1. The first part of this exercise deals with some of the vocabulary in Text B. Write the English equivalents of the words below in the spaces provided. Use the context surrounding these words to help figure out their meanings.

- a. предусмотрена _____
- b. отчисленные _____
- c. повторную _____
- d. подлежат _____
- e. представившие _____

Listening Workbook 8, Unit 38

2. The colonel divides his answer into three parts, discussing three different groups of people. Read the descriptions of these groups below. Then listen to Text B and put these groups into the order in which they are mentioned in the text by writing the numbers 1-3 in the spaces provided.

- a. _____ Military personnel who are serving at the time at which they are admitted into an institute of higher education
- b. _____ Students who have been dismissed from an institute of higher education
- c. _____ Students who are already enrolled in a higher educational institution

3. The sentences below are paraphrases of sentences in Text B. Listen for similar sentences in Text B. Then put these sentences describing ideas discussed in Text B in the order in which they were mentioned in the text by writing the numbers 1-6 in the spaces provided.

- a. _____ Отчисленные из вузов за неуспеваемость теряют право на повторную отсрочку.
- b. _____ Только солдаты, которые были призваны в 1986-1988 годах в период обучения в дневных вузах имеют право на увольнение с действительной военной службы.
- c. _____ Студенты дневных высших учебных заведений имеют право на отсрочку от призыва.
- d. _____ Если солдат восстановился в вузе в период прохождения действительной военной службы и представил справку по форме номер 26, он не имеет права на досрочное увольнение.
- e. _____ Студенты, которые получили академический отпуск по семейному положению или по состоянию здоровья, имеют право на отсрочку от призыва.
- f. _____ Студенты, которые были отчислены из вузов за нежелание учиться или за недисциплинированность, подлежат призыву.

Exercise 5 In the previous exercise you focused on getting acquainted with Text B. This exercise will focus on the content of Text B. Write your answers in English in the spaces provided.

1. The incomplete sentences below are based upon information contained in Text B. Listen to the text again if necessary and then complete the sentences.

a. Deferment from the draft has been stipulated for

b. _____
also retain the right to deferment.

c. Students who were earlier deferred from the service and who have since been dismissed from school for poor progress or disciplinary problems

2. The colonel mentions two dates in Text B. Write these two dates below and then give a brief explanation describing what they refer to.

a. _____

b. _____

Listening Workbook 8, Unit 38

Exercise 6 Text C discusses the issue of marriage and the military service. In this first exercise you will be listening for the question that the reporter poses and also focusing on some of the key vocabulary.

1. The Russian equivalents of the English words below are mentioned in Text C. Listen for the Russian equivalents and then write them in the spaces provided.

a. legal marriage _____

b. who are stationed _____

c. close by _____

d. condition _____

e. presence _____

f. moral and practical qualities _____

g. demands _____

h. applies to _____

2. Now listen to Text C for the gist of the question posed by the reporter to the colonel. What is the reporter asking? Write your answer in English in the space provided.

Exercise 7 This exercise concentrates on information contained in the colonel's answer.

1. Although the word order in the first sentence of the colonel's answer is completely normal for Russian it can be hard to follow because the sentence is long. The phrases which make up the sentence are listed below. They are, however, paraphrased (the word order has been changed and they have been slightly reworded). Put them in the order in which they appear in Text C by writing the numbers 1–3 in the spaces provided.

- a. _____ прохождение военной службы разрешено гражданам министром обороны СССР
- b. _____ в воинских частях, которые дислоцированы вблизи места их жительства и призыва на военную службу или места жительства семьи
- c. _____ гражданам, которые состояли в законном, браке, в воинских частях

2. Remember that the reporter's question was a yes/no question. Although the colonel does not explicitly say да or нет, his first sentence can be considered either a yes or a no. Listen to the question and answer again and decide whether the colonel answers yes or no. Check the correct box.

Yes

No

3. The colonel stresses that there is one condition involved in his answer. This sentence begins with **Обратите внимание на условие**. Listen for this condition in Text C and then write it in English in the space provided.

Exercise 8 This last exercise on Text C continues to focus on details of the colonel's answer.

1. One of the sentences below summarizes a point made by the colonel in Text C. Which of the following statements does the colonel make? Circle the correct answer.
 - a. In order for a soldier to be stationed in a military unit near the residence of his family, he has to prove that his family maintains a permanent residence in that district.
 - b. In order for a soldier to be stationed in a military unit near the residence of his family, he must first demonstrate that he is of high moral character.
 - c. In order for a soldier to be stationed in a military unit near the residence of his family, he has to have the qualities that are needed by that unit.

2. Answer the following questions based on information from Text C. Write your answers in English in the spaces provided.
 - a. What commission is responsible for deciding whether a soldier will be stationed near the residence of his family?

 - b. Where is the decision made regarding a soldier's request to be stationed near his family?

Exercise 9 The final text in this unit is not in the question-and-answer format as are the previous texts. Text D is a straightforward narration. The announcer describes the kinds of medical ailments that can prevent a Soviet man from serving in the armed forces. In this exercise you will first be answering a few questions and then becoming familiar with some of the names of illnesses in Russian.

1. Read the following questions and then listen for the answers in Text D. Write your answers to the questions in English in the spaces provided.

a. Who is responsible for bringing about the changes in the medical exam for the armed forces?

b. When did this regulation come into effect?

2. The vocabulary words listed below are discussed in Text D. Give the English equivalents of these terms in the spaces provided.

a. бронхиальная астма

b. удалена селезенка

c. близорукость

d. дальнозоркость

e. ослабленное умственное развитие

Exercise 10 Although you now know what types of physical ailments can prevent someone from serving, Text D also provides more specific details surrounding these ailments. This exercise will focus on the more specific details in the text.

1. Each of the phrases below describes one of the medical ailments in Text D. Read the phrases and then listen for them in Text D. They are not necessarily in the same order below as they are in the text. First give the Russian equivalents of these phrases. Notice, however, that they are loosely translated so as not to sound awkward in English. Then write in English in the space provided, the medical condition described.

a. More than six diopters

Condition: _____

b. Including those disabled only slightly

Condition: _____

c. Regardless of its seriousness

Condition: _____

d. Even if the production of blood is not disturbed

Condition: _____

2. Where can one go to get more details about the new regulations? Write your answer in English in the space provided.

3. Listen for the following four words in Text D. Write the Russian equivalents in the spaces provided.

a. First of all

b. As before

c. Including

d. From now on

Key Vocabulary



близорукость
 вблизи
 возлагаться
 восстанавливаться
 дальновзоркость
 действительная служба
 законный брак
 качество
 кроветворение
 место жительства
 наличие
 нарушение
 освидетельствование
 ослабленный
 отсрочка
 отчисленный
 повторный
 подлежать
 пополнение
 призыв

 прохождение службы
 разрешение
 распространяться
 селезенка
 семейный
 соответствовать
 состоять

nearsightedness
 near by
 to be imposed (e.g., responsibility)
 to be reinstated
 farsightedness
 active duty
 legal marriage
 quality
 blood production
 residence
 presence
 disturbance
 examination
 feeble
 deferment
 dismissed
 repeated
 to be liable, subject to
 draft, reinforcement
 call to military service,
 draft
 service
 permission, authorization
 to apply to
 spleen
 family (adj.)
 to correspond to
 to be

Listening Workbook 8, Unit 38

срочная служба	compulsory service
страдать	to suffer
требование	demand
тяжесть	gravity, seriousness
увольнение	discharge
удалять	to remove
умственный	mental
условие	condition
целесообразный	advisable, expedient

Acronyms and Abbreviations

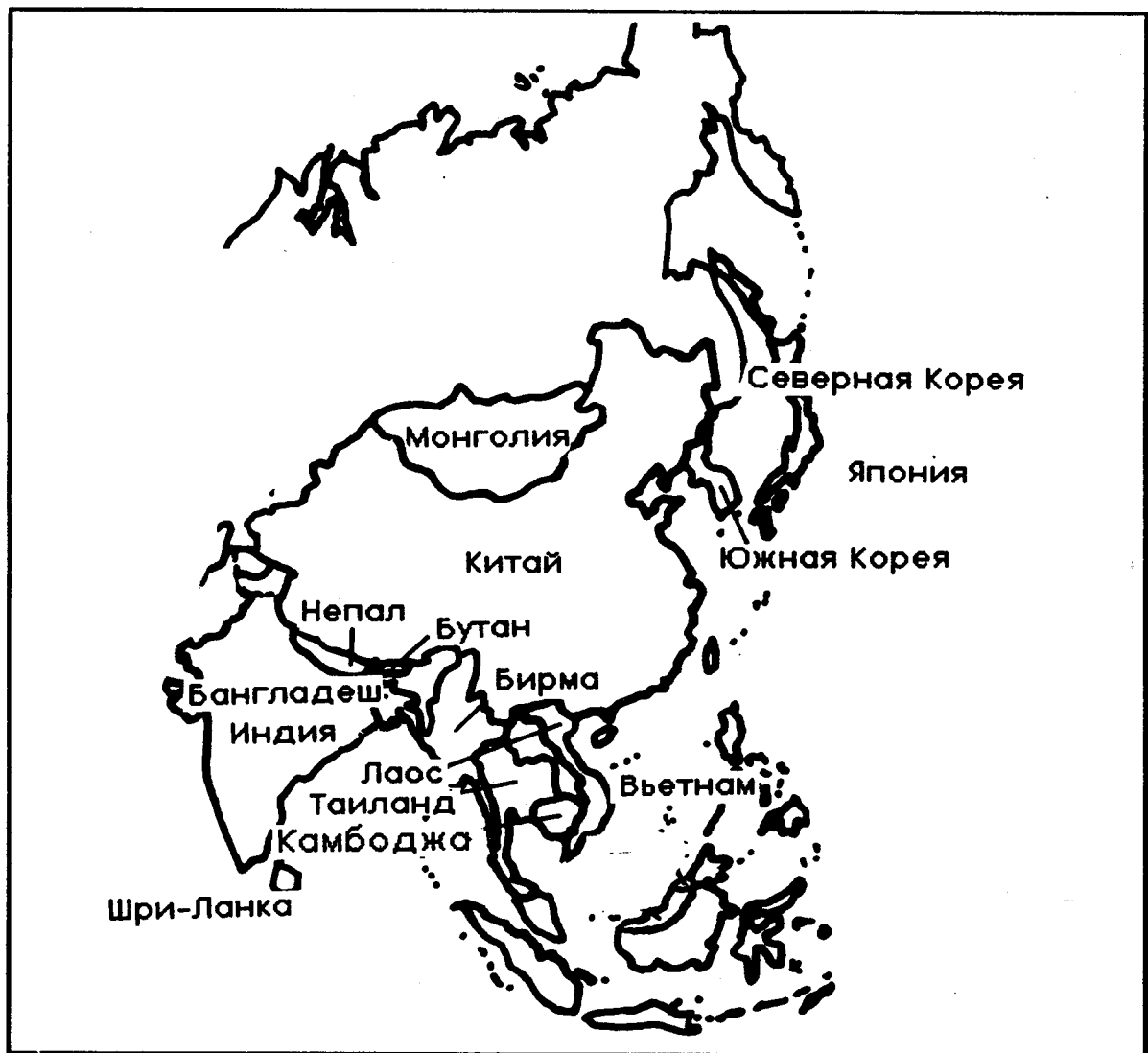
Военкомат (Военный
комиссариат)

Military Commissariat
(Registration and Enlistment
Office)

Unit 39—The Far East

The reports you will hear in this unit focus on military topics in the Far East. Some of the texts are about the Vietnamese withdrawal of troops from Cambodia in 1989. Other topics include a discussion of the US armed forces in South Korea.

The map below will help you familiarize yourself with the geographical location of the reports. The following countries will be mentioned in the texts in this unit: Vietnam, Cambodia, Thailand, Sri Lanka, and South Korea. Find them on the map and then go to the first exercise.



Listening Workbook 8, Unit 39

Exercise 1 Sri Lanka is a country to the south of India. Text A is about Indian troops stationed in Sri Lanka. It is a rather short text, but will help prepare you for the following texts. Read the questions below and then listen for the answers in Text A. Write your answers in English in the spaces provided.

1. When you listen for the main idea of any text, you want to know what the gist is, but you are not interested in specific details. Usually the main idea is presented early in the text. Listen to Text A for the main idea and write a short statement summarizing this idea.

2. Text A mentions three geographical locations, Amparai, Madras, and Trincomalee. Listen for these places in Text A. Then decide on the basis of the content of Text A whether each of these locations is in Sri Lanka or India. Write the name of the appropriate country next to each name.

- a. Amparai _____
- b. Madras _____
- c. Trincomalee _____

3. What does the military convoy going to Trincomalee consist of?

4. By what means of transportation are the soldiers traveling to Madras?

Exercise 2 Vietnam has had troops stationed in Cambodia since the 1970's. They withdrew their troops from Cambodia in 1989. Text B describes the situation in Cambodia after the withdrawal of Vietnamese troops. The government in Cambodia at the time of this report is still supported by the Vietnamese communist government. There are several opposition groups, some of which are supported by either the US or China. The Soviet press is vague concerning the opposition forces in Text B and does not specify who the opposition is.

1. The main idea of Text B is stated in the beginning of the text. Although you already know the topic of Text B, listen to the text for the phrase in Russian that states this idea and then write it in the spaces provided. This gives you practice in listening for main ideas.

2. Below is a list of topics, some of which are addressed by Text B. Listen to Text B and check off the items that are mentioned in the text.
 - a. Discussions of the situation in Cambodia at the UN
 - b. Description of the situation in northern Cambodia
 - c. Number of casualties and wounded
 - d. The month of the Vietnamese withdrawal
 - e. A description of the experience of the Cambodian army
 - f. The actions of the Cambodian opposition
 - g. The overall strength of the Cambodian armed forces
 - h. Problems of foreign military involvement
 - i. Economic problems in Cambodia

Exercise 3 Text B begins with a description of the military action of the opposition forces. This exercise focuses on the specific details surrounding the violence. Read the exercises first and then listen for the answers.

1. The incomplete sentences below are based on information in Text B. Listen to the text and then fill in the blanks with the appropriate information in English.

The _____ regions of Cambodia have turned into a genuine _____ of _____
_____. The situation is _____.

Only _____ transportation is moving.

_____ have been killed, _____

wounded and _____. Tambang is the

_____ of _____ Cambodia.

Cambodian citizens of this region are being evacuated through

Tambang by _____ and _____

planes.

2. The following questions are about the reporter's experiences in Cambodia. Read the questions and then listen for the answers. Write your answers in English, unless otherwise indicated, in the spaces provided.

a. Where is the reporter prohibited from going?

b. What is the Russian equivalent in Text B of *not allowed*?

c. What is the commander's explanation?

Exercise 4 In the remaining part of his report, the journalist of Text B focuses on the background information surrounding the rise of violence in Cambodia. He provides an explanation as to why this is happening and who is to blame.

1. Text B describes three different armies: the Vietnamese, Cambodian, and the opposition forces in Cambodia. The names of these three armed forces are written below. Underneath are phrases and sentences that describe the actions of these armies. Match the description with the appropriate army according to Text B by writing the correct numbers in the spaces provided next to the letters.

- a. _____ Вьетнамские войска
 b. _____ Камбоджийская армия
 c. _____ Вооруженная оппозиция

1. Завершил полный вывод.
2. Заявил о своих претензиях на государственную власть в Камбодже.
3. Занимали пограничные районы в Камбодже.
4. Имеют огромный опыт в джунглях.
5. Молодая и не слишком сильная
6. Предпринял попытку демонстрации военной силы.

Listening Workbook 8, Unit 39

2. The statements below are based upon the report of Text B. Read them and decide if according to Text B they are true or false. Mark the appropriate boxes.

T F

- | | | |
|--|--------------------------|--------------------------|
| a. Some of the Vietnamese troops were still in Cambodia in October. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The whole world took this as a sign of good will. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The Vietnamese troops were stationed only in southern Cambodia. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. According to the text, the Cambodian army is less experienced than the Vietnamese army. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. The opposition forces began to demonstrate their military strength sooner than anticipated. | <input type="checkbox"/> | <input type="checkbox"/> |
| f. The experience of the opposition forces was underestimated. | <input type="checkbox"/> | <input type="checkbox"/> |

3. The questions below address the issue of blame in this situation. The reporter tells you who, according to his own opinion, is at fault and why. Remember to read the questions first. Write your answers in English.

a. Whom does the reporter accuse?

b. What does he accuse them of?

c. How does he describe the Soviet proposal?

Exercise 5 Text C is about announcements made by the Ministries of Foreign Affairs in Cambodia and Thailand. Remember that the Cambodian government is supported by the Vietnamese communist government. Thailand, supported by the US, is against communist forces. In order to understand the geographical situation of these countries you might want to go back to the map on p. 43 and look for Vietnam, Cambodia, and Thailand. After you have looked at the map, familiarize yourself with some of the key vocabulary items in Text C by matching the Russian words below with their English equivalents by writing the correct letters in the spaces provided.

- | | | |
|----------|-----------------|-----------------------------------|
| 1. _____ | категорически | a. advisor |
| 2. _____ | опровергнуть | b. categorically |
| 3. _____ | заявление | c. fabrication |
| 4. _____ | якобы | d. to refute |
| 5. _____ | подчеркиваться | e. slanderous |
| 6. _____ | добровольческий | f. announcement |
| 7. _____ | советник | g. to be emphasized |
| 8. _____ | вымысел | h. voluntary, volunteer
(adj.) |
| 9. _____ | клеветнический | i. supposedly |

Listening Workbook 8, Unit 39

Exercise 6 The date of the report in Text C is October 6. Read the questions below and then listen to the text for the answers.

1. Which country made its announcement first? Write your answer in English in the space provided.

2. Below are the names of the two countries: Cambodia and Thailand. Beneath these names are phrases and sentences which describe the gist of the two announcements. Match the details of the announcements with the appropriate country by writing the correct numbers in the spaces provided.

a. ___ Камбоджа

b. ___ Таиланд

1. Отвергло сделанное 3 октября заявление
2. Захватили на своей территории несколько вьетнамских военнослужащих
3. Подчеркивается, что в их стране не осталось ни одного вьетнамского военнослужащего или военного советника

3. The questions below focus on specific details in Text C. Answer the questions in English in the spaces provided.

a. Who was captured on Thai territory?

b. What adverb does the reporter use to undermine the announcement made by the Thai Ministry of Foreign Affairs?

c. What does the Cambodian government emphasize as having occurred on September 26?

Exercise 7 In the last sentence of Text C the reporter explains the discrepancies between the announcements made by Cambodia and Thailand. The questions below focus on his explanation.

1. The reporter makes it clear that he supports the announcement by the Cambodian Ministry of Foreign Affairs over that of Thailand. Finish the incomplete sentence in English below with the information from Text C.

The announcement made by the Thai Ministry of Foreign Affairs can be characterized as a _____ of a _____ nature.

2. Who does the reporter say also refutes the announcement made by the Thai Ministry of Foreign Affairs? Write your answer in English in the space provided.

Exercise 8 Text D, taken from a Soviet news broadcast in 1989, is about US troops stationed in South Korea. The tone of Text D implies that the US has too many troops in South Korea. At this time the Soviet Union was engaged in political reforms. However, at the time of the report the Soviet Union was still perceived as a threat to peace in this area. The text begins with quotations of an interview with US Admiral Hardesty.

Listening Workbook 8, Unit 39

1. Read the following questions and then listen to Text D for the answers. Write your answers in English in the spaces provided.

a. According to Admiral Hardesty, what does the US intend not to do?

b. What does the admiral say about the number of troops stationed in South Korea?

c. Who is conducting the interview?

d. What area does Admiral Hardesty command?

2. The two phrases below are quotations from Text D. Read the phrases and then identify what the pronoun **ими** and the adjective **это** refer to. Listen for them in Text D because the surrounding context can help.

a. What does the word **ими** refer to in the phrase **полностью соответствуют выполняемой ими функции?**

b. What government does the phrase **этого государства** refer to in the phrase **предотвращение агрессии против этого государства?**

Exercise 9

In addition to the comments made by Admiral Hardesty, Vice President Dan Quayle, who was visiting South Korea, also made a few remarks about the US military role in the Far East. Below are incomplete sentences from Text D. Each of these sentences is either a remark made by the admiral or the vice president. First listen to Text D and complete the remarks, writing your answers in English. Then, in the space provided to the left, write an *H* if the comment was made by Admiral Hardesty and a *Q* if the comment was made by Vice President Quayle.

1. _____ Although the political reform in the Soviet Union is welcomed, _____

2. _____ Despite the reduction of Soviet troops in the Far East, in the past three years the strength of the Soviet Pacific Navy has _____

3. _____ US armed forces will remain in Korea as long as _____

4. _____ As before, the American troops will carry out their duty on the peninsula, serving the cause of _____

Exercise 10 Text D mentions several geographical terms. Listen for these words in Text D and then write them in Russian in the spaces provided below. Include in your list the names of countries, areas, and adjectives which denote a location.

- | | |
|----------|----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | |

Key Vocabulary



безопасность	security
вина	fault
влияние	influence
вносить	to bring in, introduce
возрасти	to increase, grow
всеобъемлющий	comprehensive, universal
вывозить	to take out, remove
вымысел	fabrication
держава	state, power
добровольческий	voluntary, volunteer, (adj.)
допускать	to allow, admit
за счет	due to
заявление	announcement
клеветнический	slandorous
мощь	strength
направиться	to make one's way towards
неизбежно	inevitably
неопытность	inexperience
обеспечить	to protect
окончательный	final
опровергнуть	to refute
отмечать	to notice
охрана	protection

пограничный	border (adj.)
покидать	to leave
попытка	attempt
превратиться	to turn into
предотвращение	preventing
преходящий	transient
проявление	display
размещенный	quartered
расчет	calculation, estimate
советник	advisor
содействовать	to assist, help, promote
соответствовать	to correspond
усиленный	strenuous
устаревший	out of date, obsolete
якобы	supposedly, allegedly

Acronyms and Abbreviations

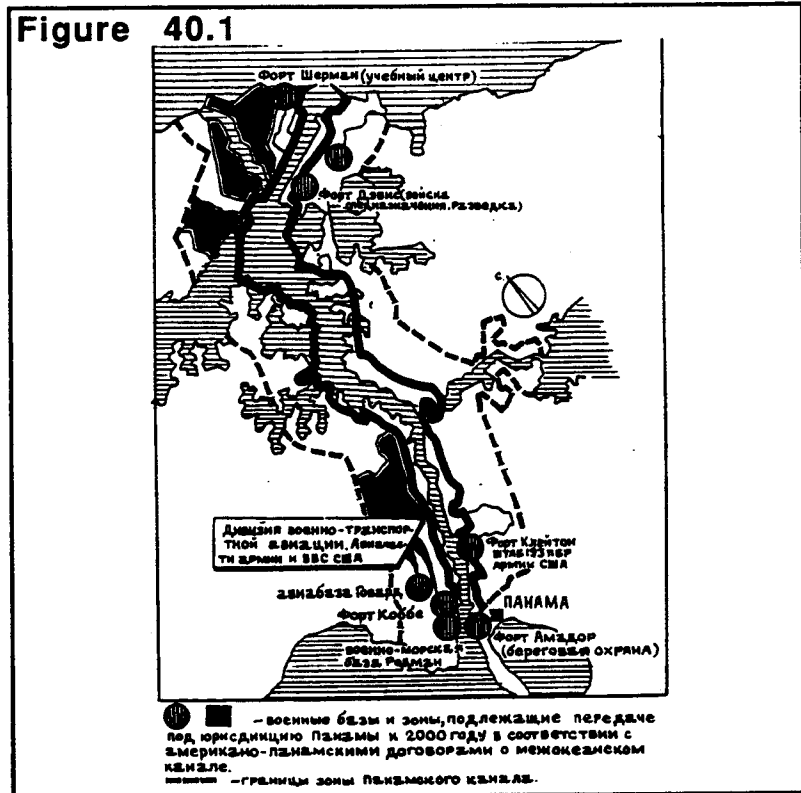
МИД (Министерство иностранных дел)	Ministry of Foreign Affairs
ГК (Государство Камбоджа)	The state of Cambodia

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Unit 40—The US Military In Panama

The Panama Canal, which connects the Atlantic with the Pacific in Panama, was completed by the US in 1914. Since that time the US has stationed troops in this country to safeguard travel through the Canal. The US signed an agreement with Panama in the late 70's to return the canal to the people of Panama in 1997. At the time of these reports General Noriega was the head of the Panamanian defense forces. Previous to these reports elections had been held in Panama and Endara, an opponent of Noriega's, won the elections. However, Noriega declared the elections null and void, thus retaining his power. In late 1989, following several acts of violence against US military personnel in Panama, the US sent in troops. The US arrested Noriega and installed Endara as the president of Panama. The texts in this unit describe the fighting between US and Noriega's troops.

The illustration below gives you an idea of the location of the Panama Canal. The US military bases along the Canal are shown on this map.



Listening Workbook 8, Unit 40

Exercise 1 The first text gives you the number of troops and equipment the US and the Panamanians have at the time of fighting. It is important to understand the numbers and to what the numbers refer in Text A. The chart below is partially filled in with information pertaining to Noriega's armed forces in Panama. Listen to Text A and complete the information in the chart in English.

Troops or equipment	Number
Overall strength	
	11, 500
Infantry	
	1
	28
Air force	
	23
Helicopters	
	300
	8

Exercise 2 After describing Noriega's forces, the reporter describes the American forces in Panama. Listen for this information in Text A and complete in English the exercises that follow.

1. The reporter mentions four US military units and then gives the total number of military personnel in the Panama Canal Zone. Write the four military units in the spaces provided.

- a. _____
- b. _____
- c. _____
- d. _____

2. What is the overall strength of US military personnel stationed in Panama?

3. What is the 82nd Airborne Division?

4. What is the overall strength of military personnel in the 82nd Airborne Division?

Listening Workbook 8, Unit 40

5. The reporter describes the military units in the 82nd Airborne Division. This exercise will help you to list these units.

a. Listen for the different types of battalions of the 82nd Airborne Division mentioned in Text A. Complete the chart below in English by writing the type of battalion on the left and the number, if mentioned, on the right.

Battalion	Number

b. What other units in the 82nd Airborne Division are mentioned which you have not yet included in any of the charts?

1. _____

2. _____

Exercise 3 The charts helped you organize the data in Text A. In this exercise, the questions will help you focus on some of the details in Text A. Read the questions first and then listen for the answers. Write your answers in the spaces provided.

1. How does the reporter refer to the armed forces of Panama? First write the abbreviation and then give the full form. Write your answers in Russian.

a. _____

b. _____

2. It is always important to know who is providing information in a report because you can then better judge the reliability of the data. What publication supplied the data in Text A? Write your answer in English.

3. What is the Russian equivalent of *overall strength*?

4. The troops and equipment listed below were specifically mentioned in Text A. Using information from that text, decide whether the items listed below refer to Panamanian or US forces and then check the appropriate box. They may refer to both.

	Panama	US
a. Infantry troops	<input type="checkbox"/>	<input type="checkbox"/>
b. Patrol boats	<input type="checkbox"/>	<input type="checkbox"/>
c. Engineering battalion	<input type="checkbox"/>	<input type="checkbox"/>
d. Intelligence battalion	<input type="checkbox"/>	<input type="checkbox"/>
e. Helicopters	<input type="checkbox"/>	<input type="checkbox"/>

5. According to the data you've collected, who has the greater overall military strength in Panama?
-

Exercise 4 Text B describes the beginning of the fighting. In the previous workbooks, you have worked with texts on fighting; however, these texts will be longer and more detailed. Read the list of topics below and then listen to Text B once. Check the topics which are described in the text.

1. _____ Бомбардировка отдельных кварталов
2. _____ Передислоцирование воздушно-десантной дивизии
3. _____ Попытка захватить членов правительства
4. _____ Мобилизация членов общественных организаций
5. _____ Выступление нового президента
6. _____ Наступление на казармы СНО
7. _____ Разрушение международного аэропорта
8. _____ Главная задача операции американских войск
9. _____ Место нахождения генерала Норьеги

Exercise 5

1. The questions below will help you to focus on specific events described in Text B. Read the questions and then listen to the text for the answers. Answer the questions in English in the spaces provided.

a. What did the Americans attack in the capital?

b. When did the attacks take place?

c. What was the goal of these attacks?

d. Did the Americans attain their goal?

e. What did the White House announce?

2. The questions below ask you to focus on certain people and military units mentioned in Text B. Write your answers in English in the spaces provided.

a. Who is Rodriguez?

b. To whom did Rodriguez give an interview?

c. When did the 82nd Airborne Division arrive in Panama?

d. What does the reporter of the text say is significant about this division?

e. Who is Endarra?

f. What did he announce over the radio?

Exercise 6 Text C continues the report begun in Text B. This report describes more of the events taking place in Panama during the fighting. This first exercise focuses on vocabulary. Listen for the Russian equivalents of the words and phrases below and then write them in the spaces provided. Give the forms which occur in the text. You may already know these words, but before listening to this text it will be useful to preview some combat vocabulary.

- 1. armed resistance _____
- 2. roar (verb) _____
- 3. artillery shells _____
- 4. bomb (verb) _____
- 5. are controlled by _____
- 6. armed personnel carriers _____
- 7. people's militia _____

Exercise 7 Remember that the Soviet press considers the US military action in Panamá an invasion. This attitude, although not explicitly stated in the report, is nevertheless evident. Now you will be listening for the content of the information in Text C.

1. The report begins by dealing with an announcement by Noriega. Write the gist of his announcement in English in the space provided.

2. The main body of the report talks about the fighting and the effects of the fighting in Panama. Complete the sentences below in English with information from Text C.

In the Panamanian capital bursts of _____
 _____ have been roaring since _____
 _____. US _____ planes and
 _____ are bombing _____
 _____. The central barracks of the Panamanian
 defense forces are _____ in _____.
 _____ subunits of American _____ and
 _____ are moving into the streets of the
 _____ of the _____.

3. This exercise refers to the situation of the two airports in Panama City. Match the phrases below so that they form complete sentences according to the information provided in Text C by writing the appropriate numbers in the spaces provided.

- a. _____ аэропорт «Паитилья» 1. контролируется панамскими войсками
- b. _____ аэропорт имени Омара Торрихоса 2. полностью разрушен

Listening Workbook 8, Unit 40

4. Which of the airports is the main international airport? Write its name in English in the space provided.

5. What does the report say about the Panama Canal? Write your answer in English in the space provided.

6. What words does the reporter use to describe the Panama Canal? Write these words in Russian in the space provided.

Exercise 8 Text C ends by dealing with an announcement to the people. As you listen to the text, focus on who made the announcement and the content of the announcement. Answer the following questions in English in the spaces provided unless otherwise indicated.

1. Who made the announcement?

2. What is the US accused of in the announcement?

3. Besides the accusations made against the US military, what is the gist of the announcement?

4. What words are used to describe the US military action in the announcement? Write these words in Russian.

_____ США

5. The actions of the opposing Panamanian troops on the other hand are not referred to negatively. Write in Russian the words which refer to these actions.

_____ СНО

Exercise 9 Text D is two paragraphs taken from a commentary by a Soviet journalist stating his disapproval of the US action in Panama. You will hear the words below in Text D. Match the Russian words with their English equivalents by writing the correct letters in the spaces provided.

- | | |
|-----------------------------|------------------------|
| 1. _____ подавлять | a. explanation |
| 2. _____ угодный | b. to disprove, refute |
| 3. _____ пытаться | c. to suppress |
| 4. _____ привести к присяге | d. act of robbery |
| 5. _____ оправдание | e. to make indignant |
| 6. _____ разбой | f. to attempt |
| 7. _____ опровергать | g. welcome (to) |
| 8. _____ разъяснение | h. to swear in |
| 9. _____ возмутить | i. justification |

Listening Workbook 8, Unit 40

Exercise 10 The exercises below will help you listen for the main points in Text D. As you listen to the text, remember that you don't have to understand every detail. Read the exercises before you listen to the text.

1. The incomplete sentences below are taken from Text D. Complete the sentences in English by writing in the missing information.

The action against Panama is the _____ military operation of the US armed forces since the _____ in _____.

While the 82nd Airborne Assault Division _____ the center of resistance, and while the _____ attempted to seize _____, the "president" is _____ at the American military base in the canal zone.

2. The Soviet commentator quotes George Bush. The quote mentions two US goals in Panama. What are these goals? Write your answer in English in the space provided.

a. _____

b. _____

3. The commentator implies that the US does, to a certain extent, have a right to be indignant. What two events does he mention?

a. _____

b. _____

4. Towards the end of Text D the commentator explains why he feels the US was wrong in its actions. Finish the incomplete sentence below in English.

The US military planes were used not for _____
 _____, but for _____ the
 _____ of _____.

Key Vocabulary



возмущать, возмутить	to make indignant
восстановить	to restore
всерьез	seriously
грохотать	to roar
допускать	to admit
захватывать	to seize
межокеанский	interoceanic
народное ополчение	people's militia
оправдание	justification
опровергнуть	to disprove, refute
очаг	center, hotbed
подавлять	to suppress
подобный	similar
преступный	criminal (adj.)
провозглашать	to proclaim
пытаться	to attempt
разбой	act of robbery
разъяснение	explanation
сдержанность	to restrain, deter
суверенный	sovereign
тыловое обеспечение	rear echelon elements
угодный	welcome (to)
утверждение	statement

Acronyms and Abbreviations

СНО (Силы национальной
 обороны (Панамы))

Panamanian Defense Forces

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Workbook 8—Speaking Suggestions

Unit 36—Medicine in the Military

Divide your class into pairs. Give each student a card (see below) and ask them to follow the cues and develop a conversation.

Card A

You see a friend walking along the road with his arm in a sling. You ask him what happened. You listen to his story. You express sympathy and tell him about a similar incident that happened to your brother. You tell him about the problems your brother had with the hospital that was treating him.

Card B

You broke your arm when you were knocked off your bike by a car. Your arm is now in a sling. You are walking along the road and see a friend who asks you about your accident. You are still upset by the motorist's carelessness. But you think the doctors at the hospital treated you well.

Unit 37—Medicine in the USSR

Ask each student to conduct a health survey among students in the class: The questions to be asked are:

Знаете ли вы свой уровень холестерина в крови?

Каков он?

Назовите пять наименований продуктов, содержащих повышенное количество холестерина?

Приходили ли вы на профилактический осмотр к зубному врачу в этом году?

Сколько времени в неделю вы уделяете зарядке?

У вас были какие-либо травмы в этом году?

Если да, то как это произошло?

Приведите три серьезные причины, по которым стоит бросить курить?

Listening Workbook 8, Speaking Suggestions

Unit 38—The Soviet Draft

- a. Divide your class into small groups. Ask each group to produce the profile of an ideal recruit in the army. (This should be done orally.) Reference should be made to age, interests, height, academic record, character, previous employment, etc.
- b. Ask each group to present its profile of an ideal recruit to the whole group. Tell each group to present its profile to the class. Each group should be prepared to answer questions or requests for clarification from the rest of the class.

Unit 39—The Far East

Divide your class into pairs. Give each student a card (see below) and ask them to follow the cues and develop a conversation.

Card A

You recently returned from duty in Korea. You meet an old friend of yours who was serving in Guam. Complain about the extremes in weather in Korea. Ask about the climate in Guam. Tell your friend that your spouse disliked living in a country where the people are hostile to Americans. Ask about Guamese reaction to Americans. Suggest going out for a beer.

Card B

You recently returned from Guam. You meet an old friend of yours who was serving in Korea. Ask about conditions in Korea. Express pleasure at having lived in a tropical climate. Ask how A's family enjoyed Korea. Describe the friendliness of the Guamese. Accept A's invitation to go have a beer.

Unit 40—The US Military in Panama

Present the following scenario to your class:

After the US invasion of Panama, General Noriega and many of his followers had to go into hiding. Suppose, for whatever reason, you had to go into hiding. How would you change your appearance? Where would you go? What would you do? How would you explain what you had been doing for the last six months?

Listening Workbook 8, Speaking Suggestions

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**Answer Key
Unit 36**

Exercise 1

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

Exercise 2

1. All the work...is directed toward....
2. c
3. a. measures to prevent illness and trauma
b. improving the organization of patients' medical treatment
c. care for servicemen's health
4. The list should include three of the following:
(essential)
Diagnostic equipment
Resuscitation equipment
Physiotherapy equipment
Well-lit, spacious rooms
5. Highly qualified

Exercise 3

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

Answer Keys, Unit 36

- Exercise 4
1. ГОТОВЯТ
ОБУЧАЮТ
ПОВЫШАЮТ
 2. The purpose of the medical faculty is to
 - a. prepare military medics in areas of medical art and stomatology;
 - b. train clinical orderlies, therapists and surgeons; and
 - c. improve reserve medical officers' qualifications.
 3. Trainees spend up to 70% of their time in practical work at medical institutions.

- Exercise 5
1. c
 2. Major-General Tkachenko is a surgeon.
The key words are operations and surgeons.
 3. a. 2
b. 1
c. 5
d. 3
e. 4

- Exercise 6
1. c
 2. b
 3. b
 4. a
 5. d

- Exercise 7
1. F
 2. T
 3. T
 4. F
 5. T
 6. T
 7. F

- Exercise 8
1. The Central Military Hospital of the USSR Ministry of Internal Affairs
 2. January 24
 3. 27

- Exercise 9
1. b
 2. d
 3. a

- Exercise 10
Section
- 1.

A	B	C
a, b, c	f, g, h	d, e

2. A short title might be something like:
MVD Hospital Receives Wounded Troops from Baku

**Answer Key
Unit 37**

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

- Exercise 2
1. Минздрав
Всемирная
организация
здравоохранения
Национальные
Центры по Гриппу
The Ministry of Public Health
the World Health
Organization
National Influenza Centers
 2. уровень заболеваемости
 3. эпидемический порог
 4. Influenza and respiratory diseases

- Exercise 3
1. The Ministry of Public Health (in Moscow)
 2. USSR and Great Britain
 3. Moscow, Ufa, and Smolensk
 4. 25%
 5. 35,800 cases
 6. 30,000 cases/day
 7. Official statistics show a rise in cases of flu and respiratory diseases in major Russian cities.

- Exercise 4
1. вирус
носитель
вирусоноситель
virus
carrier
carrier of the virus
 2. донорский
donor (adj.)
 3. чума
plague

- Exercise 5
1. a
 2. c
 3. a
 4. c

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

- Exercise 7
1. Your summary might look something like this:
The Surgeon-General of the Ministry of Defense discusses registration and health supervision of AIDS carriers, noting that there are special wards for AIDS patients. Plans are under way to create specialized medical groups to combat the disease.

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

- Exercise 9
1. Так быстро растёт технология и так хорошо оснащается наша медицина.
Произошло то, что мы называем дегуманизацией медицины.
 2. A human being becomes a column of figures and graphs.
 3.
 - 1 я заболею
 - 4 (врач) сел бы со мной рядышком
 - 2 меня там обследуют
 - 5 (врач) сказал, «Ну, как вы себя чувствуете, батюшка?»
 - 3 ко мне пришел старый сельский врач
 - 6 мне сразу...станет легче
 4. Я думаю, что вот эта вот гуманная сущность, душевное отношение к пациенту-больному необходимо....

Answer Key, Unit 37

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

**Answer Key
Unit 38**

- Exercise 1**
1. d
 2. e
 3. a
 4. g
 5. h
 6. i
 7. b
 8. f
 9. c
- Exercise 2**
1. Fall
 2. How the draft is going in the capital
 3. He will find answers to questions sent in by the viewers concerning the draft and active service.
 4. Klimov
 5. Head of the political department of the city military registration and enlistment office ("municipal military commissariat")
- Exercise 3**
1. compulsory service
 2. Higher educational institutions
 3. b,c
 4. a. Current students
b. Military personnel reinstated into an institute of higher education
 5. in particular

Answer Keys, Unit 38

- Exercise 4
1. a. has been provided (for)
b. those who have been dismissed
c. repeated
d. are subject to
e. those who present
 2. a. 3
b. 2
c. 1
 3. a. 3
b. 6
c. 1
d. 5
e. 2
f. 4

- Exercise 5
1. a. Deferment from the draft has been stipulated for students in institutes of higher education.
b. Students who are on academic leave due to a family or health situation also retain the right to deferment.
c. Students who were earlier deferred from the service and who have since been dismissed from school for poor progress or disciplinary problems lose the right to deferment and are subject to the draft even if they are reaccepted into an institute of higher education.
 2. a. April 10, 1989: A decree by the Supreme Soviet allowing students to be deferred from the service.
b. June 11, 1989: A decree by the Supreme Soviet concerning the discharge of a separate category of men in active service to go study at an institute of higher education.

- Exercise 6
1. a. законном браке
b. дислоцирующихся
c. вблизи
d. условие
e. наличие
f. морально-деловые качества
g. требованиям
h. распространяется
 2. Is it possible for a serviceman who is married to serve near the residence of his family?

- Exercise 7
1. a. 1
b. 3
c. 2
 2. Yes
 3. There must be a military unit near the residence of the serviceman's family.

- Exercise 8
1. c
 2. a. The regional (city) commission
b. In the region where his family resides

- Exercise 9
1. a. The Ministry of Defense
b. September 1, 1989
 2. a. asthmatic bronchitis
b. a spleen has been removed
c. nearsightedness
d. farsightedness
e. mentally handicapped

Answer Keys, Unit 38

- Exercise 10
1. a. более шести диоптрий
Nearsightedness and farsightedness
 - b. в том числе и легкой степени
Mentally handicapped
 - c. независимо от степени тяжести
Bronchial asthma
 - d. в том числе без нарушения функции
кроветворения
Removal of the spleen
2. Any military commissariat (registration and enlistment office)
3. a. Впервые
 - b. Как и прежде
 - c. В том числе
 - d. Отныне

**Answer Key
Unit 39**

- Exercise 1
1. The last Indian soldier is leaving the district of Amparai in the northeastern province of Sri Lanka.
 2. a. Sri Lanka
b. India
c. Sri Lanka
 3. 500 vehicles
 4. By boat
- Exercise 2
1. Положение в Камбодже после вывода вьетнамских войск
 2. c,d,e,f,h
- Exercise 3
1. The western regions of Cambodia have turned into a genuine theater of military action. The situation is serious. Only army transportation is moving. Dozens have been killed, hundreds wounded and shell shocked. Tampang is the center of western Cambodia. Cambodian citizens of this region are being evacuated through Tampang by military and civilian planes.
 2. a. The western regions of Cambodia
b. не подпустили
c. The Cambodian military can not provide them with protection in the border areas.

Answer Key, Unit 39

- Exercise 4
1. a. 1,3,4
b. 5
c. 2,6
 2. a. F
b. T
c. F
d. T
e. T
f. F
 3. a. Other countries
b. Continuing to supply weapons and ammunition to the opposition forces
c. A proposal to discontinue all military aid

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

- Exercise 6
1. Thailand
 2. a. 1,3
b. 2
 3. a. Several Vietnamese soldiers
b. Supposedly
c. The completion of Vietnamese troop withdrawal from Cambodia

- Exercise 7
1. The announcement made by the Ministry of Foreign Affairs in Thailand can be characterized as a fabrication of a slandorous nature.
 2. Thai soldiers

- Exercise 8
1. a. Make any amendments in the composition and structure of US troops in South Korea
 - b. It corresponds to their function of preventing aggression against South Korea.
 - c. A Korean newspaper, *Chunan Ilbo*
 - d. The Pacific and Indian Oceans
2. a. The US troops in South Korea
 - b. South Korea
- Exercise 9
1. H Although the political reform in the Soviet Union is welcomed, the influence of perestroika on the balance of forces in northeastern Asia is still not clear.
 2. H Despite the reduction of Soviet troops in the Far East, in the past three years the strength of the Soviet Pacific Navy has increased due to the reduction of obsolete equipment and the acquisition of more modern weapons.
 3. Q US armed forces will remain in Korea as long as both sides want them to and they continue to assist in maintaining peace and stability.
 4. Q As before, the American troops will carry out their duty on the peninsula, serving the cause of preventing war in this region.
- Exercise 10
1. Соединенные Штаты
 2. Южная Корея
 3. Тихий океан
 4. Индийский океан
 5. СССР
 6. Северо-Восточная Азия
 7. Дальний Восток
 8. Тихоокеанский
 9. Сеул

Answer Keys, Unit 40

**Answer Key
Unit 40**

Exercise 1

Troops or equipment	Number
Overall strength	12,000
Land forces	11,500
Infantry	7 companies
Airborne assault troops	1
Infantry combat vehicles, artillery and anti-tank equipment	28
Air force	200
Planes	23
Helicopters	20
Navy	300
Patrol boats	8

- Exercise 2
- An infantry brigade
 - A military transport aviation division
 - A sub unit of marines
 - A group of patrol boats
 - 12,000
 - An airborne assault division
 - 14,000

5. a.

Battalion	Number
Paratroopers	9
Light tanks	1
Intelligence	1
Engineer	1
Artillery	3
Anti-aircraft	

- b. 1. An army aviation brigade
 2. Rear echelon elements (units and subunits)

Exercise 3

1. a. CHO
 b. Силы национальной обороны
2. *Military Balance*
3. общая численность
4. a. Panama, US
 b. Panama, US
 c. US
 d. US
 e. Panama
5. US

Exercise 4 2,3,5,6,8

Answer Keys, Unit 40

- Exercise 5
- The central barracks of the National Defense Forces of Panama
 - On Tuesday night and Wednesday morning
 - To seize members of the Panamanian government and commanders in the military
 - No
 - One of the objectives of the operation is to seize General Noriega.
 - The president of Panama
 - A TASS correspondent
 - The day before
 - It participated in the invasion of Grenada.
 - The leader of the Panamanian opposition who won the election on May 7th
 - He proclaimed himself the new president of the country.

- Exercise 6
- вооруженным сопротивлением
 - грохочут
 - артиллерийских снарядов
 - бомбят
 - контролируется
 - бронетранспортеров
 - народного ополчения

- Exercise 7
- He (Noriega) along with the government is leading the armed resistance against the American aggression.
 - In the Panamanian capital, bursts of artillery shells have been roaring since late night. US combat planes and helicopters are bombing individual regions. The central barracks of the Panamanian Defense Forces are enveloped in flames. New subunits of American tanks and APCs are moving into the streets of the old part of the city
 - 2
 - 1
 - Omar Torrijos Airport
 - The American administrating authorities closed it for the first time in its 75-year history.
 - межокеанский водный путь

- Exercise 8
1. The high command of the Forces for National Defense of Panama and the government of Panama
 2. Criminal military aggression against sovereign Panama, causing deaths to the civilian and military population
 3. The military and civil leadership of Panama is in control of the situation.
 4. преступную вооруженную агрессию США
 5. Ответными действиями СНО

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

- Exercise 10
1. The action against Panama is the largest military operation of the US armed forces since the intervention in Vietnam. While the 82nd Airborne Assault Division suppress the center of resistance, and while the Rangers attempt to seize General Noriega, the "president" is being sworn in at the American military base in the Canal Zone.
 2. a. To defend the lives of Americans
b. To restore democracy in Panama
 3. a. The killing of an American officer
b. The threat to the lives of other Americans
 4. The US military planes were not used for urgent evacuation, but for bombing the capital of Panama.

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Dictionary

батюшка (informal, colloquial)	old chap, my dear fellow
безопасность	security
близорукость	nearsightedness
вблизи	near by
взаимопонимание	mutual understanding
вина	fault
влияние	influence
внедрять в практику	to put into practice
вносить	to bring in, introduce
возлагаться	to be imposed (e.g., responsibility)
восстанавливать	to restore
восстанавливаться	to be reinstated
возмущать, возмутить	to make indignant
возрастать	to increase, grow
всеобъемлющий	comprehensive, universal
всерьез	seriously
вывозить	to take out, remove
вымысел	fabrication
Гиппократ	Hippocrates (ancient Greek doctor)
график	graph, chart
грипп	flu, influenza
грохотать	to roar
гуманный	human, humane
дальнозоркость	farsightedness
данные (plural)	data, statistics
дегуманизация	dehumanization
действительная служба	active duty
держава	state, power
диспансеризация	hospitalization, curing
добровольческий	voluntary, volunteer (adj.)
донорский	donor (adj.)
допускать	to admit, allow
душевный	emotional, heartfelt, sincere
за счет	due to
заболеваемость	number of cases (of a disease)
заболевание	illness, sickness
заболевать	to fall sick
законный брак	legal marriage
заменяться	to be replaced by

Listening Workbook 8, Dictionary

захватывать	to seize
заявление	announcement
здравоохранение	public health
как принято говорить	as it's usually said
кардиологический	cardiological (heart-related)
качество	quality
клеветнический	slanderous
клинические проявления	clinical manifestations
клинический	clinical
колонка	column
кряхтеть	to grunt
кровообразование	blood production
лечебный	curative, medicinal
лечение	curing, healing
межокеанский	interoceanic
мероприятие (often plural)	measure
место жительства	residence
мощь	strength
наличие	presence
налицо	on hand, evident, present
направляться	to make one's way towards
народное ополчение	people's militia
нарушение	disturbance
насыщенный	saturated
неизбежно	inevitably
неопытность	inexperience
обеспечить	to protect, ensure
обследование	inspection, checkup
оказываться	to turn out to be
окончательный	final
оправдание	justification
опровергнуть	to disprove, refute
ординатор	intern
ослабленный	feeble
осложнение	complication
оснащаться	to be equipped
освидетельствование	examination
отмечать	to notice
отсрочка	deferment
отчисленный	dismissed
охрана (e.g., здоровья)	preserving, keeping
очаг	center, hotbed
перевязочный	for the dressing of wounds

повторное обследование	second checkup
повторный	repeated
пограничный	border (adj.)
подавлять	to suppress
подлежать	to be liable, subject to
подобный	similar
подъем	rise, increase
пойти на риск	to take the risk
покидать	to leave
помещение (often plural)	room, living or working space
пополнение	draft, reinforcement
попытка	attempt
порог	threshold, limit
превращаться	to turn into
предотвращение	preventing
преступный	criminal (adj.)
преходящий	transient
призыв	call to military service, draft
провозглашать	to proclaim
прохождение службы	service
профилактика	prevention of disease, prophylaxis
проявление	appearance, manifestation,
пытаться	to attempt
разбой	act of robbery
размещенный	quartered
разрешение	permission, authorization
разъяснение	explanation
распространение	spreading, dissemination
распространяться	to apply to
расчет	calculation, estimate
рядышком (informal for рядом)	beside, alongside
сдержатъ	to restrain, deter
селезенка	spleen
семейный	family (adj.)
скорая помощь (sometimes just called скорая)	ambulance
событие	event, happening
советник	advisor
содействовать	to assist, help, promote
соответствовать (+ dative)	to correspond (to)
состоять	to be
спецрейс	special (airplane) flight

Listening Workbook 8, Dictionary

средняя тяжесть	medium severity
срочная служба	compulsory service
страдать	to suffer
суверенный	sovereign
существенный	substantial, essential
сущность	essence
терапевт	therapist
травматизм	rate or total number of injuries
требование	demand
тревожный	alarming
тыловое обеспечение	rear echelon elements
тяжесть	gravity, seriousness
увольнение	discharge
угодный	welcome (to)
угроза	threat
удалять	to remove
умственный	mental
уровень	level, extent
уровень заболеваемости	extent of (spread of) disease
усиленный	strenuous
условие	condition
устаревший	out of date, obsolete
утверждение	statement
хирург	surgeon
целесообразный	advisable, expedient
чума	plague
якобы	supposedly, allegedly

Glossary of Acronyms and Abbreviations

Военкомат (Военный комиссариат)	Military Commissariat (Registration and Enlistment Office)
ВОЗ (Всемирная организация здравоохранения)	World Health Organization
ГК (Государство Камбоджа)	The state of Cambodia
МВД (Министерство внутренних дел)	Ministry of Internal Affairs
МИД (Министерство иностранных дел)	Ministry of Foreign Affairs
Минздрав (Министерство здравоохранения)	Ministry of Public Health
Н-ский	unnamed, anonymous
СНО (Силы национальной обороны (Панамы))	Panamanian Defense Forces
СПИД	AIDS
ЦВМУ (Центральное военно-медицинское управление)	Central Military Medical Directorate

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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 36

Listen to Text A and answer Questions 1–6.

1. What does the interviewer credit Major-General Tkachenko with having done?
 - a. Pioneering new surgical techniques
 - b. Inspiring many military physicians
 - c. Returning many soldiers to active duty
 - d. Discovering a new line of antibiotics

2. Which of the following questions does the interviewer ask Major-General Tkachenko?

"What

 - a. would you tell someone considering a medical career?"
 - b. challenges does military medicine face in the next century?"
 - c. changes in medicine have you seen since World War II?"
 - d. experience have you gained in the course of your work?"

Listening Workbook 8, Workbook Test

3. How many servicemen returned to normal active duty thanks to Major-General Tkachenko's efforts?
 - a. Several hundred
 - b. Enough to staff several companies
 - c. Far more than one regiment of men
 - d. About one battalion of soldiers

4. Major-General Tkachenko considers research work very important because
 - a. there are gaps in medical knowledge.
 - b. it helps him to stay sharp.
 - c. he can use it to save soldier's lives.
 - d. he is a dedicated teacher of other doctors.

5. Major-General Tkachenko has been researching what area of medicine?
 - a. The immune system
 - b. Diseases of the bones
 - c. Trauma and shock treatment
 - d. Infectious diseases of the lungs

6. The results of Major-General Tkachenko's research work
 - a. will soon be published.
 - b. form the basis of a Ph.D. dissertation.
 - c. are a model for military doctors.
 - d. have attracted worldwide attention.

Listen to Text B and answer Questions 7–10.

7. What problem with military hospitals (particularly in Moscow) does the interviewer question Major-General Nechaev about?
 - a. Inadequate building facilities
 - b. Poor maintenance leading to infection
 - c. The difficulty of gaining admission
 - d. High turnover among the doctors

8. According to Text B, how is the situation changing in Moscow?
- a. Two new hospitals are under construction.
 - b. More doctors and nurses are being assigned there.
 - c. Several new polyclinics have just opened.
 - d. There is money for new facilities and equipment.
9. What is the situation with polyclinics in Moscow?
- a. Military patients there have low priority.
 - b. Many of them are full.
 - c. The standards of care are too low.
 - d. Equipment is outdated.
10. According to Text B, local garrison hospitals have difficulty
- a. keeping the doctors' and nurses' skills up to date.
 - b. getting enough money for cleaning and maintenance.
 - c. obtaining a reliable supply of essential drugs.
 - d. providing highly-qualified medical help.

Unit 37

Listen to Text C and answer Questions 11–13.

11. Who were the people meeting in Moscow?
- a. Bone specialists from around the world
 - b. Pediatricians from all parts of the USSR
 - c. Medical biologists from leading research labs
 - d. Soviet and French medical personnel

Listening Workbook 8, Workbook Test

12. What words were spoken at the opening of the meeting?
- a. "We have much to learn from each other."
 - b. "Medical secrets of man are in our hands."
 - c. "We are all sailors in the same boat."
 - d. "Our skill gives man healthier, longer life."
13. According to Text C, what was an important goal of this meeting?
- a. Setting international standards for medical education
 - b. Mutual understanding between various nationalities
 - c. Full use of new equipment for diagnosis
 - d. An exchange and academic discussion of research results

Listen to Text D and answer Questions 14-17.

14. What do the non-Soviet attendees at the meeting hope to do in the week they spend with the Soviets?
- a. Agree on joint ventures in medical cooperation
 - b. Get licenses for manufacturing new Soviet drugs
 - c. Exchange experience in controlling infectious diseases
 - d. Understand Soviet public health policy
15. An issue which interests the doctors is the relation between medicine and
- a. drug abuse.
 - b. pollution.
 - c. perestroika.
 - d. alcoholism.
16. What is the theme of the meeting described in Text C?
- a. Hippocrates-'89
 - b. International Cooperation in 1989
 - c. Heart Disease in 1989
 - d. 1989—Infectious Diseases

17. Attendees at the meeting will discuss problems of
- a. drug-resistant bacteria.
 - b. medical ethics.
 - c. AIDS.
 - d. blood substitutes.

Listen to Text E and answer Questions 18–20.

18. According to Text E, what place or places did the conference guests visit?
- a. A large hospital in Moscow
 - b. Ministries and government offices
 - c. A medical equipment factory
 - d. Clinics and laboratories
19. Current problems of modern medicine are being researched
- a. at the Scientific Center for Cardiology.
 - b. in hospitals attached to medical schools.
 - c. at government-financed research institutes.
 - d. in major university laboratories.
20. The program for the attendees included all the following EXCEPT
- a. discussions.
 - b. training classes.
 - c. meetings with colleagues.
 - d. exchanges of opinions.

Unit 38

Listen to Text F and answer Questions 21–30.

- The question at the beginning of Text F asks
 - a. how to request postponement of the draft.
 - b. who decides where a draftee is assigned.
 - c. what are the major criteria for deferment.
 - d. who may be deferred based on family circumstances.

- Conditions affecting draftees with dependents (на иждивении) are spelled out by Soviet law *On Universal Military Service*, Article Number
 - a. 23.
 - b. 34.
 - c. 42.
 - d. 49.

- Text F concerns possible deferment for draftees having (a) dependent
 - a. parent or parents.
 - b. brothers or sisters.
 - c. invalid children.
 - d. wife unable to work.

Listen to Text G and answer Question 24.

- To gain a permanent deferment, a conscript must have others dependent on him for how many years?
 - a. 3
 - b. 4
 - c. 5
 - d. 6

Listen to Text H and answer Questions 25–26.

25. What is the principle discussed by Text H?
- a. The principle of alternative service
 - b. The principle of humanitarian deferments
 - c. The socialist principle of universal military service
 - d. The "mixed" principle—part volunteer, part conscripted army
26. What does Text H have to say about women in the military?
- a. The women's situation is under review.
 - b. Women may be drafted in wartime.
 - c. Women volunteers are accepted.
 - d. Women may serve only in certain job categories.

Listen to Text I and answer Questions 27–29

27. What is the length of active-duty service time discussed in Text I?
- a. 12 months
 - b. 9 to 24 or 36 months
 - c. 18–19 months
 - d. 20 months
28. According to Text I, the frequency of the draft
- a. is decided by the government annually.
 - b. is staggered according to region.
 - c. is coordinated with manpower needs.
 - d. is determined by law.
29. According to Text I, the draft may be as often as every
- a. 8 months.
 - b. 9 months.
 - c. 10 months.
 - d. 12 months.

Listening Workbook 8, Workbook Test

Listen to Text J and answer Question 30.

30. According to Text J, alternative service
- is a Western concept.
 - has no place in a communist society.
 - exists in many NATO and some Warsaw Pact countries.
 - is allowed by the constitution of the USSR.

Unit 39

Listen to Text K and answer Questions 31–36.

31. How does Text K describe the talks about Cambodia (Kampuchea) now taking place?
- Preliminary
 - Formal
 - Cordial
 - Informal
32. The talks about Cambodia (Kampuchea) are taking place in
- Malaysia.
 - the Philippines.
 - Indonesia.
 - Burma.
33. Hun Sen represents the
- Khmer Rouge.
 - People's Republic of Kampuchea.
 - Peasant People's Party.
 - Forces of Norodom Sihanouk.

34. In addition to representatives of the parties directly involved, what other representatives attended the talks?
- a. Diplomats from Japan, Korea, the USSR, and China
 - b. Foreign ministers of China and the USSR
 - c. Diplomatic observers from Vietnam and Thailand
 - d. Foreign ministers of ASEAN countries
35. According to Text K, the meeting will have decisive meaning for
- a. achieving a just and lasting solution to the problem.
 - b. immediate withdrawal of Vietnamese occupation forces.
 - c. long-term economic aid from the World Bank.
 - d. ending Cambodia's diplomatic and economic isolation.
36. Participants in the talks are making efforts to
- a. draw up an agenda.
 - b. negotiate a prisoner exchange.
 - c. end the bloodshed.
 - d. allow Red Cross visits.

Listen to Text L and answer Questions 37–40.

37. All of the following attended the meeting EXCEPT
- a. US State Department diplomats.
 - b. the Japanese prime minister.
 - c. the US commander of the Pacific Fleet.
 - d. Japanese Foreign Ministry representatives.
38. Participants discussed matters related to
- a. broadening US-Japanese military cooperation.
 - b. the Japanese-US trade imbalance.
 - c. Japan's share in the cost of its national defense.
 - d. joint military policy vis-à-vis the USSR.

Listening Workbook 8, Workbook Test

39. The session reported by Text L, part of an ongoing series, is the
- a. eighth.
 - b. tenth.
 - c. nineteenth.
 - d. twentieth.
40. An American military representative noted satisfactory progress in
- a. cooperation of naval and air forces during recent maneuvers.
 - b. agreements for technology-sharing in building a new plane.
 - c. the area of unified communications and control of forces.
 - d. surface and submarine force coordination in the Pacific.

Unit 40

Listen to Text M and answer Questions 41–46.

41. How does Text M describe the current stage of the fighting in Panama?
- a. Fighting has essentially ceased.
 - b. There is scattered resistance in the city.
 - c. PDF units are holding out in the countryside.
 - d. Fierce fighting still rages between the two sides.
42. According to Text M, what is going on in the old part of town?
- a. The fiercest battle yet of the conflict
 - b. Scattered incidents of sniping
 - c. House-to-house guerilla-style resistance
 - d. Incidents of hostage-taking

43. According to Text M, US military aircraft and helicopters are
- a. dropping paratroopers in critical areas.
 - b. providing tactical fire support.
 - c. taking in supplies and lifting out the wounded.
 - d. carrying out bombing raids on certain sections.
44. How many troops do Associated Press sources say that the US has committed to the operation?
- a. 14,000
 - b. About 15,000
 - c. 20,000
 - d. More than 24,000
45. According to Text M, how many helicopters have the PDF units shot down?
- a. 2
 - b. 3
 - c. 4
 - d. 5
46. Commenting on the fighting, Associated Press sources said that
- a. contrary to expectations, a quick victory is not happening.
 - b. the tactical plan is being hastily revised.
 - c. as expected, things are pretty much on schedule.
 - d. despite minor hitches, the end of the fighting is in sight.

Listen to Text N and answer Questions 47–50.

47. According to Text N, what US action is the Nicaraguan government protesting?
- a. The invasion of Panama
 - b. The blockade of its embassy in Panama
 - c. The violation of its territory and airspace
 - d. Harrassment of its diplomats in Panama

Listening Workbook 8, Workbook Test

48. In response to the US action, the Nicaraguan government has decided to
- expel several US diplomats from the capital.
 - send a harsh letter of protest to the State Department.
 - mount a blockade of the US embassy in Managua.
 - raise the issue in the next UN Security Council meeting.
49. Text N reports Nicaraguan military activity
- around the US embassy in Managua.
 - involving mobilization of the reserves.
 - in the ports and along the borders.
 - involving movement of tanks to the border.
50. What Nicaraguan military units are reported to be involved in the activity mentioned?
- The border guards
 - Elite paratrooper units
 - Special forces units
 - Tank units

RUSSIAN PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL1209

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

Workbook 9 is at proficiency level 2. It contains texts about sappers, transportation, and changes in Europe. These texts have been taken from the Soviet media.

This is the last workbook at level 2. 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 on key vocabulary,
- summarizing a text after listening to it,
- organizing information visually to check comprehension,
- identifying the temporal sequence of events,
- recognizing synonyms in a text.

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Russian Listening Workbook 9

Table Of Contents

Section	Page
Administrative Instructions	332
Grading and Certification Instructions	332
Unit 41 - Sappers (Combat Engineers)	
Exercise 1 - 10	333
Key Vocabulary	346
Unit 42 - Transportation	
Exercises 1 - 10	349
Key Vocabulary	359
Acronyms and Abbreviations	359
Unit 43 - Military Changes in Europe	
Exercises 1 - 10	361
Key Vocabulary	371
Acronyms and Abbreviations	372
Unit 44 - Political Changes in Eastern Europe	
Exercises 1 - 10	373
Key Vocabulary	385
Acronyms and Abbreviations	386
Unit 45 - The Military and the Government	
Exercises 1 - 10	387
Key Vocabulary	399
Acronyms and Abbreviations	287
Speaking Suggestions	401
Answer Keys	405
Dictionary	423
Glossary	427
Workbook Test	429

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 41—Sappers [Combat Engineers]

The Soviet military had a saying during World War II: Tanks, artillery, and infantry may pass boldly wherever the sappers have been.* Sappers are the combat engineers who handle explosives and, among other things, defuse unexploded bombs and mines. Such leftover ordnance still turns up in parts of the USSR where armies fought during World War II. Much of recent Soviet field experience comes from Afghanistan, where Soviet military strategy included heavy use of mines. An estimate puts the number of mines left in Afghanistan at over 3 million. The Soviet media usually focus on the minesweeping/disarming side of the sappers' work. There is little mention of the role sappers play in offensive action.

Texts A, B, and C come from a TV program about military specialties. They all relate to a single incident, broken into segments to make the story easier to grasp. Text D relates experience from Afghanistan.

Figure 41.1

Sappers-in-Training



Exercise 1 Your aim here will be to prepare yourself for the text. Your work will include prediction and familiarization with key vocabulary. Do not listen to Text A yet.

*«Где прошел сапер, там могут смело идти и пехота, и танки, и артиллерия.»

Listening Workbook 9, Unit 41

1. Text A deals with German ordnance left over from World War II. Knowing that a construction worker has just uncovered some explosives of this kind, what would you expect to hear in a short news report about the incident? In the spaces provided, write the outline which you predict a TV news story would follow as it reports the incident. (You would expect the story to answer the five basic questions—who, what, when, where, and how.)

2. In the exercise below, match the following key words, written as you heard them in Text A, with their English equivalents. Write the number of each English item from column B next to the corresponding Russian item in column A.

A	B
a. ___ боеприпасов	1. trench
b. ___ военкомат	2. power shovel
c. ___ ковш	3. rendering harmless
d. ___ обезвреживанию	4. power shovel driver
e. ___ смертоносную	5. military commissariat
f. ___ траншея	6. lethal
g. ___ экскаваторщик	7. bucket (of an excavator)
h. ___ экскаватор	8. ammunition

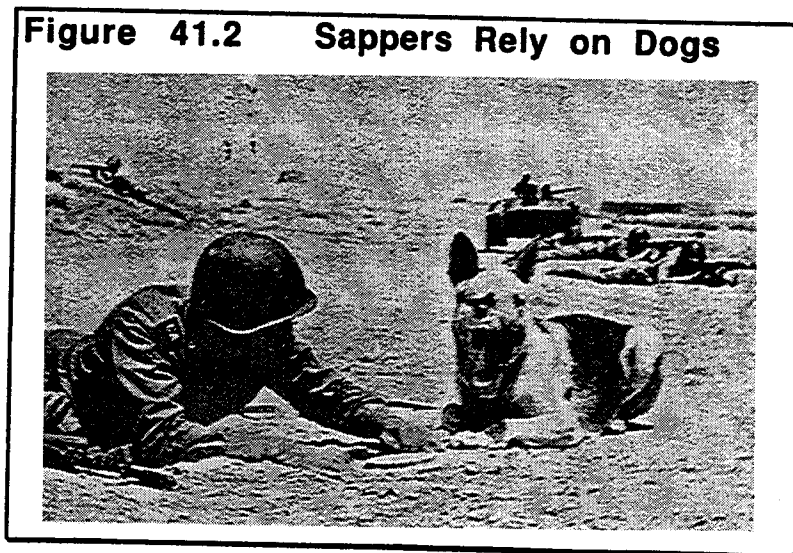
Exercise 2 Now listen to Text A to get the gist of the story, to put the key vocabulary in context, and to compare your predicted outline with Text A.

1. One of your first tasks is to identify the five people named in the story. Choose as many items as apply to each individual from the list of identifying characteristics given below. You may use an item several times. Write the letter for the corresponding item beside the name of the appropriate person. The first item has been done for you.

Nikolai Gavrilov	a, d _____
Viktor Khmarskii	_____
Vasilii Karbovskii	_____
Nikolai Osadchuk	_____
Leonid Ushakov	_____

Identifying Characteristics

- a. Sergeant
- b. Captain
- c. Steam shovel driver
- d. Sapper



2. To be sure you understand the roles of the people involved, complete the following statements in English by filling in the blanks.
 - a. _____ actually discovered the ordnance.
 - b. _____ was the sapper officer who arrived to investigate.
 - c. The captain brought with him _____ men, also sappers.

Exercise 3 This exercise asks for more detailed information about Text A, now that you have the gist. Read the questions, listen to the text, and then circle the correct answer.

1. The steam shovel driver at first thought he had uncovered
 - a. a telephone line.
 - b. some scrap metal.
 - c. a piece of pipe.
 - d. some old trash.

2. The discovery happened in what part of town?
 - a. North
 - b. South
 - c. East
 - d. West

3. How many trips has Khmarskii made to disarm leftover World War II ordnance?
 - a. 125
 - b. 240
 - c. 300
 - d. 320

4. How many years of service experience have the junior sergeants had?
- a. One
 - b. One and a half
 - c. Two
 - d. Two and a half

Exercise 4 Text B continues the story begun by Text A. Read the exercise and then listen to Text B.

1. Match the key words from Text B, which appear in column A below in their dictionary form, with their synonyms in column B by writing the number of the item from column B next to the corresponding item in column A.

A	B
a. ____ этап	1. угрожающий
b. ____ извлечь	2. часть
c. ____ опасный	3. спутаться
d. ____ ошибаться	4. вытащить
e. ____ проявлять	5. мастерство
f. ____ сноровка	6. показывать

2. The action of the text takes place in the neighborhood of what large Russian port on the Black Sea? Write your answer in English in the space below.
-

Exercise 5 Questions in this exercise focus on two aspects of Text B—the actual incidents described and the work of sappers. Questions 1 through 3 ask about the incidents. Read the questions, listen to Text B, then answer according to the instructions.

1. How many shells did the sappers remove? Circle the correct answer.
 - a. Several
 - b. A dozen or so
 - c. Dozens
 - d. Almost a hundred

2. According to Text B, removal of the shells from the ground constitutes what step in the whole operation?
 - a. First
 - b. Second
 - c. Third
 - d. Fourth

3. According to Text B, what has to be done with the shells removed from the ground?
 - a. Sorting into types
 - b. Placing in boxes full of sand
 - c. Placing in special bomb-disposal vans
 - d. Transporting out of the city

Read Questions 4 through 6 and listen to Text B again. These questions focus on the text's comments rather than the facts of the story. As you listen to the speaker, pay attention to the comments about the work of sappers.

4. Besides telling the facts of the story, Text B
 - a. praises sappers and describes their essential qualities.
 - b. gives brief biographical information about the four sappers.
 - c. briefly describes the training that sappers receive.
 - d. outlines a history of this military specialty.

 5. According to Text B, the constant companions of the profession are all of the following EXCEPT
 - a. skill.
 - b. confidence.
 - c. keen powers of observation.
 - d. precise, confident movements.

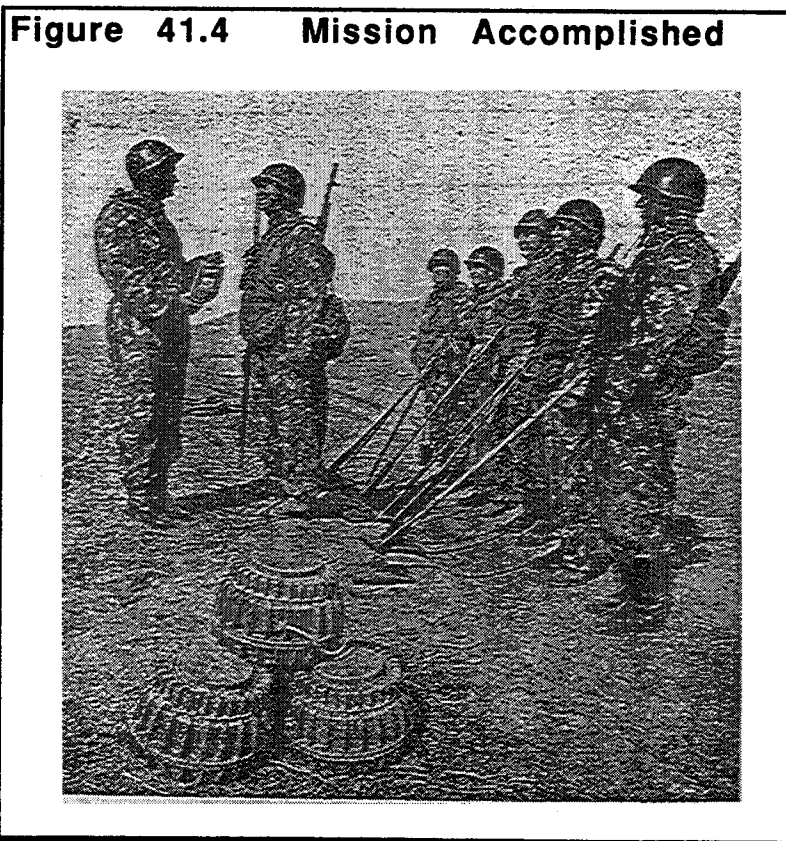
 6. What saying about sappers does Text B mention? Write it in Russian in the space provided and then give an English equivalent.
-
-

Figure 41.3 Uncovering a Mine



Exercise 6 Text C is brief. It concludes the story begun in Text A. As you listen to Text C for the first time, do not try to grasp details. Listen to get the gist. Then read the following statements based on (but slightly reworded from) statements you will hear in Text C. Listen to Text C again for details and fill in the blanks.

1. During those minutes, which must have seemed _____ , perhaps the sappers thought about _____ .
2. Soldiers were crossing minefields under _____ as they followed the front line roads to _____ .



Exercise 7 Text D concerns Soviet experience in Afghanistan. The clue here is the word *душманы*. Russian uses *душманы* with a political connotation to refer to any and all Afghan anti-government forces. The best English equivalent is probably *guerrillas*. Your first approach concentrates on key vocabulary.

1. Read the following list of key vocabulary items. Keep your pencil in hand as you listen to Text D for a mention of each item. When you hear an item, check the box beside it. The items do not occur below in the same sequence as in Text D. Some items do not occur in Text D at all. Do not check those.

- a. фугасы
- b. добровольно
- c. поражение
- d. состава
- e. разведки
- f. смертоносную
- g. воспитание
- h. металлические
- i. мощный
- j. считалось
- k. электрозамыкателя

2. This part of Exercise 7 draws your attention to several key phrases and idiomatic constructions. In the spaces provided, give the English equivalents for the following Russian phrases.

a. подрыв техники

b. поражение ... из засад

c. на минимальную глубину

3. The following words and phrases might present some difficulties, so this exercise will break them into smaller units.

- a. Breaking the word **электрозамыкатель** into its component parts helps explain its meaning. It helps to know that it applies to mines, most probably to the detonation system, and that the verb **замыкать** means *to lock, to close, to enclose*. Give the English equivalents of

электро- _____

замыкатель _____

электрозамыкатель _____

- b. Use the same process for the phrase **нажимного действия**. Use the Key Vocabulary to help you. Give the English equivalents of

нажимной _____

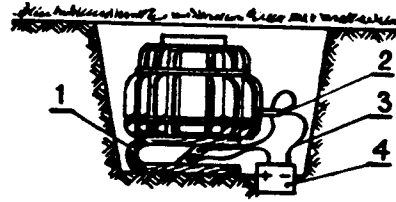
действие _____

нажимного действия _____

Figure 41.5 Soviet Mines and Detonating Systems



Две мины TS 6.1, установленные одна на другую с прослойкой грунта между ними 1–2 см, причем нижняя поставлена на неизвлекаемость: 1 — взрыватель натяжного действия; 2 — проводочка; 3 — колышек.



Мина TS 6.1, установленная в неизвлекаемое положение с электрическим замыкателем разгрузочного действия: 1 — электрозамыкатель; 2 — электродетонатор; 3 — провода; 4 — источник тока.

Exercise 8 Your second approach involves understanding the format and the gist of the text, relying on the vocabulary work you just completed. Text D has two parts. Part A begins «Например ...» and part B begins «В ЭТОЙ СВЯЗИ» Bearing this in mind, read the following statements and listen to the whole of Text D. Circle the correct completions.

1. Part A of Text D talks mainly about
 - a. mine types used in Afghanistan.
 - b. the guerillas' tactical use of mines.
 - c. Soviet use of mines in Afghanistan.
 - d. accidents related to minelaying.

2. Part B of Text D talks mainly about
 - a. one incident when Soviet troops discovered a mine.
 - b. training of Soviet sappers under battle conditions.
 - c. an incident of carelessness involving a landmine.
 - d. effective versus ineffective use of mines.

Exercise 9 Completion of the following statements will test your grasp of the text's details. Read the statements, listen to the whole text, and then fill in the blanks in English.

1. Afghan guerrillas often lay _____ antitank mines.
2. On the _____ to a _____ turn in a _____ road, sappers were working with a _____ group.
3. All the mines found were _____, which meant they were _____ to detect using _____.
4. Around the bend, they found a _____.

Figure 41.6 Sappers Fully Equipped



Exercise 10 Although Text D gives some straightforward description, it also gives some warning advice by implication. This exercise is fairly difficult in that it asks you to make some inferences based on Text D—to answer the question *why*. That means a shift of attention from the literal meaning of the words to a larger context. You also need to distinguish essential from background information. Read the questions, listen to Text D, and circle the most likely answers.

1. How does minelaying to blow up equipment fit into the guerrillas' tactics and strategy?

Because

- a. it avoids confrontation with Soviet soldiers.
- b. it requires very little manpower.
- c. it helps destroy Soviet soldiers' morale.
- d. it can set the stage for an ambush.

2. Why would the guerrillas often lay only single, isolated antitank or antitransport mines?

Because

- a. single mines are powerful enough to do lots of damage.
- b. they do not have many trained minelaying experts.
- c. single mines are harder to detect than whole groups.
- d. they have trouble obtaining more than one at a time.

3. Although it does not state explicitly that the sappers became suspicious, Text D gives you some clues following the phrase *Однако настораживало*. What do you think made the sappers suspicious? Circle all the clues that apply.

- a. All the mines they found were metallic.
- b. The mines had been buried in a group.
- c. All the mines had been carelessly covered.
- d. The mines were buried near the surface.

4. What was unusual about the last mine they found?

- It was
- a. made of plastic explosive.
 - b. an antipersonnel mine.
 - c. of an unknown type.
 - d. booby-trapped.

5. What conclusion do you think the speaker wants you to draw?

- a. Even guerrillas may command technical know-how.
- b. Sappers should use their wits in assessing enemy minelaying tactics.
- c. Luck is as much a part of warfare as good tactics and equipment.
- d. Sappers should pass along their experience gained in combat.

Key Vocabulary



владеть

выверенный

гитлеровец

действие

душман

извлечен

изготовленный

закрепленный

засада

ковш

миноискатель

накопить

нажимать

нажимной

нажимного действия

настораживать

находка

обезвреживание

обеспечить

обнаружить

to master, to control

checked out, tested

Nazi soldier

action

enemy (used only of Afghan
guerillas)

pulled out, dug out

made, prepared

fastened, secured

ambush

bucket (of a power shovel)

mine-detector

to accumulate

to press (on)

pressure (adj.)

pressure-operated

to put on one's guard

find, discovery

rendering harmless

to enable, facilitate

to detect

одинокный	single, isolated, alone
окраина	distant region, remote area
пластмассовый	plastic (adj.)
пластина	plate, layer
подрыв	blowing up
поистине	truly, really
постоянный	constant, permanent
прокладка	construction
свист	whistling
смертоносный	lethal
сноровка	skill, talent
спутник	fellow traveller
траншея	trench
устанавливать	to place, to lay
фугас	landmine
экскаваторщик	power shovel driver
экскаватор	power shovel
этап	stage, part, step

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Unit 42—Transportation

The transportation system in the USSR moves raw materials, goods, and people over vast distances—from the Pacific coast to Eastern Europe, from the southern republics to the Baltic Sea. The functioning of that system affects everything—the availability of goods in the stores and food in the markets, the movement of troops and supplies, commuting to and from work, disaster relief efforts, and so forth. This unit deals with rail, road, and air traffic, starting with a TV report on public transportation.

Exercise 1 Text A introduces the story; Text B continues it.

1. Read the following list of key vocabulary items. With your pencil in hand, listen to Text A for a mention of each item. When you hear an item, check the box beside it. The items do not occur below in the same sequence as in Text A. Some items do not occur in Text A at all. Do not check those.

- | | |
|-----------------|--------------------------|
| a. метрополитен | <input type="checkbox"/> |
| b. заработал | <input type="checkbox"/> |
| c. вагонетка | <input type="checkbox"/> |
| d. трасс | <input type="checkbox"/> |
| e. станции | <input type="checkbox"/> |
| f. поезд | <input type="checkbox"/> |
| g. подземка | <input type="checkbox"/> |
| h. вписались | <input type="checkbox"/> |
| i. скоростная | <input type="checkbox"/> |

2. Name the kind of transportation system described in Text A. Answer in English in the space provided.

3. In Russian, write two key words identifying the type of system.

4. In Russian, write the name of the city featured in Text A.

Exercise 2 The following questions will help you check your understanding of essential information in Text A. Read the questions, listen to the text, and write your answers in English in the spaces provided.

1. According to Text A, how long has this city's system been open and operating?

2. In which month did it first begin operating?

3. What other cities in the east of the country had a similar system at that time?

4. How many kilometers does the system's route cover?

5. How many stations are there along the route?

Exercise 3 Listen to the continuation of the story in Text B. Read the statements below and go back and listen once again. Circle the correct completions.

1. *Char Su* and *Galfurgulyama* stations are located
 - a. at the two ends of the main route.
 - b. on the northern edges of the city.
 - c. in the center of the old part of town
 - d. on either side of the open-air market.

2. *Syr Zar* is the name of
 - a. the old market.
 - b. a project engineer.
 - c. the central depot.
 - d. a housing complex.

3. *Eski Shakhar* is the name of
 - a. one of the main streets.
 - b. the old market.
 - c. one of the city suburbs.
 - d. the project chief engineer.

4. Oskar Ali Ura was the
 - a. driver who drove the first train into the new stations.
 - b. Communist Party official who inaugurated the system.
 - c. engineer who pushed the button to start the system.
 - d. mayor of the city who declared the system open.

5. Symbolic keys to the system were handed over to the
 - a. city's mayor.
 - b. city architect.
 - c. system's chief engineer.
 - d. construction workers who built it.

Exercise 4 This is your chance to summarize the two texts. Listen to Texts A and B again and then write a brief 2- or 3-sentence summary of the essential information in English in the spaces provided.

Exercise 5 Text C reports the opening of a new building providing transportation facilities for bus passengers. Many of the things taken for granted by the U.S. traveller are new for the Soviet citizen, particularly finding a variety of services all in one location.

1. This is your chance to predict what a report on the new building would contain—what facilities might be mentioned. Write your answer in English in the spaces provided.

2. Listen to Text C now. Compare your prediction with the actual information as you listen for the gist of the report. Answer the following questions in English in the spaces provided.

a. What city is mentioned in Text C?

b. What oblast or region is the city located in?

3. The building is called автовокзал. Take apart the word and give the English equivalents for its two parts.

АВТО-

ВОКЗАЛ

Exercise 6 The remainder of your work with Text C consists of statements about the text. Some are true, some are false. Read the following statements, listen to the text, and then check the appropriate boxes.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. The автовокзал was built at the entrance to the city. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Text C mentions a militia station at the автовокзал. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Facilities there can handle vehicle repairs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Mothers with children have a place to rest there. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The town's motor plant contributes 5 million rubles a year to the cost of maintaining the автовокзал. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The town's motor plant has financed several building projects. | <input type="checkbox"/> | <input type="checkbox"/> |

Listening Workbook 9, Unit 42

Exercise 7 This exercise asks for some vocabulary work before you listen to Text D.

1. In the exercise below, match the following key words, written as you heard them in Text D, with their English equivalents. Write the number of each English item from column B next to the corresponding Russian item in column A.

A	B
a. ___ гвоздей	1. command post
b. ___ перевозки	2. commercial
c. ___ доставляют	3. increased sharply
d. ___ напряженная	4. having suffered
e. ___ коммерческих	5. intensive
f. ___ пострадавшие	6. nails
g. ___ командном пункте	7. sanitary engineering equipment
h. ___ резко возросло	8. (they) deliver
i. ___ сантехническое оборудование	9. shipments, conveyances

2. Listen to Text D, trying to recognize the vocabulary you just worked with. Find the word **большегрузы** in the text. Now separate it into its component parts. Give the English equivalents for

больше- _____
груз _____
большегрузы _____

3. You should have enough clues now to know the mode of transportation described. In the space below, write in English the type of transportation reported in Text D.

4. What key words in the text helped identify the type of transportation? Write at least two in Russian in the spaces provided.

Exercise 8 Listen to Text D now to identify the basic facts—who, where, when, what, why—and answer the following questions about the text's main points. Answer in English in the spaces provided.

1. What is the destination of most of the freight mentioned in Text D?

2. What does Text D have to say about work at the command posts?

3. Text D reports on what kind of traffic—domestic only or both domestic and international?

4. According to Text D, what kind of freight travels by this system?

Exercise 9 Text E reports on problems in one region of the country's transportation system. It may help you to know (the text assumes listeners already know this) that there was almost total transportation paralysis in the Republic of Azerbaijan following the civil unrest in January, 1990. Many workers went on strike, seeking various concessions from the government. This explains the reference in Text E to a demand.

1. Listen to Text E to get the gist. Then match the key words from Text E, which appear in column A below in their dictionary form, with their synonyms in column B by writing the number of the item from column B next to the corresponding item in column A.

A	B
a. ___ возобновиться	1. кадры
b. ___ бригады	2. маршрут
c. ___ движение	3. мена
d. ___ магистраль	4. начаться вновь
e. ___ обмен	5. необыкновенный
f. ___ требование	6. перемещение
g. ___ чрезвычайный	7. ультиматум

2. What type of transportation does Text E describe? Circle the correct answer below.
- a. Shipping
 - b. Air cargo
 - c. Trucking
 - d. Railroad
3. What key words in the text helped identify the type of transportation? Write two of them in Russian in the spaces provided.
- _____

Exercise 10 Read the following questions, which will test your understanding of essential information in Text E. Listen to the text and answer the questions.

1. Of the planned amount of freight scheduled for transport between Baku and Yerevan, how much is actually getting transported?
- a. less than 30%
 - b. 30–35%
 - c. less than 40%
 - d. 40–60%
2. Text E mentions a date on which normal through traffic was supposed to resume. What was that date?
- a. February 13
 - b. February 30
 - c. March 3
 - d. March 23

Listening Workbook 9, Unit 42

3. What is happening at the Dzhulf transportation depot?

- a. Workers are not showing up for work.
- b. Mechanics are refusing to repair equipment.
- c. Dispatchers have gone on strike.
- d. Signal equipment has been sabotaged.

4. The workers are demanding that the government

- a. increase wages and benefits.
- b. grant more autonomy to local officials.
- c. replace the local Party trade union officials.
- d. withdraw troops and end the state of emergency.

5. According to Text E, what is happening at Samur?

- a. Strikers have blocked the main routes into Azerbaijan.
- b. Some 40–60% of the train traffic is getting through.
- c. The situation has gotten noticeably worse.
- d. Workers there have refused to repair equipment.

6. Your final task is to summarize basic information from all five texts and organize it in the following chart. Use the categories to guide you as you go back over exercises and re-listen to the texts.

Text Transportation Cities/Region Summary of Situation
Type Mentioned

A & B			
C			
D			
E			

Key Vocabulary



автовокзал	bus station
возведенный	erected
возобновиться	to resume, start up again
груз	freight, load
доставлять	to deliver
жилой массив	housing complex
заработать	to begin working
магистраль	main route, main line
метрополитен	underground rail system, subway
многочисленно	crowded
напряженный	intensive
народное хозяйство	the (national) economy
перевозка	shipment, transfer
подземка	underground train, subway
пострадавший	having suffered
праздничный	holiday (adj.)
сантехнический	sanitary engineering (adj.)
скоростной	rapid, very fast, express
сократить	to cut short, abbreviate
срок пуска	deadline, date of commissioning
трасса	rail, railway line
требование	demand
улучшиться	to improve
чрезвычайный	extraordinary, remarkable

Acronyms and Abbreviations

ВТА (Военно- Транспортная Авиация)	Military transport aviation
медпункт (медицинский пункт)	medical (service) facility

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Unit 43—Military Changes in Europe

The reports you will be listening to in this unit are from Soviet news broadcasts in the latter part of 1989 and early 1990. At this time there were many changes occurring in Europe. The Eastern European countries changed from communist governments to more democratic forms of government. The Soviet Union was undergoing political and economic reforms. All these changes had an effect militarily and the US and the USSR were discussing military reductions in Europe. The texts in this unit talk about some of the military changes. Some of the texts describe agreements reached between several countries and other texts give a narration of the situation in one particular country.

Exercise 1 This first exercise will help you predict the contents of the reports you will later hear.

1. One of the first topics that might come to your mind as you are thinking about military changes in Europe is locations. Think about some of the names of European countries. Write six of these names in Russian in the spaces provided below.

a. _____	d. _____
b. _____	e. _____
c. _____	f. _____

2. You will hear the words and phrases listed below (in dictionary form) in the texts in this unit. Write the words under the appropriate topic in which you might expect to hear them in the chart on the following page.

договор
обычные вооружения
изменение
сокращение

вывод войск
перестройка
перемены

Troop Withdrawal	Treaty to Reduce Conventional Forces	Restructuring of Military Forces

Exercise 2 Text A is about military agreements between two countries. This first exercise will help you listen for some of the basic information in the text. Remember to read the questions before listening.

1. What two countries are mentioned in Text A? Write your answers in the spaces provided.

- a. _____
- b. _____

2. Complete the sentence below so that it is true according to Text A.

The two countries

- a. are in the process of negotiating.
- b. have produced a preliminary proposal.
- c. are beginning a new series of talks.
- d. have reached a new agreement.

3. Did you hear any words in the text that helped you finish the previous sentence? Write any of the words that helped you in Russian in the space provided.
-

Exercise 3 Text A tells you some of the details being discussed by the two countries. Read the list of topics below and then listen again to Text A. Put a check next to the topics discussed by the two countries.

1. _____ Elimination of medium- and short-range missiles
2. _____ Determining the future of certain foreign military bases in another country
3. _____ Reduction of conventional arms such as tanks
4. _____ Cessation of inspection of military ships
5. _____ Reduction of military bases
6. _____ Prohibition of importing nuclear weapons
7. _____ Restricted use of military air fields
8. _____ Prohibition of the storage of foreign nuclear weapons
9. _____ Restructuring the allocation of military funds

Exercise 4 In Text B you will have an opportunity to listen to a report about the restructuring of the Polish armed forces. The words written below are some of the vocabulary you will hear in Text B. The first group consists of verbs which are important for understanding the types of actions occurring and the second group consists of phrases that help the text to flow better.

1. Listen for the following verbs in Text B and then write their English equivalents on the right hand side.

- a. расформировать _____
- b. претерпеть _____
- c. снять _____
- d. перестраиваться _____
- e. объединяться _____
- f. совершенствоваться _____
- g. насчитывать _____

2. Listen for the following phrases in Text B and then give the English equivalents on the right hand side.

- a. коренным образом _____
- b. в частности _____
- c. в общей сложности _____

Exercise 5 Now listen for the content of Text B. Read the exercise first so that you can anticipate what to listen for.

1. The questions below will help you focus your attention on who is providing the information in Text B. Listen for the answers and then write them in English in the spaces provided.

a. Who is being quoted in this report?

b. What does he say happened with the 1989 program for restructuring the Polish armed forces?

2. Text B talks specifically about what changes have occurred in the Polish armed forces. The chart below will help you organize the information about these changes. The column on the far left is for numbers, the middle column is for the types of weapons or men, and the third column is for the verbs telling what happened. The chart is only partially filled in. Listen for the missing information and fill in the chart in English.

Numbers	What/Who	What happened
	men in the armed forces	
68		
		underwent structural changes
400		
	artillery weapons and mortars	
		removed from operational status
80		

Listening Workbook 9, Unit 43

Exercise 6 The questions below address information in the latter half of Text B. The text is not divided up so that you can hear a report in its entirety. Read the questions and then listen for the answers in the text. Write your answers in English in the spaces provided.

1. What is being radically reformed?

2. What does the report say about tanks in the divisions?

3. What two forces are being joined together?

4. What is continuing to be improved?

5. What has been created to replace the party political apparatus?

6. How much will the army be reduced to by the end of 1990?

Exercise 7 Text C contains an announcement made by General John Galvin. In this first exercise you will be listening for the gist of the announcement and then in the next exercise you will be listening for specific details. Write a summary expressing the main idea of Galvin's announcement made on Tuesday. You will hear the main idea in the beginning of the text.

Exercise 8 Text C goes on to talk about some of the details in Galvin's announcement. The exercises below take different forms ranging from filling in blanks to answering questions. Read the exercises first and then listen for the answers.

1. The incomplete sentence below is taken from Text C. Fill in the blanks according to the text.

In an interview with _____, the general expressed the _____ that the _____ negotiations on _____ in Europe will be successful and this will lead to the establishment of _____ on the _____ of American troops on the continent.

2. The following questions will continue to help you focus on the content of Text C. Answer the questions in English.

a. What is President Bush's proposal?

b. The verb предупредить means *to warn*. The general gives a warning in his announcement. To whom is he giving this warning?

c. What is the general's warning?

d. What does the general say about the military budget?

3. The report uses the words and phrases listed below. Listen for these words in Text C and then write the Russian equivalents in the spaces provided.

a. Further

b. At the same time

c. Moreover

d. According to him

Exercise 9 In Text D you will have an opportunity to listen to a report describing some of the changes occurring in the Czechoslovakian military. These are changes that are occurring after the replacement of the communist regime with a more democratic form of government.

1. The first sentence of Text D consists of three different parts. These three parts are written below. Put them in the order in which you hear them in the text by writing the numbers 1-3 in the spaces provided.

- a. _____ которые вводятся в линейных батальонах и отдельных ротах
- b. _____ в Чехословацкой народной армии происходят новые перемены
- c. _____ вслед за упразднением Политического управления и заменой политработников на офицеров по воспитанию и культуре

2. What does the pronoun *которые* refer to in the first sentence? Write your answer in Russian in the space provided.

3. The following questions focus on some of the main ideas of the first question. Answer the questions according to the text in English.

a. What was abolished?

b. Whom did the educational and cultural officers replace?

Exercise 10 One of the main military changes discussed in Text D concerns the draft and length of time in the service. The questions in this exercise deal with these changes. Answer these questions in English in the spaces provided.

1. The phrase *на днях* can mean either *a couple of days ago* or *in a few days*. This phrase is used in Text D. Which of the above meanings applies to the phrase in this context? (Hint: listen for verb tenses)

2. Below are listed two time periods. To whom and what do these times refer?

a. 18 months

b. 9 months

3. Who else is eligible for the new shortened length of service?

4. By how much does the Czechoslovakian People's Army wish to be reduced in the first half of 1990?

5. What new law concerning a soldier's place of residence will the Czechoslovakian government examine?

6. Who will be eligible for the alternative civil service in place of military service?

7. What does the phrase 30 суток refer to?

Key Vocabulary



вводиться	to be introduced
ввоз	import
вслед	following, right after
достигнуть	to achieve
замена	replacement
коренным образом	radically
насчитывать	to number, count
объединяться	to unite, join
относительно	relatively, concerning, as to
перемена	change
перестраиваться	to be restructured
подписание	signing
присутствие	presence
провоз	transport
развертывание	deployment
разоружение	disarmament
разработка	working out, elaboration
расформировать	to disband
расходы	expenses, expenditures
складирование	storage
снять	to remove
совершенствоваться	to be improved, perfected
согласие	agreement
сотрудничество	cooperation
претерпеть	to undergo, endure
увенчаться успехом	to be crowned with success
упразднение	abolition
уровень	level
установление	establishment

Acronyms and Abbreviations

**ЧНА (Чехословацкая
народная армия)**

**The Czechoslovakian People's
Army**

Unit 44—Political Changes in Eastern Europe

The texts in this unit contain information about some of the political changes occurring in Eastern Europe in January of 1990. The texts were broadcast on TV. They represent a certain style of political journalism in Russian. Although the texts may seem difficult and wordy at first, after you are used to the style, they become easier to understand. At the time of these broadcasts, the communist party had lost its majority in most of the East European countries. You might need to listen closely to be able to sort out the different political parties replacing the communist party.

Exercise 1 In the first text you will hear a report describing a political meeting in one of the East European countries and some of the changes that are being presented. This exercise will help you organize some of the information in Text A.

1. First listen for the who, what, and where type of information in Text A. Fill in the chart below with this information in English.

Name of the country	Name of the institution	Name of the speaker	Title of the speaker

2. Listen to Text A for the Russian equivalents of the following words and phrases. Then write the Russian equivalents in the spaces provided.

- a. constitutional initiative _____
- b. to take away _____
- c. coat of arms _____

Exercise 2 This exercise will continue working on the organization of information in Text A. You will be listening for what specific changes the speaker is proposing and also what the speaker has to say about Gorbachev and Bush. Write your answers in English in the spaces provided.

1. The chart below will help you to sort out the changes proposed by the speaker. Text A tells you what is to be changed and what the changes will be. Listen for this information in Text A. Then write the things to be changed on the left hand side of the chart and write what the changes will be on the right hand side.

2. Next, the speaker at the meeting describes visits to the USSR and the USA. Have these visits already occurred or will they occur in the future? Write the words *past* or *future* next to the name of each country to indicate the time frame of the visit.

a. USA _____

b. USSR _____

3. What suggestion does the speaker make to Gorbachev and Bush?

Exercise 3 Text B is a news broadcast covering several different topics. It consists of a series of reports about political meetings in three East European countries.

1. First listen to Text B for the locations of the meetings. Once you know the locations, you may be able to use your background knowledge to predict what the reports are about. Write the names of the cities and the countries below in English. Write them in the order that you hear them. The name of one of the countries is not mentioned, but the capital of this country is mentioned. Write the name of this country based on your knowledge of the world.

City	Country
a. _____	_____
b. _____	_____
c. _____	_____

2. Now listen for the names of the political entities. Write them in Russian in the spaces provided. Although you may hear them in another case, write them in the nominative case.

a. _____

b. _____

c. _____

Exercise 4 This exercise focuses on what happened at the meetings. Listen for the answers to the questions below in Text B.

1. You will hear the phrases below in Russian in Text B. These phrases can help you listen for the topics of the meetings. Listen for these phrases and then write the Russian equivalents in the spaces provided.

a. On the agenda _____

b. In spite of _____

c. At the center of attention _____

2. The chart below is divided into three columns. Write the names of the three countries discussed in Text B at the head of the columns. Underneath are topics some of which were discussed at the meetings. Other topics were not addressed in the text. Write the topics that were mentioned under the name of the appropriate country according to the information you heard in Text B.

Topics

- Unity of the country
- Food shortages
- Protection of government enterprises
- Foreign trade
- Political organization of the country
- Individual enterprises
- Wages

Exercise 5 The following questions address some more of the specific details in Text B.

1. One of the reports talks about a Minister of Foreign Affairs. Below is the name of the foreign minister. What did he announce? Write your answer in English in the spaces provided.

ИШТВАН ХОРВАТ _____

2. In which country is the organization interested in the renewal of its country? Write your answer in English in the space provided.

3. Listen for how the reporter refers to all three of the meetings. Notice also the word order of the first sentence in each report. The verb comes before the subject. This is quite common in this style of text. Listen for the verb and the subject of the first sentence of each report. Write them below in Russian in the spaces provided. Some of the words are already written as clues. You don't have to write the names of the political groups.

a. _____ работу _____

b. _____

c. _____ первое _____

_____ за

Exercise 6 Text C, like the previous text, is a report about more than one East European country. In Text C you will hear reports about actions in Poland and East Germany and also an update on the status of the Berlin wall. As with the previous texts, the first exercise for Text C focuses on establishing the who, where, and what information.

- Below is a chart that will help you organize information you hear in the reports of Text C. Look at the chart so that you know what type of information you will listen for. Then listen to Text C and complete the chart in English. If you don't hear information for one of the reports, simply write in NA (not applicable) in the space.

Country	Poland	East Germany
Name of city		
Number of people involved		
Age group of the protesters		
Day of the week		

- Text C mentions several acronyms. It is important to understand what these acronyms stand for in order to understand the details of the text. Two of the acronyms are written below. The long form of one of the acronyms is given in Text C. You may have to look at the Glossary for the long form of the other one. Circle the acronym whose long form you hear in the text and then write it out in Russian in the spaces provided.

ПОРП

СЕПГ ПДС

3. Read the following questions and then listen for the answers. Write your answers in English in the spaces provided.

a. Whom were the protesters in Poland acting against?

b. Who were the protesters in East Germany demonstrating against?

4. Circle the statement below which is the best summary of the report on the Berlin wall.

a. This evening East German border guards began dismantling the Berlin Wall.

b. Foreign firms are consulting with the East Germans to begin marketing pieces of the Berlin Wall.

c. An East German colonel told journalists that the Berlin Wall will be torn down at two locations beginning this evening.

Exercise 7 Now that you know some of the general information surrounding the events discussed in Text C, you can listen for the specific details of these events. The questions below are grouped according to each report. Answer the questions in English.

1. The Event in Poland

a. What building did the extremists occupy?

b. How long did it take them to occupy it?

c. What did they tear down from the building?

d. What kind of slogans did the extremists put up?

e. How does the report describe this action?

2. The Demonstration in East Germany

a. What were the demands of the demonstrators?

b. What kind of slogans were the demonstrators using?

3. The Berlin Wall

a. Who is beginning to dismantle the Berlin Wall?

b. What did the East German colonel tell the journalists?

c. Why does the firm Linkas have an interest in the Wall?

Exercise 8 Text D is about a meeting of the communist party congress in Yugoslavia. Yugoslavia is a very diverse county containing different nationalities such as the Serbs, Croats, Slovenes and other ethnic groups. Its politics are also very diverse as you will realize when you listen to the text. Before you listen to Text D read through the vocabulary exercise below. The exercise is divided into three parts; 1. verbs, 2. nouns, and 3. words that help to make the text flow better.

1. Write the English equivalents of the verbs below in the spaces provided. If necessary listen for these verbs in the text and try to guess their meaning from the context.

- a. прервать _____
- b. высказываться _____
- c. отвергать _____
- d. преодолеть _____

2. The nouns below are similar in that they all have either the **ение** or the **ание** ending. Familiarize yourself with these words so that you won't get them confused when you listen to the text. Write the English equivalents in the spaces provided.

- a. преобразование _____
- b. создание _____
- c. превращение _____
- d. прекращение _____
- e. обсуждение _____
- f. ожидание _____
- g. предложение _____
- h. положение _____

Listening Workbook 9, Unit 44

3. Match the Russian words on the right with their English equivalents by writing the appropriate letter in the space provided.

- | | |
|--------------------------|----------------|
| 1. ___ по существу | a. after |
| 2. ___ казалось бы | b. concerning |
| 3. ___ относительно | c. essentially |
| 4. ___ а после того, как | d. this time |
| 5. ___ сейчас вновь | e. it seemed |
| 6. ___ на этот раз | f. once again |

Exercise 9 Now you are ready to listen for some of the facts in Text D. First you should listen for the main topic of the meeting. Then the exercise will focus your attention on the scene surrounding the congress.

1. The reporter tells you what was the main topic of the meeting. He indicates that this is the main topic by beginning the sentence with the words *речь шла, по существу, ...*. Listen for the main topic and then write it in English in the space provided.

2. In this exercise you will be listening for how the reporter sets the scene for the party congress.

a. News programs are usually divided into sections. For example, the headlines, local news, weather, sports, etc. The announcer introduces the report with a phrase that lets the listeners know the general topic. Listen for this phrase and write it in Russian in the space provided.

- b. Based upon the opening remarks in the beginning of Text D, what kind of reports do you think follow Text D?
-

- c. How does the reporter describe the hall where the congress met? Write your answer in Russian.
-

- d. What is the reporter trying to emphasize when he says *когда в Москве было уже утро?* Circle the correct answer.

1. The meeting started early in the morning.
2. The meeting lasted most of the night.
3. The meeting ended the night before.

- e. What adjective does the reporter use to describe the discussion? Write your answer in Russian.
-

3. The statements below refer to events in Text D. Read them, listen to Text D, and then decide if the statements are true or false. Check the appropriate box.

- | | T | F |
|--|--------------------------|--------------------------|
| a. The report is coming from Sarajevo. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The reporter is standing outside of the party congress building as he gives his report. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. This was the 14th communist party congress. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. The discussion ended several hours before this report. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. The delegates finally agreed upon a single position. | <input type="checkbox"/> | <input type="checkbox"/> |

Exercise 10 Now you will be listening for proposals by different groups and then reactions to these proposals at the meeting.

1. Many different proposals were brought up at the congress. The reporter emphasizes this with a statement containing the prepositions от and до . Complete the sentence below in English with information from Text D.

The different suggestions about the future of the communist party in Yugoslavia range from _____

_____ to

_____.

2. Answer the following questions concerning Text D in English in the spaces provided.

a. Why did some of the delegates reject these proposals?

b. What did the Slovene communists propose?

c. What was finally decided after the long recess?

3. There was quite a lot of activity at the congress. This exercise will help you figure out the order of events. Listen to Text D closely and then put the sentences below into the sequence in which they occurred (not in which you hear them in the text) by writing the numbers 1-7 in the spaces provided.

- a. ____ Вся Югославия живет в ожидании.
- b. ____ Словенская делегация покинула зал.
- c. ____ Президиум ЦК СКЮ совместно с рабочим президиумом съезда принял решение о временном прекращении работы съезда.
- d. ____ Съезд большинством голосов высказался против предложения словенских коммунистов.
- e. ____ Делегаты сделали весьма длительный перерыв.
- f. ____ Словенские коммунисты сделали предложение о превращении СКЮ в свободный союз республиканских партий.
- g. ____ Проведут пленумы республиканских краевых парторганизаций для обсуждения сложившегося в партии положения.

4. The report ends with a question about the future. What is this question? Write your answer in English in the space provided.

Key Vocabulary



внешнеторговый
ворваться
выдвинуть
высказываться

foreign trade (adj.)
to burst into
to put out, forward
to express, speak out

герб	coat of arms
единство	unity
законопроект	bill, draft law
зарплата	pay, wages
земледельческий	agricultural
имущество	property
лозунги	slogans
насильственный	violent, forcible
невзирая на	in spite of
обновление	renewal
общественность	public
отвергнуть	to reject
отставка	resignation, dismissal
превращение	transformation
предпринимательство	enterprise
преобразование	reorganization, transformation
преодолеть	to overcome
прервать	to stop, break off
пустынный	empty, deserted
разбирать	to take apart, dismantle
разделять	to divide
различие	difference
ропуск	disband, dissolution
сорвать	to tear down
стремление	striving
съезд	congress
убрать	to take away

Acronyms and Abbreviations

БКП (Болгарская Коммунистическая Партия)	Bulgarian Communist Party
ПОРП (Польская Объединенная Рабочая Партия)	The United Polish Workers Party
СЕПГ ПДС (Социалистическая Единая Партия Германии)	Socialist Unity Party of Germany
СКЮ (Союз Коммунистов Югославии)	Union of Communists of Yugoslavia

Unit 45—The Military and the Government

Military and the government are closely related in the USSR. In this unit you will hear texts in which military personnel are participating in the Soviet government process. In this unit most of the texts take the form of interviews or speeches with members of the military who are candidates for election in the Assembly of the Peoples' Deputies. Since these texts are interviews, the speech is more unplanned than a regular news report. This means that the language might be more colloquial and the word order of the sentences might be different. However, the exercises will help you identify what to listen for.

Exercise 1 Text A contains an interview with Lizichev, a candidate for election to the Assembly of Peoples' Deputies. This assembly consists of representatives who are elected locally. It was formed in 1989 and is a legislative organization. Text A begins with an introduction by the announcer, then Lizichev makes a few comments, and then the announcer makes his final statement. Although Text A is in the form of an interview, you will not hear the question posed to Lizichev. This is because only a small segment of the interview was broadcast.

1. In the opening statement the announcer tells you Lizichev's first name and patronymic. Complete the biographical information about Lizichev below in Russian.

a. ИМЯ _____

b. ОТЧЕСТВО _____

2. Write Lizichev's rank and title below in Russian.

3. Listen to the text and then answer the following two questions in English.

a. Where was Lizichev before the interview?

b. To whom was he speaking before the interview?

Exercise 2 Since you will not hear the question posed to Lizichev, you will need not only to listen to his answer, but also to think about what the question might have been. Reading the exercise first will help you identify what to listen for.

1. Below is a list of topics and ideas, some of which Lizichev discusses. Check off the ones that you hear mentioned in Text A.

- a. ___ открытость суждений
- b. ___ боевая готовность
- c. ___ борьба против бюрократизма
- d. ___ соединение партийной организации
- e. ___ перестройка
- f. ___ стиль работы кадров
- g. ___ медицинское обеспечение
- h. ___ призыв

2. Since this is an interview, Lizichev has not memorized what he is going to say. Therefore, you will notice that his answer is not as well thought out as a planned speech would be. In his first sentence you will hear a false start. This means that Lizichev begins with one idea, changes his mind, and says something else. Which of the following words or phrases indicates that Lizichev is changing his approach to the topic?

- a. сегодня
- b. те
- c. то есть
- d. вот

3. In Russian a speaker often answers a question by restating part of the question. Listen to Lizichev's first false start and you will hear part of what the question was. What do you think the question was? Write your idea below in English.

4. What does the phrase прежде всего mean in English?

5. In the beginning of his remarks, what does Lizichev say makes him happiest?

Exercise 3

Lizichev goes on to talk about the kind of questions people are asking these days. This exercise will help you outline the topics addressed. Write your answers in English unless otherwise indicated.

Listening Workbook 9, Unit 45

1. Listen for the sentence which begins with the particle **причем**. What kinds of questions is Lizichev now talking about? Write the adjective below first in Russian and then give the English equivalent.

2. Lizichev talks about questions and issues raised by three different groups of people. What kind of topics does Lizichev say the commander of a regiment asks about?

a. _____

b. _____

c. _____

3. What group does the second person whom Lizichev discusses represent?

4. What kind of topics does she raise?

a. _____

b. _____

c. _____

5. What kinds of topics does Lizichev say everyone worries about?

- a. _____
- b. _____
- c. _____
- d. _____

Exercise 4 In this last exercise on Text A, you will be listening to the final remarks made by the announcer after Lizichev has finished speaking. The announcer tells his audience where and when they can tune in for more coverage on Lizichev. Read the questions and then listen to the text for the answers. Write your answers in English in the spaces provided.

1. What event will the future report on Lizichev be about?

2. What day of the week will this event be on?

3. What is the date?

4. On what program will the report be? Write your answer in Russian.

Exercise 5 Text B continues talk about the Assembly of the Peoples' Deputies. In Text B the announcer describes one of the candidates, Mazurov. The text also describes a speech made by Mazurov. This exercise focuses on some of the important vocabulary in Text B.

1. The words below are mentioned in Text B. Write their English equivalents in the spaces provided.

- a. представлять _____
- b. внести _____
- c. совершенствование _____
- d. утверждение _____
- e. справедливость _____
- f. увековечивание _____

2. The two words below are similar in that they both generally mean unselfishness. However, one of them means that a person will give everything that he has and the other means that a person does not wish to take anything. Match the words with their meanings by writing the appropriate letter in the space provided.

- 1. ___ бескорыстие a. not taking anything
- 2. ___ самоотдача b. giving everything

3. The two words below are synonymous. Write their English equivalents in the space provided.

черствость, бездушие

Exercise 6 The questions below are based on information surrounding the People's Deputies and Mazurov. Read them and then listen to Text B for the answers.

1. From what organization are the deputies discussed in Text B? Write your answer in English in the space provided.

2. How many deputies will there be from this organization?

3. What is another way in which the reporter refers to the People's Deputies? Fill in the blanks below in Russian.

_____ орган _____

4. Complete the biographical information about Mazurov below in Russian.

a. имя

b. отчество

Listening Workbook 9, Unit 45

5. Text B gives a brief description of Mazurov. Read the statements below and then listen for the description in Text B. Check the statements below that correspond to information provided in the text.
- a. ___ Mazurov is the chief of a political department.
 - b. ___ Mazurov has organized government support for Afghan veterans after Soviet troop withdrawal.
 - c. ___ Mazurov is a famous party and public figure.
 - d. ___ Mazurov is a member of the veterans organization.
 - e. ___ Mazurov is well known for his generosity.
 - f. ___ Mazurov was one of the organizers of the partisan movement in Belorussia during World War II.

Exercise 7 Text B continues with some of the main points contained in the speech made by Mazurov.

1. Whom was Mazurov addressing in his speech? Write your answer in English in the space provided.

2. Where did he make his speech? Write the name of the building in Russian.

3. Mazurov first emphasizes three points. Complete his statement below with information from the text in English.

Our veterans intend to spend the rest of their years

perfecting _____,

establishing _____,

and perpetuating _____.

4. Mazurov talks about the первопроходцы социализма. Who do you think he is talking about? Write your answer in English in the space provided.

5. What words does Mazurov use to describe these первопроходцы социализма? Write the words below in Russian.

a. _____

b. _____

c. _____

6. What group of people does Mazurov feel are facing callousness and too much bureacracy? Write your answer in English in the space provided below.

Exercise 8 Text C is a continuation of Text B. First Mazurov talks about the role of veterans in society and then an announcer concludes the report. This first exercise will focus on vocabulary and sentence structures in Text C.

1. The two nouns below are mentioned in the same sentence in Text C. Match them with their corresponding adjectives as you hear them in Text C. Write the appropriate letter in the space provided. There is one extra adjective which is not in the text.

- | | |
|----------------|---------------------|
| 1. ___ сила | a. политическая |
| 2. ___ система | b. социалистическая |
| | c. социальная |

2. What does the pronoun *которая* refer to in the first sentence of Text C? (Hint: It is one of the two-word phrases above.) Write your answer in Russian in the space provided.

3. Below is a list of some of the verbs in Text C. On the left are the predicates of these verbs. The predicates are the words which follow the verbs. These are listed on the right. Match the verbs with the phrases by writing the appropriate letters in the spaces provided. Because Russian word order is flexible, some of these phrases may actually come before the verb.

- | | |
|--------------------|------------------------|
| 1. ___ ходить | a. против бюрократизма |
| 2. ___ бороться | b. на депутатов |
| 3. ___ выступать | c. от каждого из нас |
| 4. ___ участвовать | d. с протянутой рукой |
| 5. ___ зависит | e. с требованиями |
| 6. ___ уповаете | f. в контроле |

Exercise 9 Mazurov's speech is typical of political campaigns. He tries to envision a future which is better than the present. He tells his audience what has to be done to make the country better. He also talks about the specific needs of the group he is addressing. Read the questions and then listen to the text for the answers. Write your answers in English unless otherwise indicated in the spaces provided.

1. The following sentence is from Mazurov's speech in Text C. Complete the sentence according to his speech.

We are now the _____ in our _____, which can do everything.

2. Mazurov describes a certain type of behavior. He says that if his audience acts this way then the authorities will not take them seriously. What type of position does he warn his audience not to take?

3. Listen for the sentence in which Mazurov warns his audience that they must be more determined and aggressive in their actions. Write this sentence below in Russian.

4. What does Mazurov say veterans must fight against?

5. What does Mazurov say veterans must fight for?

Listening Workbook 9, Unit 45

6. According to Mazurov what will happen if the people in the audience place all their hope on the deputies?
-

7. Which of the following statements best summarizes Mazurov's main points?

- a. The government needs to be reorganized and the People's Deputies will accomplish this.
- b. The voters should elect Mazurov because he will lead the fight against bureaucracy.
- c. Everyone has to participate in the government process and they have to work together.

Exercise 10 In the final paragraph of Text C the announcer tells you how the veterans organization reacted to Mazurov's candidacy. Write your answers in this exercise in English.

1. What decision concerning Mazurov did the participants of the meeting make?
-

2. The word *учесть* means *to take into account*. What do the participants ask to be taken into account?
-

3. What organization are the participants referring to with the words *эта общественная организация*?
-

4. What did the participants say they were sure of?
-

Key Vocabulary



бесдушие	hard-heartedness
беспокоить	to worry, disturb
волновать	to worry, trouble
забота	worry, anxiety
избиратель	voter, elector
исполнительный	executive
откровенный	frank, open
открытость	openness
позубастее	more aggressive
представлять	to present, represent
продуманный	well-thought-out
протянутый	stretched out
прямой	direct
совершенствование	perfection, improvement
соединение	formation
справедливость	justice
суждение	opinion
трудоустройство	job placement
увекочивание	perpetuation
уповать	to set hopes on
утверждение	establishment, affirmation
черствость	callousness

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Workbook 9—Speaking Suggestions

Unit 41—Sappers [Combat Engineers]

- a. Divide your class into small groups. Ask each group to discuss in English the role of sappers before, during, and after a military operation. Ask each student to note down key words and phrases and to check the Russian versions of these words and phrases.
- b. Form new small groups and discuss the topic again, this time in Russian.

Unit 42—Transportation

- a. Ask students to interview each other and ask the question, "If you were to design the ideal shopping place for motorists on an interstate highway, what facilities would you include?"
- b. Then divide the class into groups of threes. Ask each group to describe its ideal shopping place, using information gathered in the interviews.
- c. Each group then takes it in turn to present its description to the whole class.

Unit 43—Military Changes in Europe

Divide your class into pairs. Present the following situations to each pair and ask students to suggest advice.

- A. I am Captain _____. I attended military engineering school. I worked on designing and overseeing the construction of roads. I am married with two children. Because my family has moved so much, my wife has never worked in her profession as a teacher. I will be leaving the army soon after 15 years of service. Although I will have a small pension, I will still need to find a job. What should I do?

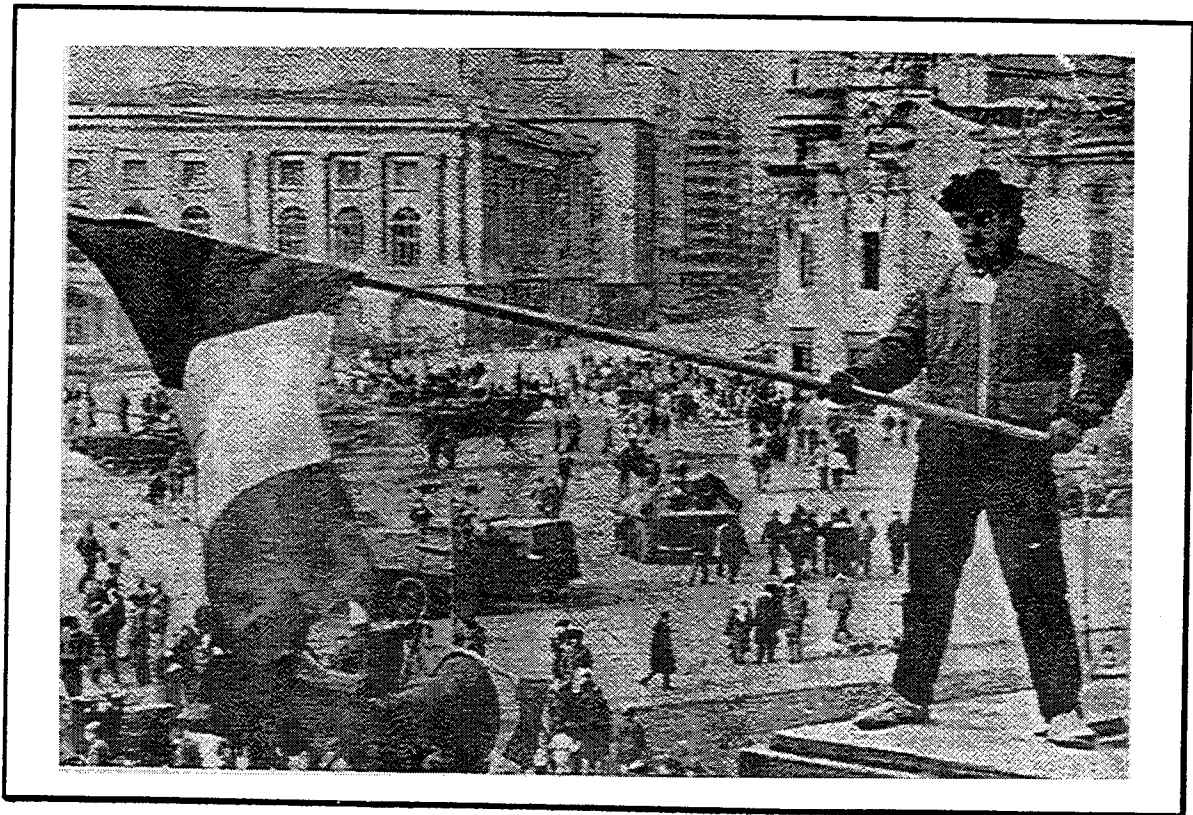
Listening Workbook 9, Speaking Suggestions

- B. I am a _____. I have worked as a quartermaster for 25 years. Members of my family live and work on a small cooperative. I will be leaving the army next year. I do not want to go back to farming. What kind of career should I look for?
- C. My name is _____. I was in Afghanistan as a maintenance engineer in the air force, but with all the military cutbacks, I realize that I may soon be leaving. What should I do?

Unit 44—Political Changes in Eastern Europe

Divide the class into pairs. Give student A a set of pictures which cover the same theme (see examples below). Give student B a duplicate picture of just one of these pictures. Instruct Student A to identify which of the pictures Student B is holding by asking questions about it.





Unit 45—The Military and the Government

Ask each student to give a short speech on the topic "Why I should be elected class president."

**Answer Key
Unit 41**

- Exercise 1
1. You might expect the news report to tell you:
What was discovered and who discovered it; where,
when and how it was discovered; the arrival of the
sapper disposal squad and how it went about its
work; the final disposal of the ordnance.
 2. a. 8
b. 5
c. 7
d. 3
e. 6
f. 1
g. 4
h. 2

- Exercise 2
1. Nikolai Gavrilov a, d
Viktor Khmarskii b, d
Vasilii Karbovskii a, d
Nikolai Osadchuk a, d
Leonid Ushakov c
 2. a. Ushakov actually discovered the ordnance.
b. Khmarskii was the sapper officer who arrived to
investigate.
c. The captain brought with him three men, also
sappers.

- Exercise 3
1. c
 2. a
 3. d
 4. b

- Exercise 4
1. a. 2
b. 4
c. 1
d. 3
e. 6
f. 5
 2. Odessa

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

Answer Keys, Unit 42

Answer Key Unit 42

- Exercise 1**
1. You should have checked a, b, d, e, g, h, and i.
 2. Underground rail (subway) system
 3. метрополитен and подземка
 4. Ташкент
- Exercise 2**
1. 12 years
 2. November
 3. None (no other cities in the eastern part)
 4. About 30 km.
 5. 19
- Exercise 3**
1. c.
 2. d
 3. b
 4. a
 5. d
- Exercise 4**
1. Your summary should include the following points:
Now twelve years old, the underground rail system in Tashkent has about 30 km of track and 19 stations. Two new stations have just opened in the old part of town.
- Exercise 5**
1. The facilities would probably include the following:
services and goods for travellers, such as rest rooms, a snack bar or restaurant, telephones, waiting rooms with benches or seats.
 2. a. Tutaev
b. Yaroslavl
 3. авто-вокзал bus (short for autobus) station, terminal

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

- Exercise 7
1. a. 6
b. 9
c. 8
d. 5
e. 2
f. 4
g. 1
h. 3
i. 7
 2. больше- large
груз weight, freight
большегрузы heavy cargo planes
 3. Air transportation
 4. Самолеты and авиации are key words.

- Exercise 8
1. Armenia
 2. Work there is proceeding with great intensity, day and night.
 3. Both domestic and international
 4. Every possible kind of freight

- Exercise 9
1. a. 4
b. 1
c. 6
d. 2
e. 3
f. 7
g. 5
 2. d
 3. The key words are поездов and локомотивы.

Answer Keys, Unit 42

- Exercise 10
1. d
 2. a
 3. a
 4. d
 5. b
 - 6.

Text Transportation Cities/Region Summary of Situation
Type Mentioned

A & B	Underground rail	Tashkent	New stations opened
C	Bus	Tutaev Yaroslavl prov.	Bus terminal
D	Military aviation	Armenia	IL-76 and AN-22 transports bringing building materials, etc., for post-earthquake rebuilding.
E	Railway	Baku, Yerevan, Dzhulf, Samur Armenia & Azerbaijan	Freight traffic half of normal; Dzhulf workers not reporting to work; some improvement in main line traffic between northern Caucasus and Azerbaijan.

**Answer Key
Unit 43**

- Exercise 1
1. Some possible answers could include:

a. Франция	d. Польша
b. ФРГ (Германия)	e. Венгрия
c. Испания	f. Чехословакия
 - 2.

Troop Withdrawal	Treaty to Reduce Conventional Forces	Restructuring of Military Forces
ВЫВОД ВОЙСК	обычные вооружения договор сокращение	изменение перестройка перемены

- Exercise 2
1. a. Spain
b. US
 2. d
 3. согласие относительно подписания нового договора, достигнутого компромисса

- Exercise 3
- 2
 - 4
 - 6
 - 8

Answer Keys, Unit 43

- Exercise 4**
1. a. to disband
b. to undergo
c. to remove
d. to reform
e. to be united, merged
f. to improve
g. to number, count, total
 2. a. radically
b. in particular
c. in all, altogether

- Exercise 5**
1. a. The Polish Minister of National Defense and General of the Army Sivitsky
b. It was completely finished.
 - 2.

Numbers	What	What happened
33,000	men in the armed forces	were discharged
68	military units and subunits	were disbanded
147	military units and subunits	underwent structural changes
400	tanks	removed from operational status
700	artillery weapons and mortars	removed from operational status
600	armed personnel carriers	removed from operational status
80	planes	removed from operational status

- Exercise 6**
1. The structure of the army
 2. There will be significantly less of them
 3. The air force and air defense force
 4. The system of military education
 5. A corps of officer-educators
 6. 300,000

Exercise 7 Work has begun on a plan that will reduce the US military presence in Western Europe in the next 10 years.

- Exercise 8
1. In an interview with The New York Times, the general expressed the hope that the Vienna negotiations on conventional forces in Europe will be successful and this will lead to the establishment of new limits on the deployment of American troops on the continent.
 2. a. To reduce conventional arms and military personnel down to a total of 275,00 in Europe by both the US and the USSR
b. The members of NATO
c. These countries should keep their military expenditures at a constant level until the USSR has concluded the agreement.
d. Even after the treaty is signed, reductions in the military budget should not be made too quickly because disarmament also costs money.
 3. a. далее
b. в то же время
c. более того
d. по его словам

- Exercise 9
1. a. 2
b. 3
c. 1
 2. офицеры по воспитанию и культуре
 3. a. The political directorate
b. The political workers

Answer Keys, Unit 43

- Exercise 10
1. A couple of days ago
 2. a. The new length of regular service in the army
b. The new length of military service for graduates of higher educational institutes
 3. Those who are on active duty now
 4. 30,000
 5. Soldiers will be able to serve close to their place of residence.
 6. Those who do not wish to serve due to religious or other reasons
 7. The amount of a soldier's leave time

**Answer Key
Unit 44**

Exercise 1 1.

Name of the country	Name of the institution	Name of the speaker	Title of the speaker
Czechoslovakia	Federal Assembly	Vaclav Hedor	President

2. a. конституционная инициатива
b. убрать
c. герб

Exercise 2 1.

The name of the republic	Take out the word <i>socialist</i>
The national symbol	Bring back the old coat of arms
The name of the army	Take out the word <i>people's</i>

2. a. Future
b. Future
3. That Gorbachev and Bush should meet in Prague

Exercise 3

1. a. Budapest Hungary
b. Bucharest Romania
c. Sofia Bulgaria
2. a. Государственное собрание Венгрии
b. Совет Фронта Национального спасения
c. БКП
Болгарский земледельческий народный союз
Беспартийные делегаты парламента
Союз демократических сил Болгарии

Answer Keys, Unit 44

- Exercise 4
1. a. в повестке дня
b. невзирая на
c. в центре внимания
 - 2.

Hungary	Romania	Bulgaria
Wages Individual enterprises Protection of government enterprises	Unity of the country	Political organization of the country

- Exercise 5
1. He announced his resignation.
 2. Romania
 3. a. начала работу сессия
b. состоялось заседание
c. состоялось первое пленарное заседание переговоров за Круглым столом

- Exercise 6 1.

Country	Poland	East Germany
Name of city	Krakow	Leipzig
Number of people involved	dozens	over 100,000
Age group of the protesters	young	NA
Day of the week	Monday	NA

2. ПОРП
Польская Объединенная Рабочая Партия
3. a. The United Polish Workers Party
b. The Socialist Unity Party of Germany
4. a

- Exercise 7
1.
 - a. The Krakow headquarters of the United Polish Workers Party
 - b. Several hours
 - c. The red flag
 - d. Anticommunist
 - e. Not the first such violent action against the party
 2.
 - a. The disbandment and expropriation of the Socialist Unity Party of Germany
 - b. The creation of independent labor unions and a boycott of the May 6th Socialist Unity Party elections
 3.
 - a. East German border guards
 - b. A 320 meter long section of the wall will be taken down.
 - c. They intend to sell pieces of the wall.

- Exercise 8
1.
 - a. to stop, break off
 - b. to express
 - c. to reject
 - d. to overcome
 2.
 - a. reorganization, transformation
 - b. creation
 - c. transformation
 - d. stopping
 - e. discussion
 - f. waiting
 - g. proposal
 - h. situation
 3.
 1. c
 2. e
 3. b
 4. a
 5. f
 6. d

Answer Keys, Unit 44

- Exercise 9**
1. The continuing existence of the Union of Communists of Yugoslavia
 2. a. О событиях в международной жизни
b. Other reports on international news
c. пустынный
d. 2
e. острейшая
 3. a. F
b. F
c. T
d. T
e. F

- Exercise 10**
1. The different suggestions about the future of the communist party in Yugoslavia range from the reorganization of the socialist democratic party to the creation of two parties; communist and socialist.
 2. a. They wanted to keep a unified party.
b. The transformation of the Union of Communists of Yugoslavia into a free union of republic parties
c. To stop the congress and then let the republic plenums and regional party organizations discuss the party's situation
 3. a. 6
b. 3
c. 5
d. 2
e. 4
f. 1
g. 7
 4. Will the Union of Communists of Yugoslavia be able to overcome the most serious and dangerous crisis in all its history?

**Answer Key
Unit 45**

- Exercise 1
- a. Алексей
b. Дмитриевич
 - Начальник Главного Политического Управления Советской Армии и Военно-морского Флота, Генерал Армии
 - a. At a political rally
b. The voters
- Exercise 2
- a,b,e,f,g
 - c
 - What kinds of questions are people asking today?
 - First of all, first and foremost
 - Open opinions and frank, direct talk about problems that are worrying people
- Exercise 3
- produmannye well-thought-out
 - a. Military readiness
b. The quality of military training
c. The work styles of the personnel
 - The women's council
 - a. Job placement for members of officers' families
b. The medical well being of people
c. Commercial and everyday services
 - a. How to contribute to perestroika
b. How to make the troops combat ready
c. How to make the discipline strong
d. How to make the personnel work with interest
- Exercise 4
- His meeting with the voters
 - Sunday
 - February 19
 - Служу Советскому Союзу

Answer Key, Unit 45

- Exercise 5**
- a. to represent
b. to contribute, put in
c. improvement
d. affirmation, establishment
e. justice
f. perpetuation
 1. a
2. b
 - callousness, hard-heartedness

- Exercise 6**
- All Union Organization of Veterans
 - 75
 - высший орган государственной власти
 - a. Кирилл
b. Трофимович
 - c, d, f

- Exercise 7**
- The veteran community
 - Дом Союзов
 - perfecting our political system, establishing social justice, and perpetuating the memory of those killed in battle.
 - The pioneers of socialism
 - a. энтузиазм
b. бескорыстие
c. полная самоотдача
 - The elderly

- Exercise 8**
1. c
2. a
 - социальная сила
 1. d
2. a
3. e
4. f
5. c
6. b

- Exercise 9
1. We are now the social force in our political system, which can do everything.
 2. Always asking for something (and not giving anything)
 3. Поэтому надо вот в этих делах быть нам по зубастее.
 4. Against bureaucracy, red tape
 5. For the right of veterans to make demands and to participate in the control of their executive organs, commercial and social services, etc.
 6. Very little will happen.
 7. с

- Exercise 10
1. To support him
 2. The support for him when going to the polls
 3. The All-Union Veterans Organization
 4. The deputies from their organization would actively uphold the party line in the renewal of life in their society.

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Dictionary

автовокзал	bus station
бездушие	hard-heartedness
вводиться	to be introduced
ввоз	import
владеть	to master, to control
внешнеторговый	foreign trade (adj.)
возведенный	erected
возобновиться	to resume, start up again
волновать	to worry, trouble
ворваться	to burst into
вслед	following, right after
выверенный	checked out, tested
выдвинуть	to put out, forward
высказываться	to express, speak out
герб	coat of arms
гитлеровец	Nazi soldier
действие	action
доставлять	to deliver
достигнуть	to achieve
душман	enemy (used only of Afghan guerillas)
единство	unity
жилой массив	housing complex
забота	worry, anxiety
законопроект	bill, draft law
закрепленный	fastened, secured
замена	replacement
заработать	to begin working
зарплата	pay, wages
засада	ambush
земледельческий	agricultural
избиратель	voter, elector
извлечен	pulled out, dug out
изготовленный	made, prepared
имущество	property
исполнительный	executive
ковш	bucket (of a power shovel)
коренным образом	radically
лозунги	slogans
магистраль	main route, main line

метрополитен	underground rail system, subway
миноискатель	mine-detector
многолюдно	crowded
нажимать	to press (on)
нажимного действия	pressure-operated
нажимной	pressure (adj.)
накопить	to accumulate
напряженный	intensive
народное хозяйство	the (national) economy
насильственный	violent, forcible
настораживать	to put on one's guard
насчитывать	to number, count
находка	find, discovery
невзирая на	in spite of
обезвреживание	rendering harmless
обеспечить	to enable, facilitate
обнаружить	to detect
обновление	renewal
общественность	public
объединяться	to unite, join
одиночный	single, isolated, alone
окраина	distant region, remote area
отвергнуть	to reject
откровенный	frank, open
открытость	openness
относительно	relatively, concerning, as to
отставка	resignation, dismissal
перевозка	shipment, transfer
перемена	change
перестраиваться	to be restructured
пластмассовый	plastic (adj.)
пластина	plate, layer
подземка	underground train, subway
подписание	signing
подрыв	blowing up
позубастее	more aggressive
поистине	truly, really
постоянный	constant, permanent
пострадавший	having suffered
праздничный	holiday (adj.)
превращение	transformation
предпринимательство	enterprise

представлять	to present, represent
преобразование	reorganization, transformation
преодолеть	to overcome
прервать	to stop, break off
претерпеть	to undergo, endure
присутствие	presence
провоз	transport
продуманный	well-thought-out
прокладка	construction
протянутый	stretched out
прямой	direct
пустынный	empty, deserted
разбирать	to take apart, dismantle
развертывание	deployment
разделять	to divide
различие	difference
разоружение	disarmament
разработка	working out, elaboration
расформировать	to disband
расходы	expenses, expenditures
ропуск	disband, dissolution
сантехнический	sanitary engineering (adj.)
свист	whistling
складирование	storage
скоростной	rapid, very fast, express
смертоносный	lethal
сноровка	skill, talent
снять	to remove
совершенствование	perfection, improvement
совершенствоваться	to be improved, perfected
согласие	agreement
соединение	formation
сократить	to cut short, abbreviate
сорвать	to tear down
сотрудничество	cooperation
справедливость	justice
спутник	fellow traveller
срок пуска	deadline, date of commissioning
стремление	striving
суждение	opinion
съезд	congress
траншея	trench

Listening Workbook 9, Dictionary

трасса	rail, railway line
требование	demand
трудоустройство	job placement
убрать	to take away
увекочивание	perpetuation
увенчаться успехом	to be crowned with success
улучшиться	to improve
уповать	to set hopes on
упразднение	abolition
уровень	level
устанавливать	to place, to lay
установление	establishment
утверждение	establishment, affirmation
фугас	landmine
черствость	callousness
чрезвычайный	extraordinary, remarkable
экскаватор	power shovel
экскаваторщик	power shovel driver
этап	stage, part, step

Glossary of Acronyms and Abbreviations

БКП (Болгарская Коммунистическая Партия)	Bulgarian Communist Party
ВТА (Военно- Транспортная Авиация)	Military transport aviation
медпункт (медицинский пункт)	medical (service) facility
ПОРП (Польская Объединенная Рабочая Партия)	The United Polish Workers Party
СЕПГ ПДС (Социалистическая Единая Партия Германии)	Socialist Unity Party of Germany
СКЮ (Союз Коммунистов Югославии)	Union of Communists of Yugoslavia
ЧНА (Чехословацкая народная армия)	The Czechoslovakian People's Army

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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 41

Listen to Text A and answer questions 1–3.

1. According to Text A, where are members of the other group of sappers?
 - a. In a training class
 - b. On the firing range
 - c. Near an unexploded bomb
 - d. In the Afghan mountains

2. The first thing the sappers did with the shells and mines was to
 - a. put them in a box full of sand.
 - b. identify them as to type and dangerousness.
 - c. lay them in a specially prepared bomb crater.
 - d. carry them one by one to a waiting truck.

3. According to Text A, the last thing the sappers did with the shells and mines was to
 - a. connect them to a detonating system.
 - b. truck them to an isolated part of a firing range.
 - c. photograph them for the archives.
 - d. blow them up.

Listening Workbook 9, Workbook Test

Listen to Text B and answer questions 4–6.

4. According to Text B, what military region are the sappers assigned to?
 - a. Omsk
 - b. Volgograd
 - c. Odessa
 - d. Voroshilovgrad

5. How do the sappers use their equipment?
 - a. Precisely
 - b. Confidently
 - c. Wisely
 - d. Carefully

6. According to Text B, the sappers distinguish themselves by their
 - a. teamwork in engineering support duties.
 - b. positive attitude and hard work.
 - c. willingness to share their experience.
 - d. high level of professional preparation.

Listen to Text C and answer questions 7–10.

7. What did corporals Davidov and Shestakov find?
 - a. An artillery shell each
 - b. Several shells
 - c. One mine each
 - d. Several mines

8. Where did Davidov and Shestakov find the explosives?
- a. In the road, disguised as rocks
 - b. Beneath a thin layer of grass
 - c. By a roadside signpost
 - d. Near some old bomb craters
9. Following the first discovery of explosives by Davidov and Shestakov, how many more explosives did they find?
- a. None
 - b. One
 - c. Several
 - d. A dozen
10. What piece of advice did the speaker remember?
- a. "Don't assume all the mines are buried at the same depth."
 - b. "If you found the enemy mines too easily, better look again."
 - c. "The enemy may use your own mines against you."
 - d. "Patience and precision are your best minesweeping tools."

Unit 42

Listen to Text D and answer questions 11–15.

11. How does Text D describe the new stations which just opened on the Tashkent metro system?
- a. Beautifully decorated with tiles
 - b. Well-designed and efficient
 - c. Easy-to-use and pleasing to look at
 - d. Painted with designs by local artists

Listening Workbook 9, Workbook Test

12. For the system described in Text D, what have the builders spent more money on than is spent in other regions?
- a. The artwork and decoration
 - b. High-quality building materials
 - c. Above-ground signs and entrance ways
 - d. Earthquake-resistant construction
13. The builders justified the extra expense by saying
- a. "It is possible to combine beauty and strength."
 - b. "This will allow the system to last longer."
 - c. "It's more expensive, yes, but it's safer for the people."
 - d. "Let this be a source of national pride for all the people."
14. According to Text D, when an earthquake struck the metro system, it
- a. had to close down for several weeks, until the damage was repaired.
 - b. continued functioning as if nothing had happened.
 - c. showed the results of sloppy building techniques.
 - d. survived with only minor damage.
15. What does Text D say about the number of passengers the system handles?
- a. It carries a million passengers a day.
 - b. It used to carry more than it does now.
 - c. It cannot handle any more passengers easily.
 - d. It has carried millions of passengers.

Listen to Text E and answer Questions 16–20.

16. What materials has the Military Transport Aviation transported recently?
- a. Building materials and various finished parts
 - b. Food and clothing for the earthquake victims
 - c. Military supplies and equipment
 - d. Spare parts for factory equipment
17. Into what city have the planes been bringing all the materials?
- a. Leningrad
 - b. Kiev
 - c. Leninakan
 - d. Kishinev
18. The man in charge of the flight crews doing the flying has been
- a. S. Zhukov.
 - b. K. Chernovskii.
 - c. S. Bryuzgin.
 - d. I. Navarnov.
19. How often have the flights been coming in?
- a. Twice a week
 - b. Almost daily
 - c. Daily
 - d. Twice a day
20. How much freight have the transport planes brought in during the first month and a half of this year?
- a. About 50 tons
 - b. About 100 tons
 - c. About 1000 tons
 - d. About 2000 tons

Listening Workbook 9, Workbook Test

Unit 43

Listen to Text F and answer questions 21–25.

21. Text F reports plans for withdrawal of Soviet forces from
- a. Hungary
 - b. Poland
 - c. Czechoslovakia
 - d. East Germany
22. The forces to be withdrawn in 1990 include all of the following EXCEPT
- a. an aviation regiment.
 - b. a paratroop regiment.
 - c. a motorized rifle regiment.
 - d. two tank battallions.
23. According to Text F, how many planes will be withdrawn?
- More than
- a. 20
 - b. 30
 - c. 40
 - d. 120
24. How many tanks will be withdrawn?
- a. 120
 - b. 180
 - c. 400
 - d. 600

25. How many armored vehicles will be withdrawn?
- a. 40
 - b. 120
 - c. 180
 - d. 400

Listen to Text G and answer Questions 26–30.

26. The seminar on military doctrine is taking place in
- a. Switzerland.
 - b. Brussels.
 - c. United Nations Headquarters.
 - d. the Austrian capital.
27. Which countries does Text G specifically mention as participants in the seminar?
- a. Norway and Sweden
 - b. Canada and the USA
 - c. Spain and Portugal
 - d. Britain and Ireland
28. Who supported the concept of "collective defense and use of strategic defense on the forward borders?"
- a. Warsaw Pact representatives
 - b. One European Minister of Defense
 - c. Major-General Robinson
 - d. Several NATO representatives
29. Text G reports NATO's adherence to a concept of "flexible response" that includes
- a. use of conventional and nuclear weapons.
 - b. support of non-NATO powers.
 - c. recognition of German neutrality.
 - d. reliance on a reunified Germany.

Listening Workbook 9, Workbook Test

30. Describing Major-General Robinson's attitude to the Soviet "logical adequate defense" doctrine, Text G says he was
- a. cautiously interested.
 - b. somewhat antagonistic.
 - c. extremely skeptical.
 - d. very interested in studying it.

Unit 44

Listen to Text H and answer questions 31–35.

31. Text H reports on a political event in
- a. Yugoslavia.
 - b. Czechoslovakia.
 - c. Poland.
 - d. Hungary.
32. What kind of political event does Text H report?
- a. The first joint session of the houses of the parliament
 - b. Democratic elections
 - c. Installation of a newly elected government
 - d. Formation of a new party
33. Text H mentions new laws concerning all the following EXCEPT
- a. meetings.
 - b. political parties.
 - c. social security benefits.
 - d. economic support for churches.

34. Text H reports that work began today on laws concerning
- reform of the ballot system.
 - recall and choice of deputies to the organs of power.
 - procedures for amending the constitution.
 - state-supported financing of political campaigns.
35. According to a proposed new law, political parties will be able to
- join together with other parties in coalitions.
 - propose legislation and allocate funding for it.
 - nominate party members as cabinet-level ministers.
 - recall deputies in whom they no longer have confidence.

Listen to Text I and answer Questions 36–40.

36. According to Text I, the Yugoslav politicians are entering the
- first day of talks.
 - second day of talks.
 - third day of talks.
 - fourth day of talks.
37. According to Text I, what were they planning during today's session of talks?
- The closing session and the end of the talks
 - How to inform the public of the changes
 - The form of the announcement to the people
 - How to define the voter eligibility rules
38. Text I reports that commissions are at work on reform of all the following EXCEPT
- the Party
 - the economy.
 - the political system.
 - the nationalities policy.

Listening Workbook 9, Workbook Test

39. According to the Yugoslav press, what is the main point of disagreement?
- a. The terrible state of the economy
 - b. Threatened secession by Slovenia
 - c. The matter of Party unity
 - d. Albanian separatism
40. Which republic's representatives insist on the idea of an alliance of (Communist) Parties based on the principle of federalism?
- a. Croatia
 - b. Slovenia
 - c. Bosnia and Hercegovina
 - d. Serbia

Unit 45—Military and the Government

Listen to Text J and answer questions 41–43.

41. According to the interview with President of the Council of Ministers Nikolai Ryzhkov, reform of the Soviet military is
- a. being discussed by members of the Politburo.
 - b. under consideration within the Ministry of Defense.
 - c. being worked on by the Congress of People's Deputies.
 - d. on the agenda for the Council of Ministers' next meeting.
42. About the proposals by young military officer-deputies to the Congress of People's Deputies, Ryzhkov says
- a. they represent the views of the military establishment.
 - b. there are some very radical ideas contained therein.
 - c. the proposals represent a piecemeal approach to problems.
 - d. there are some interesting ideas therein worth listening to.

43. Ryzhkov predicts reform of the military within what period of time?
- a. Nine months
 - b. One year
 - c. Two years
 - d. He cannot say when.

Listen to Text K and answer questions 44–45.

44. What does Nikolai Ryzhkov, the speaker, have to say about the army in the past?
- a. There have been many excesses on the part of higher officers.
 - b. The people have always had a favorable attitude to the army.
 - c. Army policy severely discriminated against the lower ranks.
 - d. The government could count on political support from the army.
45. According to Ryzhkov, the government's task now is to
- a. eliminate the negative and activate democratization in the army.
 - b. broaden the political base of leadership on all levels in the army.
 - c. encourage the transition away from the "old" ways of thinking.
 - d. put political considerations second to the army's main task.

Listen to Text L and answer Questions 46–50.

46. What question does the interviewer put to Ryzhkov?
- a. "Are all ranks able to express their opinions to you?"
 - b. "What do you think of the young officers' proposals?"
 - c. "Have you met with representatives from the army?"
 - d. "What did you gain from meeting with the young officers?"

Listening Workbook 9, Workbook Test

47. Answering the interviewer's question, Ryzhkov says he
- a. received well-expressed opinions from all ranks.
 - b. doesn't want to comment on individual proposals yet.
 - c. wouldn't have spoken as he did if he hadn't met the officers.
 - d. is still gathering facts and opinions from all concerned.
48. The position which Ryzhkov finds constructive is that of the
- a. veterans' organization.
 - b. young officer-deputies.
 - c. enlisted men with whom he spoke.
 - d. Ministry of Defense.
49. According to Text L, what was the highest rank present at a meeting of officer-deputies to the Congress of People's Deputies?
- a. Senior Lieutenant
 - b. Major
 - c. Lieutenant-Colonel
 - d. Colonel
50. The proposals which came from the meeting reported by Text L concerned
- a. perestroika in the armed forces.
 - b. better living conditions for career military men.
 - c. elimination of politics from promotion considerations.
 - d. conditions of service for the two-year conscripts.