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# RUSSIAN

Proficiency Improvement Course

READING  
VOLUME 1



*Workbook 1*  
*Units 1 - 5*

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

**RUSSIAN**  
**Proficiency Improvement Course**

**READING WORKBOOK**

**Volume 1**

**Units 1 - 5**

**1989**  
**Reconfigured 1995**

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



## **PROFICIENCY IMPROVEMENT COURSE INTRODUCTION**

### **GENERAL**

This introduction explains the purpose of the Proficiency Improvement Course (PIC), who the course was designed for, and how we suggest you use the course.

The introduction is composed of five parts: 1) General, 2) Course Organization, 3) Course Features, 4) Language Skill Development, and 5) A Foreword to the Teacher. Both students and teachers should read the General part, the sections on Course Features and Organization, and Language Skill Development. The fifth part is designed specifically for teachers.

This introduction includes information on the Defense Language Institute and course users.

### **The Defense Language Institute, Foreign Language Center**

This course was developed by the Defense Language Institute, Foreign Language Center (DLI). The responsibilities of DLI extend beyond resident training; they include technical control of all foreign language training worldwide by the Department of Defense (DoD). As part of this non-resident responsibility, DLI provides courses that allow DLI graduates to maintain and enhance their language skills in the field. This course was designed to fulfill that responsibility.

### **Enrollment Options**

This course is intended for all DoD military and civilian linguists, regardless of occupational specialty. It can be used in a variety of options, from self-study to teacher-based programs similar to those at DLI. It will enable linguists to maintain or increase their proficiency in the target language through a variety of course enrollment options. These options include:

## Reading Workbook 1, Course Introduction

### Self-study options

1. Listening, or
2. Reading, or
3. Listening & Reading

### Teacher-based group option

4. Listening, Reading, & Speaking  
(This option possible only when a DLI-trained teacher is available)

The entry requirement for all options is limited to a proficiency level of 1 or 1+. Although each option contains material up to a proficiency level of 2+, successful users could expect, at best, a half-point proficiency gain after course completion. Proficiency levels are determined based on the Interagency Language Roundtable (ILR) Language Skill Level Descriptions as measured by the Defense Language Proficiency Test (DLPT).

## **COURSE ORGANIZATION**

The materials in this course range from level 1 to level 2+ and are organized as follows:

Level 1	Workbook 1
Level 1+	Workbooks 2–5
Level 2	Workbooks 6–9
Level 2+	Workbook 10

Workbooks:	10
Estimated Study Time (Hours):	100
Units:	50
Workbook Tests:	10

## **Workbook Proficiency Levels**

As the table shows, the course is composed of 10 workbooks. Each addresses a specific language proficiency *level*—progressing from the least difficult (1) to the most difficult (2+). Consequently, the workbooks should be taken in numerical sequence.

## **Workbook Units and Instructional Hours**

Each workbook is composed of five *units*. Each unit will require about two hours to complete; therefore, about 10 hours are required to complete a single workbook or 100 hours to complete all the workbooks. The speaking exercise suggestions require approximately 100 hours of instruction.

## **Workbook Tests**

Each workbook contains a *Workbook Test*. These tests are to be taken after you have completed *all* of the exercises in a workbook. All tests are multiple choice and involve no more than 50 items. Instructions for taking the workbook tests are presented before each test.

## **COURSE FEATURES**

PIC contains several features that distinguish it from other courses. It is based on authentic materials, only military vocabulary is defined for the student, and grammar explanations are kept to a minimum.

### **Authentic Texts**

By authentic we mean language in printed form that was created for some purpose other than foreign language instruction--i.e., "found" language rather than contrived or edited language. Examples include maps, signs, menus, forms, lists, advertisements, catalogs, schedules, informational articles, reports, announcements, and notices.

## **Military Topics**

Materials for this course have been selected because of their general and professional interest to the government linguist with the goal of increasing vocabulary in a variety of areas involving military affairs. It is not the purpose of this course to teach technical or job-specific military language. Only military (key) vocabulary has been glossed.

## **Grammar Recognition**

Unlike traditional courses, PIC assumes that you are familiar with the basic structure of the language you are studying. Grammar explanations have been kept to a minimum and are included only if they are essential to the understanding of a text (i.e., a sample of written or spoken language).

Only military vocabulary is defined, since the successful user of PIC will need to guess the meaning of words using clues from the texts themselves, rather than relying on a dictionary.

## **LANGUAGE SKILL DEVELOPMENT**

Reading can be viewed as a "psychological guessing game" in which the reader reconstructs the message of the writer using a variety of devices such as predicting, sampling, testing, and confirming (or rejecting) initial hypotheses or guesses.

The good reader brings independent background knowledge of the world to help reconstruct the text. Knowledge of the language and of the structure of the text are also important. The less-skilled reader, by contrast, tends to be more text-bound, and tries to derive a text's meaning wholly from the text, usually with extensive use of a dictionary. In our approach, this is discouraged. Our goal in PIC is to lead the learner to understand and use reading strategies that are effective in improving reading comprehension.

This section on Language Skill Development is divided into three parts: course assumptions, general reading strategies, and specific reading techniques.

## Developing Reading Skills

Reading exercises in PIC are based on the following assumptions about the nature of reading in general and reading in a foreign language in particular.

- *Reading is a silent skill.* Efficient reading strategies become impossible when reading aloud. Learners may develop a sound-by-sound, word-by-word, and sentence-by-sentence approach to reading that leads to reduced comprehension. Efficient readers do not read linearly. They skip items, re-read some, or jump ahead to confirm a hypothesis. Although the teacher may sometimes need to read a part of the text aloud, we recommend that students do not.
- *Reading is an active skill.* As students, you should approach reading as a process of problem solving. You must assume responsibility for your own learning efforts and complete reading tasks that require you to acquire and use background knowledge and strategies. These include guessing, predicting, checking, and asking questions about each reading passage.
- *Reading is a communicative activity.* Since people in real life usually read for a specific purpose, we have attempted to develop exercises that are meaningful and that simulate real activities. For example, in real life one would not translate a menu or analyze some grammatical form found therein. One would scan a menu for a favorite food or type of food, initially ignoring other parts of the menu.

## Reading Strategies

The principle strategies that you, as a student in this course, should be aware of are:

- **Inferencing** — using linguistic, logical and cultural clues to discover the meaning of unknown elements of the text. Guess at the meaning of words you don't know rather than looking them up in a dictionary.



## Reading Workbook 1, Course Introduction

- Predicting — guessing at what comes next in a text. Use your own knowledge of real-world events. Look at photographs accompanying texts, headlines, key words, and titles to help you predict what information a text will contain.
- Previewing — asking what you would like to know about a particular topic. By doing this, you will become more directly involved with the text.
- Scanning — locating a specific piece of information by letting your eyes wander over the text, not word-for-word translating. Scanning is a particularly effective reading strategy at the early stages of language learning.
- Skimming — getting the overall gist of a text through a quick review of its contents. This activity will help you increase your reading speed.

### Reading Techniques

To take advantage of these strategies, you should employ the following techniques:

- Guess what texts are about before you read them. After you have made a guess about the contents of a text, use your knowledge of the real world to help you better understand it.
- Pay attention to the entire text. Headlines, titles, accompanying illustrations, tables, and diagrams are an integral part of a text and can help you make predictions about who wrote it, what it is about, who published it, and why it was published.
- Next, look quickly through the text to see if your predictions were correct, modifying your hypothesis as you go along. Think of more questions to help you better understand the text.

## Reading Workbook 1, Course Introduction

- Now, read the text again, more carefully this time, and try to answer the questions you asked yourself.
- Use word-recognition strategies. Don't reach for the dictionary whenever you come across a word you don't know. Try to discover its meaning using some of the following strategies:
  - Look for words that are similar to English.
  - Notice whether the word looks like other words you know.
  - Guess the meanings of compound words from their components.
  - Compare the word with those of similar or opposite meanings.
- Use effective sentence-recognition strategies.
  - Look for the most important elements of the sentence first, i.e., the subject and the verb.
  - Next, look for other important components such as clauses that refer to manner, time, and place.
- Use effective text-recognition strategies. Remember that understanding linking and reference words in a text can help you discover meaning.
  - Reference words refer to elements previously mentioned in a passage, or ahead, to the next passage. They are usually pronouns and synonyms.
  - Linking words join phrases and sentence fragments and include such connectors as *"and," "but," "or," "however,"* and *"in addition to"*.
- Be alert to the different ways texts are organized. This can help you better anticipate and predict the meaning of a text. Deciding whether a text is a description, a comparison, or solves a problem will make your reading more efficient.
- Improve your reading speed. Do not try to understand each word or you will get bogged down. Here are some helpful hints to follow as you pick up a text.
  - Don't stop to look up words in a dictionary. Read the entire text even if you don't know all, or many, of the words.

## Reading Workbook 1, Course Introduction

- Don't stop when you run into an unfamiliar word in the middle of a sentence. Context will probably give you important clues to its meaning if you keep reading.
- When you find a sentence or part of a sentence that you do not understand in the middle of a paragraph, do not stop. By the end of the paragraph, you may be able to infer the meaning.
- Adjust the way you approach a text to the task at hand. If, for example, the exercise requires you to find a particular piece of information in the text, quickly scan the text until you locate *only* that piece of information.

## A FOREWORD TO THE TEACHER

Important information about the purpose of this course, its potential users, and key features and organization has been discussed in the General Introduction.

Furthermore, the theoretical assumptions about the nature of reading in a foreign language, as well as very practical suggestions on strategies and techniques the student should be aware of and *use*, are discussed in the Language-Skill Development Section and thus will not be repeated here.

Since the Proficiency Improvement Course is designed for both independent and teacher-assisted study. We have included, at the end of each Subcourse, a section called Speaking Suggestions. This section is limited because instructors who teach PIC are required to take a special PIC Instructor Workshop offered by DLI. The Speaking Suggestions are designed to foster learner-centered activities and to enhance student knowledge through oral practice.

The Speaking Suggestions are a guide to speaking activities that build upon the reading or listening exercises in the workbooks. The role of the teacher is to prepare supplemental materials; to act as a language resource when a student needs help; to facilitate exchanges between students; to note and correct language-usage problems at the appropriate times; and to use good judgement in deciding when a Speaking Suggestion needs to be supplemented or changed to meet the special interests or needs of the individual classes.

The Speaking Suggestions are communicative. To exploit them, the teacher should remember that errors are a natural part of learning a new language. The correction of these errors should be secondary to the communication of a message.

## Reading Workbook 1, Course Introduction

The emphasis in communicative activities is placed on *what* is said, not *how* it is said. An effective method for dealing with error correction is the "Action Replay." If, for example, a Speaking Suggestion calls for a role play, the teacher should allow students time to prepare and to enact their role-play. When watching the role-play, the teacher should take note of the errors, but should not interrupt. When giving feedback to the role-players, the teacher should comment on what was done well, as well as point out major errors that jeopardized communication. The role-players should then be given the chance to ask questions about their errors and to repeat their role-play.

We have also included, for your reference, books for further reading. These materials contain a wealth of ideas and suggestions that will be of value even to the experienced language teacher, for they are grounded in the latest understanding of how languages are acquired. The reference to *The Three R's: Reading Real Russian* is an example of the application of current theory to a specific language.

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**RUSSIAN PROFICIENCY IMPROVEMENT COURSE**

Subcourse Number DL1101

Edition A

Defense Language Institute, Foreign Language Center

Presidio of Monterey, California 93944-5006

10 Credit Hours

Edition Date: June 1990

**Subcourse Overview**

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

This workbook is at proficiency level 1. It contains items from Russian newspapers such as photos and their captions, obituaries, and short articles.

Each item, referred to as a text in the workbook, is accompanied by exercises designed to help you maintain and enhance your reading skills. You will be given the opportunity to practice reading strategies such as

- skimming a text for main ideas,
- scanning a text for specific information,
- looking for clues to meaning in text format,
- predicting the information carried in a text,
- looking for familiar words and cognates.

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## Administrative Instructions

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

## Grading and Certification Instructions

### Examination:

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

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 DLI 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 statements—whether real or apparent—in DLI 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 1—Military Announcements

In this unit you will see three types of announcements that often appear in Soviet military newspapers: searches for comrades-in-arms, announcements of awards, and obituaries.

**Exercise 1** Text A announces a search for comrades-in-arms. Of course, it lists the names of those persons being sought. What other kinds of information do you think might appear in this type of announcement? Write your predictions in English in the spaces provided.

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Scan Text A for the information you predicted. Remember that scanning is reading a text for specific information. If you find things you did not predict add them to your list in Exercise 1.

### Text A

## ОТЗОВИТЕСЬ, ФРОНТОВЫЕ ДРУЗЬЯ!

Н. Я. МАЦЕВИЧ, проживающий по адресу: 142119, г. Подольск, ул. Юбилейная, 34, кв. 15, просит откликнуться боевых товарищей по 234-му истребительному авиационному полку ПВО Мирошниченко, Столярова, Верникова и других.

А. В. ПОГРЕБКОВ разыскивает И. Падалко, П. Пантеева и Корешева и других однополчан по 25-й артиллерийской бригаде 7-й артиллерийской дивизии РГК. Писать по адресу: 633216, Новосибирская обл., Искитимский р-н, п/о Линеvский, ул. Центральная, 41, кв. 14.

Е. П. ЭСМОНТОВ, проживающий по адресу: 630064, г. Новосибирск, ул. Ватутина, 55, кв. 51, разыскивает однополчан по 973-му стрелковому полку А. П. Лустина, Банникова, Щербака.

М. Г. ДУБНИН просит откликнуться боевых товарищей по 64-му гвардейскому стрелковому полку А. Поиньбороду, Понкратова, Шапошникова и других. Писать по адресу: 380072, г. Тбилиси, пос. Мухиани, 4«а», микрорайон, корп. 16, кв. 70.

В. Ф. КУЗНЕЧЕВ разыскивает сослуживцев по 11-му гвардейскому артиллерийскому полку РГК Антонова, Александрова, Хульчитского и других. Его адрес: 241000, г. Брянск, ул. Фокина, 70, кв. 13.

однополчанин  
проживающий  
сослуживец

comrade-in-arms  
who lives  
colleague, comrade-in-arms

Now continue on to Exercise 2.

**Exercise 2** In this exercise you will be scanning Text A to find the names of comrades-in-arms being sought. Look at the three names below, then write English sentences that tell who is searching for whom, as in the example given below.

Example:

Russian: Погребков разыскивает И. Падалко, П. Пантеева, и других однополчан.

English Pogrebkov is looking for I. Padalko, P. Panteyev, and other comrades-in-arms.

1. Esmontov:

---

---

2. V. F. Kuzichev

---

---

3. Dubinin

---

---

**Exercise 3** The purpose of this exercise is to find very specific factual information in the announcement. First read all the questions below so that you know what type of information to look for in the text. Then scan Text A to find the answer to one question at a time. Write your answers in Russian in the spaces provided. If you need help with the abbreviations, turn to Page 9.

1. Where does Mr. Matsevich live?

---

2. What type of regiment is the 234th Regiment?

---

3. In which brigade did Mr. Pogrebkov serve?

---

4. In which city would you find Vatutin Street?

---

5. Who served in an artillery division?

---

6. Who wants to get in touch with Kulchitsky?

---

7. What is Kuzichev's address?

---

Every organization, military or otherwise, seeks to recognize and reinforce outstanding performance. One form of public recognition consists of published announcements of awards and honors.

**Exercise 4** Before you read Text B, stop and think for a moment—what would be the minimum information contained in such announcements? Write at least three things you might expect to read in English in the spaces provided.

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Skim Text B to see if you were right, then proceed to Exercise 5.

**Text B**

## **НАГРАДЫ ЖДУТ**

По данным Главного управления кадров Министерства обороны СССР, до сих пор не вручены ордена Красного Знамени:

**АБДУБАКИРОВУ** Галтату Кадыровичу. Лейтенанту, старшему адъютанту батальона 29-го стрелкового полка 38-й стрелковой дивизии, 1914 г. р. Домашний адрес: Ташкент, ул. Урицкого, 27, кв. 5.

**АБДРАХМАНОВУ** Хаю Абдрахмановичу. Младшему сержанту, санинструктору роты 1070-го стрелкового полка 313-й стрелковой дивизии.

**АБРАШКИНУ** Тимофею Николаевичу. Красноармейцу, стрелку 828-го стрелкового полка 197-й стрелковой дивизии.

**АБРОСИМОВУ** Александру Ивановичу. Лейтенанту, командиру роты 520-го стрелкового полка. Домашний адрес: Орловская область, г. Модиново.

**АБРОСИМОВУ** Алексею Кирилловичу. Старшине, коман-

диру орудия танка «КВ» 166-го отдельного танкового батальона.

**ВАВИЛОВУ** Ивану Кузьмичу. Красноармейцу, старшему инструктору 35-го гвардейского стрелкового полка 10-й гвардейской стрелковой дивизии.

**ГАГУЧКИНУ** Алексею Никифоровичу. Сержанту, командиру отделения 1166-го стрелкового полка 346-й стрелковой дивизии.

**ДАВЫДЕНКО** Василию Семеновичу. Красноармейцу, автоматчику 508-го стрелкового полка 174-й стрелковой дивизии.

**ЕВГРАФОВУ** Григорию Ивановичу. Старшему политруку, заместителю начальника политического отдела 226-й стрелковой дивизии.

**Exercise 5** Read the following questions, then scan Text B to find the answers. Write your answers in Russian in the spaces provided.

1. What kind of award is going to be granted to A. I. Abrosimov?

\_\_\_\_\_

2. What regiment is A. I. Abrosimov from?

\_\_\_\_\_

3. What is Vavilov's job in the military?

\_\_\_\_\_

4. What is A. I. Abrosimov's rank?

\_\_\_\_\_

**Exercise 6** Text B includes some adjectives, e.g., танковый and стрелковый, formed from nouns—танк (tank) and стрелок (rifleman). If you know the root of a word, you can usually figure out any derived forms. Find four other similarly formed adjectives in Text B and write them in column A. Then write the nouns from which they were formed in column B, and give the English equivalents of these nouns in column C.

A

B

C

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



**Background Note**

Last names that end in -ко are usually Ukrainian. You will find several Ukrainian names in Text B. These names do not decline (do not have case endings). First and middle names, however, do decline.

**Exercise 7** Imagine that the following people have received awards. Write their names in the dative case to indicate that an award was made to each person.

награды вручены:

1. Головка Петр Кузьмич

---

2. Наливайко Андрей Петрович

---

3. Петренко Герман Иванович

---

4. Давиденко Василий Семенович

---

**Exercise 8** Text C, below, is an obituary. Before you read the text, think about what kinds of information normally appear in military obituaries. Write your ideas in English in the spaces below.

---

---

---

**Text C**

Боевые друзья и товарищи с глубоким прискорбием извещают о смерти летчика-испытателя, члена КПСС с 1977 года полковника  
**СВИРИДОВА**  
**Юрия Ивановича**  
и выражают соболезнование родным и близким покойного.

**Exercise 9** The questions below will help you to extract the pertinent information from Text C. Write your answers in English in the spaces provided.

1. Who died?

---

2. What biographical information does the obituary give about the deceased?

---

3. Who placed the obituary?

---



Below are more obituaries of Soviet military personnel. Read them, then proceed to Exercise 10.

**Text D**

Командование, политотдел Военной академии Генерального штаба Вооруженных Сил СССР имени К. Е. Ворошилова, боевые друзья и товарищи с глубоким прискорбием извещают о смерти участника Великой Отечественной войны, члена КПСС с 1920 года, бывшего начальника кафедры генерал-майора в отставке

**СОЧИЛОВА**

Михаила Филипповича и выражают соболезнование родным и близким покойного.

Командование и политотдел Военной академии имени Ф. Э. Дзержинского с глубоким прискорбием извещают о смерти члена КПСС с 1951 года, бывшего начальника факультета генерал-майора в отставке

**КОМАРОВА**

Николая Герасимовича и выражают соболезнование родным и близким покойного.

Командование и политический отдел Военно-инженерной академии имени В. В. Куйбышева с глубоким прискорбием извещают о смерти члена КПСС с 1920 года, участника гражданской и Великой Отечественной войны, бывшего старшего преподавателя кафедры общей тактики и оперативного искусства академии генерал-майора в отставке

**МАКАРОВА**

Федора Алексеевича

и выражают соболезнование родным и близким покойного.

**Exercise 10** The following words are taken from Texts C and D. Give their English equivalents in the spaces provided.

1. друзья и товарищи \_\_\_\_\_
2. с глубоким прискорбием \_\_\_\_\_
3. извещают о смерти \_\_\_\_\_
4. выражают соболезнование \_\_\_\_\_

**Exercise 11** Scan Text D and answer in Russian the following questions in the spaces provided.

1. Which of the deceased were veterans of World War II?

\_\_\_\_\_

2. What rank was attained by the deceased?

\_\_\_\_\_

**Key Vocabulary**



авиационный	aviation, air force (adj.)
артиллерийская бригада	artillery brigade
генерал	general
истребитель	fighter (aircraft)
лейтенант	lieutenant
награда	award
однополчанин	comrade-in-arms
полк	regiment
прискорбие	sorrow
соболезнование	condolences
сослуживец	colleague, comrade-in-arms
стрелок	rifleman
танк	tank

**Acronyms and Abbreviations**

г. (город)	city
д. (дом)	house
кв. (квартира)	apartment
КПСС (Коммунистическая Партия Советского Союза)	the Communist Party of the Soviet Union
п/о (почтовое отделение)	post office
ул. (улица)	street

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## Unit 2—Military Awards

This unit introduces you to aspects of military organization, branches of the Soviet military, and military awards. The texts in this unit are announcements of awards.

In the texts you will find references to military ranks. You should know most of the ranks in the list below. Memorize any that you have forgotten before reading Text A and doing Exercise 1.

### Military Ranks

генерал	general
полковник	colonel
подполковник	lieutenant colonel
майор	major
капитан	captain
старший лейтенант	senior lieutenant
младший лейтенант	junior lieutenant
лейтенант	lieutenant
сержант	sergeant
старший сержант	senior sergeant
младший сержант	junior sergeant

**Exercise 1** Scan Text A to find the rank mentioned. Write your answer in English on the line below.

---

**Text A**



*Хорошо идут дела у командира роты связи кавалера ордена «За службу Родине в Вооруженных Силах СССР» III степени капитана Сергея Урусова. Подразделение из года в год добивается высоких показателей в социалистическом соревновании и по праву считается лучшим в части. Все задачи по обеспечению связи в подразделении выполняются успешно.*

*На снимке: капитан С. УРУСОВ.*

The following vocabulary list will help you understand the texts in this unit. Again, you should be familiar with many of these terms, and should memorize any that you have forgotten.

### Military Units

батальон	battalion
бригада	brigade
взвод	platoon
дивизия	division
отделение	squad
подразделение	subunit
полк	regiment
корпус	corps
рота	company


**Exercise 2** In announcements of awards you will find references to military ranks and units. Match the military ranks below with the units they usually command next to the rank, by writing, the letter that corresponds to the unit.

Military Ranks	Military Units
1. _____ Генерал	a. дивизия
2. _____ Полковник	b. взвод
3. _____ Майор	c. рота
4. _____ Капитан	d. полк
5. _____ лейтенант	e. батальон

**Exercise 3** Announcements of awards provide information about the type of award, the recipient, and his rank. Scan Text B for this information and write it in Russian in the spaces provided.

1. person receiving award \_\_\_\_\_
2. rank of award recipient \_\_\_\_\_
3. type of award \_\_\_\_\_

**Text B**



Полковник Попова

Надежда Васильевна Попова в годы Великой Отечественной войны сражалась в рядах 46-ого гвардейского Таманского ордени Суворова III степени Краснознаменного женского авиационного полка. Попова удостоена высокого звания Героя Советского Союза.

**Exercise 4** Scan Text A (Page 12) and Text B to find which of the two the persons has the higher military rank, then check his or her name below.

- Попова
- Урусов

**Exercise 5** The word награжден means *awarded*. Go back to Text B, find a synonym for this word and write it in the space provided in Russian.

---

The following Grammar Note will help you understand the next text that you will work with (Text C).

**Grammar Note**

Unlike English, Russian masculine middle names are always formed from the father's first name plus the ending -ович for names ending in consonants, and -евич for names ending in -й.

Example:     Андрй—Андреевич.   Николай—Николаевич.  
                  Петр—Петрович.   Константин—Константинович.

Feminine middle names are formed from the father's first name plus the ending —овна, after consonants, and -евна after й.

Example:     Николай—Николаевна.   Андрй—Андреевна.  
                  Петр—Петровна.

**Exercise 6**     The title of Text C, on the next page, is Награды ждут. In the space provided below, write in English your prediction as to what the topic of the text will be.

---

---

If you had a problem predicting what Text C is about, remember that you read a similar text on the same subject in Unit 1. Now read Text C on the next page.



Text C

## Награды ждут

По данным Главного управления кадров Министерства обороны СССР, до сих пор не вручены:

### Орден Ленина

**АНДРЕСЕНКО** Макару Даниловичу. Сержанту, снайперу 580-го стрелкового полка 188-й стрелковой дивизии.

**АНДРИЕВИЧУ** Борису Семеновичу. Подполковнику, командиру 412-го стрелкового полка 1-й стрелковой дивизии. Адрес: г. Иркутск, 2-я Советская улица, дом 128.

**ДРАКБАЕВУ** Анабаю Кургановичу. Красноармейцу, пулеметчику 1137-го стрелкового полка 339-й Таманской стрелковой дивизии.

**АРЕСТОВУ** Александру Матвеевичу. Гвардии красноармейцу, санинструктору 81-го гвардейского стрелкового полка 25-й гвардейской стрелковой дивизии. Адрес: Челябинская область, Воргашинский район, Станишевский с/с, дер. Цыганка.

**АРСЕНЬЕВУ** Сергею Яковлевичу. Полковнику, старшему летчику-испытателю военно-

го представительства АДД.

### Орден Красного Знамени

**БАБИЮ** Владимиру Леонтьевичу. лейтенанту, командиру взвода. Адрес: Каменец-Подольская область, Проскуровский район, село Заречье.

**БАБИЧУКУ** Василию Ивановичу. Гвардии капитану, командиру батареи 1890-го самоходного артиллерийского полка. Адрес: Каменец-Подольская область, Виньковецкий район, село Бебехи.

**ЕВГРАФОВУ** Павлу Григорьевичу. лейтенанту, командиру 934-го полка 379-й стрелковой дивизии. Адрес: Свердловская область, г. Сухой Лог, 3-й Шитовый переулок, дом 7.

**ЖАВОРОНКОВУ** Ивану Андреевичу. Старшему сержанту войсковой части 3942 особого назначения. Адрес: Тульская область, Детчинский район, село Детчино.

**ЖАДИНУ** Федору Павловичу. Заместителю политрука, гранатометчику 123-й танковой бригады. Адрес: Винницкая область, Ильинецкий район, сел. Неменка.

### Exercise 7

1. Text C mentions two awards. What are they? Write your answers in Russian in the spaces provided.

---

2. To understand the addresses in Text C you must know the following words. Write an English equivalent for each word.

a. область \_\_\_\_\_

b. город \_\_\_\_\_

c. село \_\_\_\_\_

d. улица \_\_\_\_\_

e. переулок \_\_\_\_\_

f. дом \_\_\_\_\_

3. What is the address of Pavel Grigoryevich Evgrafov? Write your answer in English in the space provided.

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

**Exercise 8** In the spaces below, write the first name of the father of each person mentioned in Text C. Refer to the Grammar Note on Page 15 if you need to.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Exercise 9** Figure 2.1 shows an award certificate. Scan it and answer the questions below in English in the spaces provided.



1. What is the name of the medal that was awarded?

\_\_\_\_\_

2. When was the decree for this award issued?

\_\_\_\_\_

3. Who received the award?

\_\_\_\_\_

## Key Vocabulary



батальон	battalion
боевая учеба	combat training
бригада	brigade
взвод	platoon
вооруженные силы	armed forces
выполнять	to perform, to carry out
генерал	general
дивизия	division
капитан	captain
корпус	corps
лейтенант	lieutenant
майор	major
медаль	medal
награждать	to award
отделение	squad
подполковник	lieutenant colonel
подразделение	subunit
полковник	colonel
ракетный крейсер	guided missile cruiser
родина	motherland
рота	company
рота связи	communications company
служба	service
сражаться	to fight (in battle)
эскадрилья	squadron

## Acronyms and Abbreviations

СССР	Союз Советских Социалистических Республик	USSR	Union of Soviet Socialist Republics
РСФСР	Российская Советская Федеративная Социалистическая Республика	RSFSR	Russian Soviet Federated Socialist Republic
г.	город		city
д.	дом		house
кв.	квартира	apt.	apartment
обл.	область		province, region
п/о	почтовое отделение	P.O.	post office
ул.	улица	St.	street

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### Unit 3—Military Training

In this unit, you will read about Soviet soldiers in typical training situations, some of which you may recognize from your own experience. Training-article titles or headlines often help you focus on the subject matter, e.g., such words as *учение* or *навык* may give you clues before you begin.

#### Exercise 1

1. For field training, what areas would brief reports probably focus on? (In this unit, you will deal primarily with land forces). List at least four questions you would ask as you read such reports. Write your questions in English in the spaces provided.

---

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When you are reading a new text containing unfamiliar words, it helps to look for words that are similar to English. These words often have the same meaning in Russian as in English. When they have the same meaning in both languages, such words are called *cognates*. Watch for the cognates in Text A on the next page.

2. Paragraphs 1 and 2 of Text A contain at least three cognates that may help you answer the type of questions contained in Exercise 1.1. Write each cognate below, and beside it, write its English equivalent.

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Note: The word *техника* appears to be a cognate. However, be careful when reading or translating it, since it is best rendered in English as *equipment, hardware, or material*.

**Text A**



### Учение в Белоруссии

На территории Белорусской ССР продолжается войсковое учение Белорусского военного округа.

Наступающие, преодолев сопротивление «противника», вышли к промежуточному оборонительному рубежу. Сегодня здесь прошли упорные «бои». Личный состав участвовавших в них частей продемонстрировал возросшую полевую и воздушную выучку, мобильность, умелое при-

менение оружия и боевой техники.

За действиями войск наблюдали иностранные представители от 26 государств — участников Совещания по безопасности и сотрудничеству в Европе, приглашенные на учение в соответствии с документом стокгольмской конференции.

(ТАСС).  
Район учения. 21 сентября.

округ

district

**Exercise 2** Text B, on this page, continues the theme of training. One question you should ask is who is being trained? Now scan Text B and write your answer to this question in English in the spaces provided.

---



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**Text B**

Артиллеристы, мото-стрелки, связисты, ракетчики, воины других специальностей в упорном повседневном труде совершенствуют свои навыки.

Каждое занятие, каждую тренировку проводить в условиях, максимально приближенных к боевым, — таково требование сегодняшнего дня.

**Exercise 3** Recognition of word families can help you expand your vocabulary base. In Text B, the word **навык** belongs to the word family written below. Underline the common stem in these words and then use each word to complete the appropriate sentence below.

навык  
привыкнуть  
отвыкнуть

skill  
to get used to  
to no longer be used to

1. Он \_\_\_\_\_ к службе в армии.
2. Резервист \_\_\_\_\_ от военной тренировки.
3. Воины совершенствуют свои \_\_\_\_\_.



**Exercise 4** Below are three cognates from Text B. Give the English for each (guess the meaning of each word if necessary) and write your answers in the spaces provided.

1. артиллерист \_\_\_\_\_
2. максимально \_\_\_\_\_
3. тренировка \_\_\_\_\_

**Grammar Note**

Compound words are words that consist of two or more parts or words.

Example: фотолаборатория

When you come across unfamiliar words, ask yourself if they are compound words. If you understand one part of a compound word, this may help you to guess correctly the meaning of the whole word.

**Exercise 5** Text C is also about training. Using the strategy explained in the Grammar Note above, read Text C, find the compound words, then write them in Russian in the spaces provided below.

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Text C



Задача, которую поставил командир роты гвардии капитан А. Майер перед взводом под командованием гвардии лейтенанта П. Тарасова, была не из простых: мотострелкам предстояло на лыжах вслед за танками совершить многокилометровый марш и атакой с ходу

овладеть опорным пунктом «противника». Несмотря на то, что действовать гвардейцам пришлось в тридцатиградусный мороз, мотострелки уложились в отведенные сроки. Их атака была стремительной и внезапной.

**Exercise 6** The following statements are about Text C. Mark those that are true and those that are false by checking the appropriate box.

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. Lt. Tarasov assigned the training task to the platoon. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The motorized riflemen had to move only 2 kilometers.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The temperature was minus 20°C.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The riflemen succeeded in carrying out their task.     | <input type="checkbox"/> | <input type="checkbox"/> |

## Reading Workbook 1, Unit 3

The following exercises will help you check your understanding of all three articles in this unit.

**Exercise 7** Below are two sets of related words, all of which appear frequently in texts about military training. Give the English equivalent of each word in the space provided.

1. ВОИН \_\_\_\_\_
2. военный \_\_\_\_\_
3. войска \_\_\_\_\_
4. воевать \_\_\_\_\_
5. учение \_\_\_\_\_
6. учебный \_\_\_\_\_
7. ученик \_\_\_\_\_
8. учебник \_\_\_\_\_

**Exercise 8** The names of some Soviet Republics and military districts appear in Text A (Page 22), Text B (Page 23), and Text C (Page 25).

1. Match the English and the Russian equivalents below by writing the appropriate number in the spaces next to the Russian words.

- |          |                     |                     |
|----------|---------------------|---------------------|
| a. _____ | Белорусская ССР     | 1. Azerbaijani SSR  |
| b. _____ | Азербайджанская ССР | 2. Byelorussian SSR |
| c. _____ | Армянская ССР       | 3. Ukrainian SSR    |
| d. _____ | Украинская ССР      | 4. Armenian SSR     |

2. List the names of the military districts in the following republics.

Example:

Белорусская ССР

Белорусский военный округ

a. Азербайджанская ССР \_\_\_\_\_

b. Киргизская ССР \_\_\_\_\_

c. Армянская ССР \_\_\_\_\_

**Exercise 9** Match the following headlines with Text A (Page 22), Text B (Page 23), and Text C (Page 25) by writing the letter of the appropriate text next to each headline.

1. Воины—лыжники. \_\_\_\_\_

2. С неба и с моря. \_\_\_\_\_

3. Поле—школа мастерства. \_\_\_\_\_

**Exercise 10** The following chart will help you compare Texts A, B, and C. Fill it out with information from each text. Write your answers in Russian.

Text	Who	What	Successful? Да/Нет
Text A pg. 22			
Text B pg. 23			
Text C pg. 25			

Key Vocabulary



атака  
боевая задача  
боевая техника  
бой  
военный  
воин  
  
войска  
войсковое учение  
командир  
марш  
мобильность  
мотострелок  
округ (военный)  
ракетчик  
связист  
  
танк  
территория  
техника  
  
тренировка

attack  
combat mission  
combat equipment  
combat, battle  
military  
member of armed forces,  
serviceman, soldier  
forces  
military exercise  
commander  
march  
mobility  
motorized rifleman  
district (military)  
missileman  
member of signal corps,  
radio operator  
tank  
territory  
equipment, hardware,  
materiel  
training

**Acronyms and Abbreviations**

АССР (Армянская Советская Социалистическая Республика)	Armenian Soviet Socialist Republic
АССР (Азербайджанская Советская Социалистическая Республика)	Azerbaijani Soviet Socialist Republic
БССР (Белорусская Советская Социалистическая Республика)	Byelorussian Soviet Socialist Republic
СССР (Союз Советских Социалистических Республик)	USSR (Union of the Soviet Socialist Republics)
УССР (Украинская Советская Социалистическая Республика)	Ukrainian Soviet Socialist Republic

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### Unit 4—The Armed Forces at Leisure

In the Soviet Union, the government oversees many details of its citizens' lives, including their leisure time. The government wants Soviet citizens to spend their free time pursuing healthy activities. As a result of this policy, newspaper and magazine articles showing members of the armed forces setting a good example, using their leisure time singing, dancing, playing chess, and spending time with their families are common. This unit provides some typical articles and photos dealing with members of the Soviet armed forces at leisure.

#### Exercise 1

1. To help you focus on this subject and the people involved, this exercise reviews vocabulary found in the texts. Read the following groups of words. In each group, cross out the word that does not belong. One has been done for you as an example.

Example: отдых, перерыв, ~~сон~~, досуг

- a. связист, артиллерист, солдат, танкист
  - b. лейтенант, прапорщик, майор, гвардеец
  - c. слушатель, посетитель, учащийся, студент
  - d. полк, рота, часть, взвод
2. Based on the picture in Text A on the following page, write at least three things you predict will appear in the text. Write your answers in English.

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Now skim Text A to see if your predictions are correct, then proceed to Exercise 2.



**Text A**



В комнате командира отличного противотанкового взвода лейтенанта Вахтанга Гагуа особенно уютно. Товарищи часто заходят к нему выпить чашку горячего чая, просто поговорить, посмеяться... Иногда заглядывает со своей гитарой командир мото-стрелкового взвода старший лейтенант Евгений Щепула.

**Exercise 2** For this exercise you need to find specific information in Text A. Match the questions with the answers from the list below by writing the number of the appropriate answer in the space provided.

1. Who often visits Vakhtang Gagua? \_\_\_\_\_
2. When do they listen to guitar music? \_\_\_\_\_
3. What is Vakhtang Gagua's rank? \_\_\_\_\_
4. What is Evgenii Shchepula's position? \_\_\_\_\_
5. Who is the commander of the motorized rifle platoon? \_\_\_\_\_
6. Who is the commander of the antitank platoon? \_\_\_\_\_

- |                    |                    |
|--------------------|--------------------|
| a. лейтенант       | d. Евгений Щепула  |
| b. командир взвода | e. во время отдыха |
| c. Вахтанг Гагуа   | f. товарищи        |

Before reading Text B, remember, as with Text A, to look at the picture first. The picture gives you information concerning the text, thus, when you read the text, you will have an idea of what to expect. Look at the picture, then go to Exercise 3.

**Text B**



Светло и уютно в комнате афгано-советской дружбы Н-ской части. В этот вечер в гостях у мотострелков были офицеры из соседней афганской части.

На снимке: в комнате афгано-советской дружбы.

Ограниченный контингент советских войск в ДРА.

**Exercise 3** When you see a text you should first try to find the main idea. This does not mean that you must understand every word. As you do this exercise, keep in mind the type of information you are being asked to find. Remember that looking for familiar words and cognates will help improve your understanding of the text.

1. Read the question below, then go to Text B and find the information needed to answer the question. Write your answer in English.

a. Who invited whom and where did they invite them to go?

---

---

2. Give the English meaning of the abbreviation below from Text B.

a. ДРА: Демократическая Республика Афганистан

---

---

3. Here is a list of five cognates from the texts you have seen. Write the English equivalent of each in the space provided.

a. офицеры \_\_\_\_\_

b. советский \_\_\_\_\_

c. фото \_\_\_\_\_

d. афганский \_\_\_\_\_

e. контингент \_\_\_\_\_

4. Two words in Text B are synonymous. Find them and write them in the spaces provided.

---

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5. The word **отличный** means *excellent* and is commonly used in the Soviet Army as a title for the winner of a competition. Below are three words with the same stem. Translate them into English in the spaces provided.

a. **отлично** \_\_\_\_\_

b. **отличник** \_\_\_\_\_

c. **отличиться** \_\_\_\_\_

In Text B, you may have noticed the features discussed in the Background and Grammar Notes below.



**Background Note**

**Ограниченный** (limited) **контингент** is an expression used by the Soviet press when referring to the Soviet armed forces in Afghanistan.

**Grammar Note**

The capital letter **Н** before an adjectival ending (**Н-ской**) means that the name and exact location of this unit are a secret.

Skim Text C to get an idea of what the text is about, then turn to Exercise 4.

**Text C**



*Трудным выдался день для артиллеристов. Гвардейцы проделали сложный многокилометровый марш по горно-пустынной местности. И вот для батареи выдалась минуты отдыха. Гвардии рядовой Л. Кудрявцев взял в руки аккордеон, и зазвучал песня.*

*На снимке: артиллеристы в минуту отдыха. В центре гвардии рядовой.*

**Exercise 4** This exercise will help you to use cognates in understanding the meaning of a text.

1. There are seven cognates in Text C. Quickly scan the text for these cognates. Write them in in the spaces provided on the left, and write their English equivalents on the right.

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

2. Match the questions and answers from the lists below. Write the number of the appropriate answer in the spaces provided.

- a. Where were the artillerymen marching? \_\_\_\_\_
- b. How did the artillerymen's day go? \_\_\_\_\_
- c. Who is playing the accordion? \_\_\_\_\_
- d. In what part of the picture can Kudryavtsev be seen? \_\_\_\_\_

1. рядовой Кудрявцев
2. в центре
3. в горной местности
4. день был трудным

Now you will read a text about the home life of a Soviet officer.  
Skim Text D, then proceed to Exercise 5.

**Text D**



На этом снимке семья майора И. Корощенко. Дождались дети родителей со службы и попросили почитать сказки. Майор Игорь Корощенко—слушатель Военной академии связи имени С.М. Буденного. Там же проходит службу прапорщик Ольга Корощенко.

**Exercise 5** Carefully read the following statements, then scan Text D to see whether they are true or false. Check the appropriate box.

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. The wife's military rank is higher than her husband's.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In the Budennyi Military Academy, they educate future artillery officers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Major Koroshchenko teaches in the military academy.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Olga Koroshchenko is a student at the military academy.                   | <input type="checkbox"/> | <input type="checkbox"/> |

**Exercise 6** Match the following headlines with Text A (Page 32), Text B (Page 33), Text C (Page 36), and Text D (Page 38). Write the letter of the appropriate text next to each headline.

- 1. В комнате отдыха \_\_\_\_\_
- 2. В кругу семьи \_\_\_\_\_
- 3. С гитарой в руках \_\_\_\_\_
- 4. Звучит аккордеон \_\_\_\_\_

**Exercise 7** Look at the following words. Almost all were taken from Texts A, B, C, and D. Put them (one from each column) into pairs of words that are about the same topic. For example, "professor" pairs with "student."

профессор  
 день  
 офицер  
 отдых  
 поговорить  
 минута  
 жена  
 иногда

часто  
 слушатель  
 муж  
 час  
 послушать  
 работа  
 рядовой  
 вечер

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



**Exercise 8**

1. Create a short text about the ways soldiers relax after a hard day's work. Put the following sentences in order by writing the numbers 1–4 in the appropriate boxes.

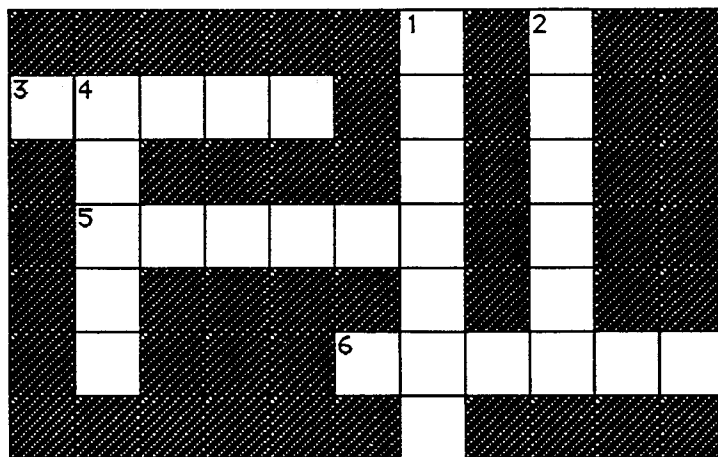
- Но вот наступил час отдыха.
- Солдаты устали—долго шли маневры.
- Звучит любимая армейская песня.
- Рядовой Федоров взял в руки гитару.

2. Did you recognize the word маневры? It is a cognate. Write its English equivalent in the space provided.

---

**Exercise 9** Fill in the crossword puzzle below in Russian. You should know all these words from the texts you have read in this unit.

- 1. comrade
- 2. music
- 3. leisure
- 4. rest
- 5. friendship
- 6. musical instrument



**Key Vocabulary**



армейский  
батарея  
военная академия  
гвардеец  
гвардия  
группа  
досуг  
командир  
контингент  
маневры  
марш  
местность  
наступать  
ограниченный  
отличиться  
отличник

отличный  
офицер  
прапорщик  
противотанковый  
проходить службу  
рядовой  
часть

army (adjective)  
battery  
military academy  
guardsman  
guard, guards (elite troops)  
group  
leisure  
commander  
contingent  
maneuvers  
march  
area, region, terrain  
to attack  
limited  
to stand out  
outstanding (soldier,  
student)  
excellent  
officer  
warrant officer  
antitank, antiarmor  
to serve  
enlisted, private  
unit

**Acronyms and Abbreviations**

ДРА (Демократическая  
Республика Афганистан)

Democratic Republic  
of Afghanistan

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## Unit 5—Military Celebrations

In this unit you will read about how the Soviet military celebrates important events with appropriate ceremonies. Military celebrations form an important part of Soviet military life and work.

Figures 5.1 and 5.2 contain pictures that relate to important celebrations. Look at them and proceed to Exercise 1.

Figure 5.1

*Сегодня—День Ракетных  
войск и артиллерии*

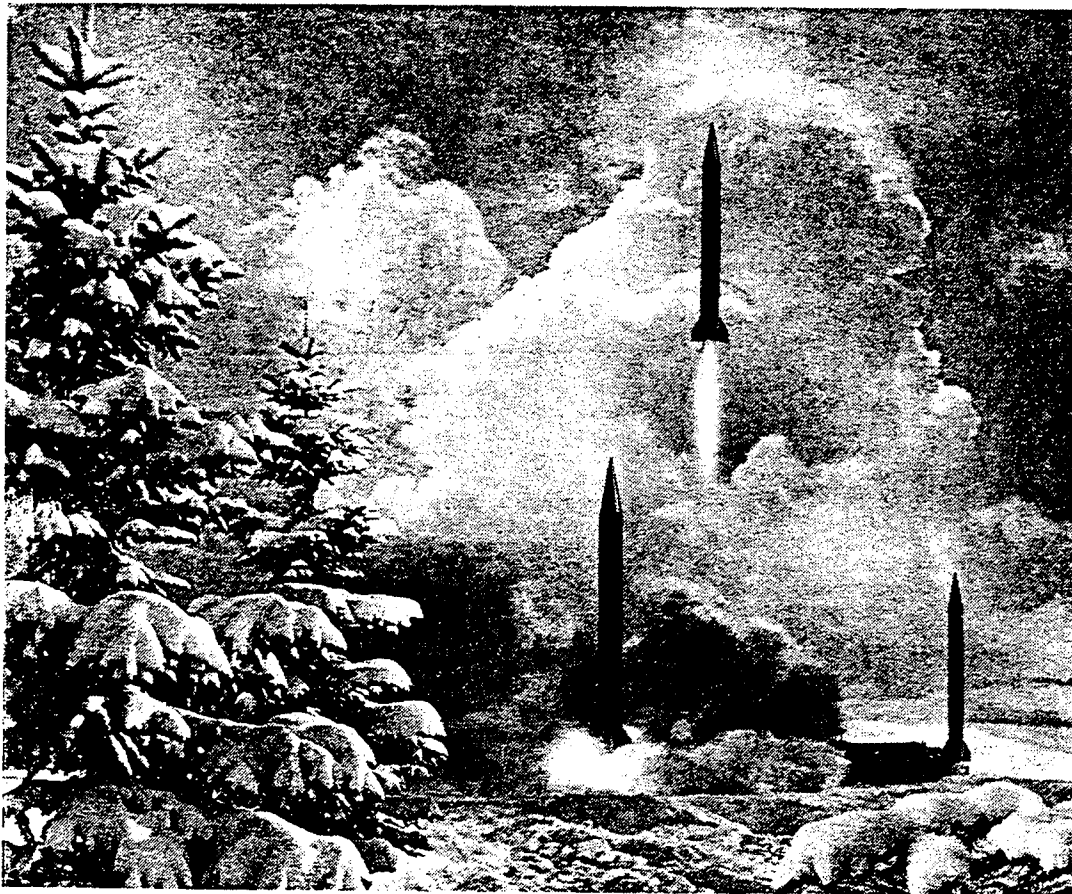


Figure 5.2



**Grammar Note**

In the names of the celebrations, after the word День there is another word, or group of words, in the genitive case. The genitive case indicates the possessive. For example, День Пограничника (Border Guards' Day).

**Exercise 1** Below is a list of Soviet military celebrations, including the ones in the headlines for Figures 5.1 and 5.2. Give the English equivalents of these celebrations in the spaces provided.

1. День Ракетных войск и артиллерии

---

2. День Авиации

---

3. День Радио

---

4. День Военно-морского флота

---

5. День Победы над фашистской Германией

---

6. День Великой Октябрьской социалистической  
революции

---

7. День танкистов

---

**Exercise 2** Skim Text A. It is a military announcement published in a newspaper. One of the following phrases tells what it is about. Check the box next to the appropriate phrase below. If you need to, refer to the vocabulary list below.

Ракетные части.

Праздник пограничников.

Праздничный парад.

Водители танков.

Text A

# П Р И К А З

**начальника гарнизона города Москвы**

*31 октября 1988 г. № 11 гор. Москва*

1. 7 ноября 1988 года в ознаменование 71-й годовщины Великой Октябрьской социалистической революции в городе Москве на Красной площади в 10 часов утра назначен парад войск Московского гарнизона.

Парад войск будет принимать министр обороны СССР генерал армии Язов Д. Т.

Командовать парадом приказано мне.

Начальник гарнизона города Москвы —  
командующий войсками ордена Ленина  
Московского военного округа  
генерал армии К. КОЧЕТОВ.

годовщина  
назначен парад  
принимать парад  
в ознаменование

anniversary  
the parade has been planned  
to view the parade  
in honor of

**Exercise 3** Scan Text A. Match the questions with the answers from the list below and write the appropriate letter in the space provided. If you need to, you can look up words in a dictionary.

1. Where will the parade take place? \_\_\_\_\_
2. Who will view the parade? \_\_\_\_\_
3. What square was chosen for the parade? \_\_\_\_\_
4. In what month do the Soviets celebrate the Day of the Great October Socialist Revolution? \_\_\_\_\_
5. Who will be the commander of the parade? \_\_\_\_\_
6. In 1988, how many years was it since the October Revolution? \_\_\_\_\_

- a. Красная
- b. начальник гарнизона
- c. в ноябре
- d. министр обороны
- e. семьдесят один
- f. в Москве

**Exercise 4** Look at Text A. Remember that you worked on ranks in Unit 2. On the basis of what you know from that unit, arrange the following ranks of generals from the highest (1) to the lowest (4). Write these letters in the spaces provided below.

- генерал-полковник \_\_\_\_\_
- генерал-майор \_\_\_\_\_
- генерал армии \_\_\_\_\_
- генерал-лейтенант \_\_\_\_\_



Reading Workbook 1, Unit 5

In the next four exercises, you will be working with more than one text at a time. This will help you check your understanding of the texts.

**Exercise 5** Skim Texts B, C, and D (below) and look at Figures 5.3, 5.4, and 5.5 (Pages 49–50). Match the three texts with the three figures that follow by writing the letter of each text in the space provided next to the number of the figure it describes.

Fig. No.	Text
5.3	_____
5.4	_____
5.5	_____

**Text B**  
По Красной площади проходят слушатели Военной академии имени Ф. Е. Дзержинского.

**Text C**  
Аплодисментами встретила Красная площадь руководителей КПСС и Советского государства.  
На центральную трибуну Мавзолея поднимаются товарищи Горбачев М. С., Воютников В. И., Громыко А. А.

руководитель

leader

**Text D**  
На торжественном марше боевые машины гвардейской мотострелковой Таманской дивизии имени М. И. Калинина.

торжественный

solemn

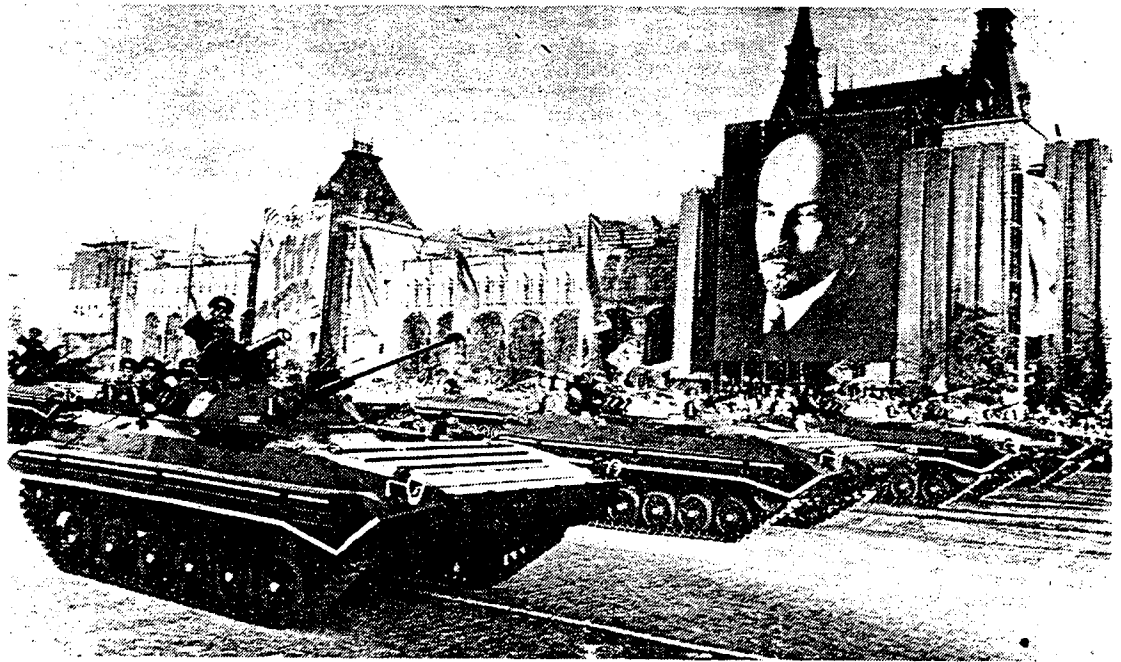
Figure 5.3



**Figure 5.4**



**Figure 5.5**



**Exercise 6** Here is a list of five cognates from Text A (Page 40), and Texts B, C, and D (Page 42). Write the English equivalent of each. If you cannot recognize them, go back to the texts, find them, and read them in context.

- 1. гарнизон \_\_\_\_\_
- 2. мавзолей \_\_\_\_\_
- 3. центральный \_\_\_\_\_
- 4. аплодисменты \_\_\_\_\_
- 5. марш \_\_\_\_\_

**Exercise 7** There are other cognates in Texts A, B, C, and D. List six of them in the spaces provided below. Do not write cognates that you have already seen in previous units.

_____	_____
_____	_____
_____	_____

**Exercise 8** Carefully read the following statements, then scan Texts A, B, C, and D to see whether the statements are true or false. Mark the boxes accordingly.

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. The troops who participated in the parade described in Text D had military equipment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The military parades took place on Gorki Street.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Moscow's military district was given an award.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There were no military academy students in Red Square.                                | <input type="checkbox"/> | <input type="checkbox"/> |

Reading Workbook 1, Unit 5

Skim Text E without looking up the words you do not understand, then proceed to Exercise 9.

**Text E**

В день Победы над фашистской Германией 9 мая в городе-герое Москве на Красной площади состоялся военный парад. С трибуны мавзолея Ленина участники парада приветствовали члены Политбюро ЦК КПСС и министр обороны товарищ Язов. Командовал парадом генерал армии Кочетов. Стройные колонны войск московского гарнизона прошли мимо трибун. Мотострелки и артиллеристы продемонстрировали грозные боевые машины.

член

member

**Exercise 9** Translate this term and its acronym into English in the space provided.

Политбюро ЦК КПСС (Политическое бюро Центрального Комитета Коммунистической партии Советского Союза)

---

---

**Exercise 10** Match the following questions with answers from the list below by writing the appropriate letter in the space provided. The questions refer to Text E.

1. Какой гарнизон участвовал в параде? \_\_\_\_\_
2. Какое звание у командующего парадом? \_\_\_\_\_
3. Когда состоялся парад? \_\_\_\_\_
4. Откуда приветствовали участников? \_\_\_\_\_

- a) 9 мая
- b) с трибуны
- c) московский
- d) генерал армии

**Exercise 11** Read the following statements, then scan Text E to see whether they are true or false. Mark the boxes accordingly.

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. Министр обороны командовал парадом.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 9 мая на параде показывали военную технику.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 9 мая состоялась мирная демонстрация.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Парад состоялся в годовщину Победы над Германией.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Участников парада приветствовал только министр обороны. | <input type="checkbox"/> | <input type="checkbox"/> |

**Exercise 12** The statements below are based on the texts and exercises in this unit. Unscramble the letters to fill in the blanks below.

1. На трибуне стояли члены \_\_\_\_\_.  
(орюбтилоп)
2. В июле День Военно-морского \_\_\_\_\_. (лфтоа)
3. День \_\_\_\_\_ (оидра) - праздник связистов.
4. Парадом командовал начальник \_\_\_\_\_.  
(рагинназо)
5. На Красной площади звучат \_\_\_\_\_.  
(тылоапсиднем)
6. 23 февраля—День \_\_\_\_\_ (востексой) армии.

**Key Vocabulary**



боевая машина	combat vehicle
военно-морской флот	navy
гарнизон	garrison
генерал-майор	major general
генерал-лейтенант	lieutenant general
генерал-полковник	colonel general
генерал армии	general of the army
герой	hero
колонна	column
командовать	to command
комитет	committee
марш	march
министр	minister
начальник	chief
оборона	defense
парад	parade
победа	victory
приказ	order
ракетные войска	missile troops
революция	revolution
руководитель	leader
товарищ	comrade

### Acronyms and Abbreviations

Политбюро ЦК КПСС  
(Политическое бюро  
Центрального Комитета  
Коммунистической  
партии Советского  
Союза)

Politburo of the CC CPSU  
(Political Bureau of the  
Central Committee of the  
Communist Party of the  
Soviet Union)



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## Workbook 1—Speaking Suggestions

### Unit 1—Military Announcements

Begin the news items by giving the class the first half of a sentence. For example:

Teacher:	Генерал посетил...
Student A:	Военные лагеря...
Teacher:	Он видел...
Student B:	Солдата на учении...
Teacher:	Учение проходило...
Student C:	В военном училище...

### Unit 2—Military Awards

- Describe this situation to your class:  
A Russian major is coming to visit your base.
- Ask your class to draw up a list of questions they would like to ask the major.
- Write the questions on the board.
- Divide the class into pairs. Ask student A to role-play the visiting Russian major, and student B to ask the questions.

### Unit 3—Military Training

- Write the following cue on the board.  
Сегодня я прочёл статью в газете о...
- Instruct student A to complete the sentence. For example the student might say:  
Сегодня я прочёл статью в газете о спорте.
- Instruct student B to take the sentence completed by student A and add to it. For example the student might say:  
Сегодня я прочёл одну статью в газете о спорте и другую о военном учении.
- Each student in the class takes a turn in building the chain, adding a different topic. The goal is to continue adding to the chain, until one of the students is unable to continue the repetition.

## Reading Workbook 1, Speaking Suggestions

### Unit 4—The Armed Forces at Leisure

Ask students to describe what they normally do in their spare time.

### Unit 5—Military Celebrations

Divide students into pairs. Give student A role card A and student B role card B.

#### Card A

You are a Russian officer who has arrived at an American base on July 3. Ask your partner for information on Independence Day celebrations in the United States.

Ask what time the celebrations start.

Ask if there is a military parade.

Ask how many people will take part in the celebrations.

Ask if there are any sports events.

Ask if your partner will take part in the sports.

Ask if the military bands will give a concert.

#### Card B

You have been asked to answer the questions of a Russian officer who is visiting your base over the July 4th holiday. Tell him that celebrations will last all day, starting with a military parade at 9 a.m. and ending with fireworks and a band concert in the evening. Explain that the whole town and base will take part in the celebrations and that you are a member of the military softball team that will be playing against the town softball team.

**Answer Key  
Unit 1**

- Exercise 1    searcher's name  
                 searcher's address  
                 military unit  
                 age  
                 description (physical)  
                 rank  
                 where and when stationed
- Exercise 2    1. E. P. Esmontov is looking for Lustin, Bannikov, and Shcherbak.  
                 2. V. F. Kuzichev is looking for Antonov, Aleksandrov, Kulchitsky, and others.  
                 3. Dubinin is looking for Pokinboroda, Pankratov, Shaposhnikov, and others.
- Exercise 3    1. 142119 г. Подольск ул. Юбилейная,  
                 34 кв. 15  
                 2. истребительный, авиационный  
                 3. В 25-ой артиллерийской бригаде 7-ой артиллерийской дивизии  
                 4. Новосибирск  
                 5. Погребков  
                 6. В. Ф. Кузичев  
                 7. 241000 г. Брянск, ул. Фокина, 70, кв. 13
- Exercise 4    recipient's name  
                 type of award  
                 military unit  
                 reason for award

## Answer Keys, Unit 1

- Exercise 5
1. Орден Красного Знамени
  2. Он из 520-го стрелкового полка
  3. Вавилов—старший инструктор
  4. Абросимов—лейтенант

Exercise 6	Adjectives	Nouns	English
	домашний	дом	home
	отдельный	отдел	sector, department
	гвардейский	гвардия	guards
	политический	политика	policy, politics

- Exercise 7
1. Головки Петру Кузьмичу
  2. Наливайко Андрею Петровичу
  3. Петренко Герману Ивановичу
  4. Давиденко Василию Семеновичу

- Exercise 8
- name of deceased
  - living family members
  - rank achieved
  - awards received
  - where deceased fought
  - age, or date of birth
  - place of birth

- Exercise 9
1. Yurii Ivanovich Sviridov.
  2. Sviridov was a pilot and a member of the Communist Party.
  3. His comrades-in-arms placed the obituary.

- Exercise 10
1. Friends and comrades
  2. With great sorrow
  3. Announce the death
  4. Express their condolences

- Exercise 11
1. Социлов, Макаров
  2. Генерал-майор

**Unit 2**

Exercise 1 captain

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

Exercise 3  
1. Попова  
2. Полковник  
3. Героя Советского Союза

Exercise 4 ✓ Попова

Exercise 5 удостоен

Exercise 6 military awards

Exercise 7  
1. орден Ленина  
орден Красного знамени  
2. a. region  
b. city  
c. village  
d. street  
e. lane  
f. house

## Answer Keys, Unit 2

3. Sverdlovskaya (region)  
Sukhoi Log (city)  
3rd Shchitovyi (lane)  
7 (house)

Exercise 8    Даниил  
                  Семен  
                  Курган  
                  Матвей  
                  Яков  
                  Леонтий  
                  Иван  
                  Григорий  
                  Андрей  
                  Павел

- Exercise 9
1. The medal is «Двадцать лет победы в Великой Отечественной войне.»
  2. The decree for this award was issued on May 7, 1965.
  3. The award was given to Yakov Mikhailovich Maslov.

**Unit 3**

- Exercise 1    1. Possible questions include:
- Where is the training taking place?
  - What units are involved?
  - How specialized or how general is this training?
  - Any special equipment involved?
  - Mention of problems encountered or successful completion?
  - Structure of goals or exercise?
  - Observers present?
2. территория                      territory  
   продемонстрировали        demonstrated  
   мобильность                    mobility
- Exercise 2    motorized riflemen  
                  signal men  
                  missilemen  
                  soldiers
- Exercise 3    навык  
                  привыкнуть  
                  отвыкнуть
- 1. Он привык к службе в армии.
  - 2. Резервист отвык от военной тренировки.
  - 3. Воины совершенствуют свои навыки.
- Exercise 4    1. artilleryman, gunner  
                  2. maximum, at most  
                  3. training
- Exercise 5    мотострелки  
                  многокилометровый  
                  тридцатиградусный



## Answer Keys, Unit 3

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

- Exercise 7
1. serviceman, warrior, soldier
  2. military (adj.)
  3. forces
  4. to wage war, to fight
  5. training
  6. training (adj.)
  7. student, pupil
  8. textbook

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

2. a. Азербайджанский военный округ  
b. Киргизский военный округ  
c. Армянский военный округ

Actually: a and c are in Закавказский военный округ  
b is in Туркестанский военный округ

- Exercise 9
1. Text C
  2. Text A
  3. Text B

## Exercise 10

Text	Who	What	Successful? Да/Нет
Text A pg. 22	N/A (Not addressed in the text)	войсковое учение	Да
Text B pg. 23	артиллеристы, мотострелки связисты ракетчики	навыки	Да
Text C pg. 25	гвардейцы	предстоит на лыжах вслед за танками совершить многокило- метровый марш	Да

Unit 4

- Exercise 1
- a. солдат  
b. гвардеец  
c. посетитель  
d. часть
  - leisure time  
relaxation  
music  
conversation  
friendship
- Exercise 2
- f
  - e
  - a
  - b
  - d
  - c
- Exercise 3
- The motorized riflemen invited Afghan officers to the "Afghan-Soviet Friendship Room."
  - Democratic Republic of Afghanistan
  - a. officers  
b. Soviet  
c. photograph, photo  
d. Afghan  
e. contingent
  - фото  
снимок
  - a. excellently  
b. excellent person  
c. to excel
- Exercise 4
- |                |              |
|----------------|--------------|
| 1. артиллерист | artilleryman |
| гвардеец       | guardsman    |
| марш           | march        |
| батарея        | battery      |
| минута         | minute       |
| аккордеон      | accordion    |
| центр          | center       |

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

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

- Exercise 6
1. Text B
  2. Text D
  3. Text A
  4. Text C

- Exercise 7
- |               |           |
|---------------|-----------|
| 1. профессор  | слушатель |
| 2. день       | вечер     |
| 3. офицер     | рядовой   |
| 4. отдых      | работа    |
| 5. поговорить | послушать |
| 6. минута     | час       |
| 7. жена       | муж       |
| 8. иногда     | часто     |

- Exercise 8
- 1) 2
  - 1
  - 4
  - 3
  - 2) maneuvers

- Exercise 9
1. товарищ
  2. музыка
  3. досуг
  4. отдых
  5. дружба
  6. гитара

Unit 5

- Exercise 1
1. Missile Troops and Artillery Day
  2. Aviation Day
  3. Radio Day
  4. Navy Day
  5. The Day of the Victory over Fascist Germany
  6. The Day of the Great October Socialist Revolution
  7. Tank Crew Day

Exercise 2 ✓ праздничный парад

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

Exercise 4

1. 3
2. 1
3. 4
4. 2

The hierarchy of generals can be very confusing. Remember that a major is higher than a lieutenant, but генерал-лейтенант is higher than генерал-майор

Exercise 5

- 5.3. C
- 5.4. B
- 5.5. D

Exercise 6

1. garrison
2. mausoleum
3. central
4. applause
5. march

Exercise 7    Октябрьский  
                  ноябрь  
                  социалистический  
                  революция  
                  парад  
                  министр  
                  генерал  
                  армия  
                  командовать  
                  дивизия

Exercise 8    1. T  
                  2. F  
                  3. T  
                  4. F

Exercise 9    Political Bureau of the Central Committee of the  
                  Communist Party of the Soviet Union

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

Exercise 11   1. F  
                  2. T  
                  3. F  
                  4. T  
                  5. F

Exercise 12   1. политбюро  
                  2. флота  
                  3. радио  
                  4. гарнизона  
                  5. аплодисменты  
                  6. советской

Answer Keys, Unit 5

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Dictionary

авиационный	aviation, air, air force (adj.)
армейский	army (adj.)
артиллерист	artilleryman
артиллерийская бригада	artillery brigade
атака	attack
батальон	battalion
батарея	battery
боевая задача	combat mission, military task
боевая техника	combat equipment
боевая учёба	combat training
боевая машина	combat vehicle
бой	combat, battle
бригада	brigade
взод	platoon
военная академия	military academy
военно-морской флот	navy
военный	military
воин	member of armed forces, serviceman, warrior
войска	forces
войсковое учение	military exercise
вооружённые силы	armed forces
выполнение	performance, execution, carrying out
выполнять	to perform, execute, carry out
гарнизон	garrison
гвардеец	guardsman
гвардейский	guards (adj.)
гвардия	guard, guards (elite troops)
генерал	general
генерал-майор	major general
генерал-лейтенант	lieutenant general
генерал-полковник	colonel general
генерал армии	general of the army
герой	hero
группа	group
дивизия	division
истребитель	fighter (aircraft)
капитан	captain
колонна	column



Reading Workbook 1, Dictionary

командир	commander
командовать	to command
комитет	committee
контингент	contingent
корпус	corps
лейтенант	lieutenant
майор	major
маневры	maneuvers
марш	march
министр	minister
медаль	medal, decoration
местность	area, region, terrain
мобильность	mobility
мотострелок	motorized rifleman
мотострелковый (взвод)	motorized rifle (adj.) (platoon)
награда	award
награждать	to award
наступать	to attack
начальник	chief
оборона	defense
однополчанин	comrade in arms
ограниченный	limited
округ (военный)	district (military)
отделение	squad
отличиться	to stand out
отличник	outstanding (soldier, student)
отличный	excellent
офицер	officer
парад	parade
победа	victory
подполковник	lieutenant colonel
подразделение	subunit
полк	regiment
полковник	colonel
прапорщик	warrant officer
приказ	order
противотанковый	antitank, antiarmor
проходить службу	to serve
ракетчик	missileman
ракетный крейсер	guided missile cruiser
ракетные войска	missile troops
революция	revolution
родина	fatherland
рота	company

рота связи	communications company
рядовой	private
руководитель	leader
салют	fireworks display
связист	signal corpsman, radio operator
связь	communications
сержант	sergeant (staff)
служба	service
сражаться	to fight (in battle)
старший сержант	senior sergeant (tech)
старший лейтенант	1st lieutenant
старшина	master sergeant
танк	tank
территория	territory
товарищ	comrade
тренировка	training
флот	fleet, navy
часть	unit
эскадрилья	squadron

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**Glossary of Acronyms and Abbreviations**

АССР (Армянская Советская Социалистическая Республика)	Armenian Soviet Socialist Republic
АССР (Азербайджанская Советская Социалистическая Республика)	Azerbaijan Soviet Socialist Republic
БССР (Белорусская Советская Социалистическая Республика)	Byelorussian Soviet Socialist Republic
г. (город)	city
д. (дом)	house
ДРА (Демократическая Республика Афганистан)	Democratic Republic of Afghanistan
кв. (квартира)	apartment
КПСС (Коммунистическая Партия Советского Союза)	The Communist Party of the Soviet Union
обл. (область)	province, region
п/о (почтовое отделение)	post office
Политбюро ЦК КПСС (Политическое бюро Центрального Комитета Коммунистической Партии Советского Союза)	Politburo of the Central Committee of the Communist Party of the Soviet Union
СССР (Союз Советских Социалистических Республик)	USSR (The Union of Soviet Socialist Republics)
ул. (улица)	street
УССР (Украинская Советская Социалистическая Республика)	Ukrainian Soviet Socialist Republic

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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 1

Read Text A and answer Questions 1–4.

#### Text A

### ОТЗОВИТЕСЬ, ФРОНТОВЫЕ ДРУЗЬЯ!

О. А. САМСОНОВ, проживающий по адресу 346680, Ростовская обл., г. Константиновск, ул. Красноармейская, 127, кв. 16, просит откликнуться однополчанина по 34-му зенитному полку И. М. Вравера.

Ю. К. ЖИТОВСКИЙ разыскивает боевых товарищей по 34-му отдельному гвардейскому минометному Шейко, Смирнова, Колодко и других. Писать по адресу: 140600, Московская обл., г. Зарайск, 2-й микрорайон, д. 2, кв. 40.

И. И. ГЕРМАКОВСКИЙ просит откликнуться сослуживцев по 183-му стрелковому полку А. Стреляева, Нусова, Семенова и других. Его адрес: 275111, Черновицкая обл., Кельменецкий р-н, с., Нелиповцы.

Н. Ф. КАРАСЕВ разыскивает боевых товарищей по 137-му горнострелковому полку Шустова, Сухова, Константинова и других. Его адрес: 356200, Ставропольский край, Шпаковский р-н, с. Шпаковское, ул. Кузьминовская, 1, кв. 2.

П. К. МАЛЕВАННЫЙ, проживающий по адресу: 173016, г. Новгород, ул. Космонавтов, 6 «а», кв. 37, просит откликнуться бывших североморцев из бригады охотников за подводными лодками И. И. Вербицкого, И. Вьяльцева, А. Уварова и других.

1. What is the main purpose of this text?
  - a. To announce military maneuvers
  - b. To find comrades-in-arms
  - c. To locate missing relatives
  - d. To announce a veterans' reunion

Reading Workbook 1, Test

2. In what city does Samsonov live?
- a. Braver
  - b. Konstantinovsk
  - c. Krasnoarmeysk
  - d. Rostov
3. The word откликнуться is best translated into English as
- a. to come.
  - b. to fly.
  - c. to telephone.
  - d. to write.
4. What did Zhitovsky specialize in while in the military?
- a. mine detection
  - b. mortar loading
  - c. rocket launching
  - d. torpedo launching

Read Text B and answer Questions 5–7.

**Text B**

Боевые друзья и товарищи с прискорбием извещают о смерти участника Великой Отечественной войны, члена КПСС с 1945 года, бывшего старшего преподавателя Московского государственного университета имени М. В. Ломоносова полковника в отставке **КОНЬКОВА** **Евгения Трофимовича** и выражают соболезнование родным и близким покойного.

5. Condolences to Konkov's relatives were expressed by
- a. comrades-in-arms.
  - b. civilian coworkers.
  - c. former students.
  - d. technical assistants.
6. According to the obituary, which of the following was NOT a part of Konkov's career?
- a. Military service
  - b. Party membership
  - c. University teaching
  - d. Volunteer work
7. What was Konkov's rank?
- a. Sergeant
  - b. Major
  - c. Colonel
  - d. General

Read Text C and answer Questions 8–10.

**Text C**

Командование, политическое управление, боевые друзья и товарищи с глубоким прискорбием извещают о смерти участника Великой Отечественной войны, члена КПСС с 1944 года, кандидата военных наук, доцента, члена Союза журналистов СССР генерал-майора в отставке **СТАЦЕНКО Игоря Демьяновича** и выражают соболезнование родным и близким покойного.



Reading Workbook 1, Test

8. Who placed the obituary?
- a. Neighbors
  - b. Relatives
  - c. Veterans
  - d. School friends
9. According to the obituary, which of the following did Statsenko participate in?
- a. The Civil War
  - b. World War I
  - c. World War II
  - d. The war in Afghanistan
10. What kind of last name does Statsenko have?
- a. Armenian
  - b. Georgian
  - c. Russian
  - d. Ukrainian

**Unit 2**

Read Text D and answer Questions 11–14.

**Text D**

В числе первых, кому довелось выполнять интернациональный долг в Республике Афганистан, был и старший лейтенант Сергей Габышев. Недавний выпускник Тюменского высшего военно-инженерного командного училища имени А. И. Прошлянова, он возглавлял подразделения и группы саперов, выделяемые для сопровождения колонн и прорывания проходов в установленных душманами заграждениях.

За умелое руководство подразделением, проявленное мужество офицер награжден орденом Красной Звезды, знаком «За разминирование».

11. Who is this passage about?
- An engineer
  - A general
  - A missileman
  - A rifleman
12. Gabyshev was awarded the Red Star for his exceptional
- leadership.
  - devotion to his international duty.
  - knowledge of military engineering.
  - resourcefulness in battle.
13. The word *разминирование* means
- torpedo launching.
  - ammunition testing.
  - mine detection.
  - missile launching.
14. The responsibilities of Gabyshev's unit in Afghanistan included which of the following?
- Installation of heavy artillery
  - Safe passage of the troops
  - Construction of military bases
  - Protection of a village

Read Text E and answer Questions 15–18.

### Text E

Да иначе и быть не могло. В части уже привыкли: все, что делает капитан Ситников, заслуживает самых высоких оценок. Его отличают профессиональное мастерство, близость к подчиненным, личная скромность, высокая исполнительность, отвага. В Республику Афганистан Виктор Владимирович прибыл зрелым офицером. В 1981 году он окончил Ульяновское высшее военное командное училище связи имени Г. К. Орджоникидзе. Несколькими годами ранее командовал радиовзводом. На афганской земле ему доверили роту.

За мужество и героизм, проявленные в боях с душманами, коммунист В. Ситников удостоен высоких государственных наград — ордена «За службу Родине в Вооруженных Силах СССР» III степени, медалей «За отвагу» и «За боевые заслуги».

Reading Workbook 1, Test

15. The main topic of this passage is Sitnikov's
- a. death.
  - b. achievements.
  - c. education.
  - d. retirement.
16. Sitnikov's father is named
- a. Ivan.
  - b. Victor.
  - c. Vladimir.
  - d. Ilya.
17. According to the passage, Sitnikov commanded
- a. a communications platoon.
  - b. an artillery squad.
  - c. a tank unit.
  - d. an infantry division.
18. Sitnikov was given an award for his
- a. bravery in battle.
  - b. technical skills.
  - c. leadership of the troops.
  - d. long service in the armed forces.

Study Figure T.1 below and answer Questions 19–20.



19. Fisher has been awarded

- a. the medal "For Courage".
- b. the medal "For Victory over Germany".
- c. the medal "For Victory over Japan".
- d. the order of the Red Banner.

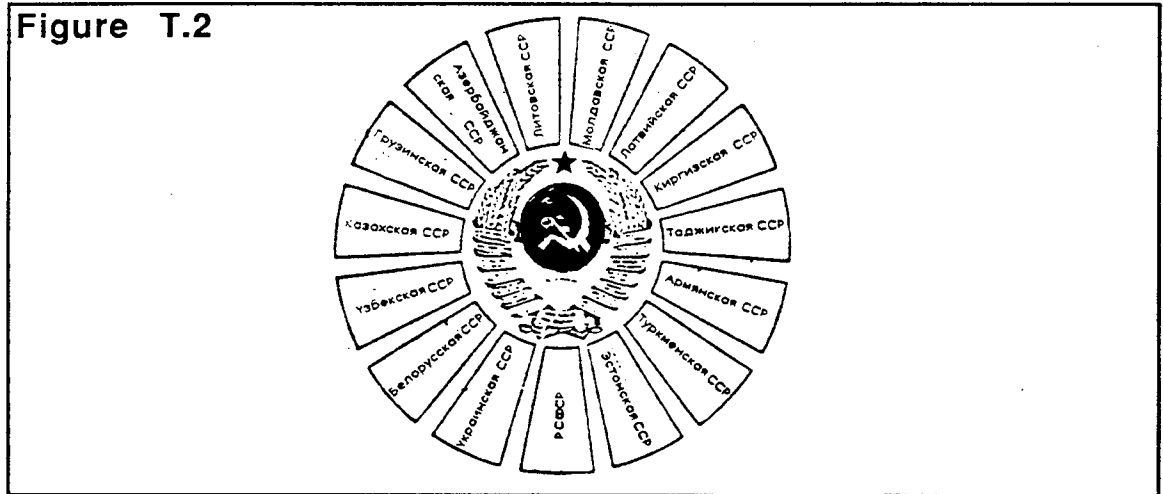
20. His award is by decree of the

- a. Ministry of Defense of the USSR.
- b. Supreme Soviet of the Russian Republic.
- c. Soviet Supreme Court.
- d. Presidium of the Supreme Soviet of the USSR.

Unit 3

Study Figure T.2 and answer Questions 21–22.

Figure T.2



21. The diagram above represents

- a. the Soviet Republics.
- b. the Socialist Federations.
- c. the Communist Republics.
- d. the Soviet capitals.

22. The acronym CCP stands for

- a. Communist Socialist Republic.
- b. Soviet Socialist Republic.
- c. Socialist United Republic.
- d. United Soviet Republic.

Read Text F and answer Questions 23–28.

**Text F**

В передовом учебном батальоне связи (ТуркВО), которым командует майор В. Семенов, курсантов учат действовать в горах в условиях, максимально приближенных к боевым. На каждом занятии воины работают с полным напряжением моральных и физических сил. Это — практический ответ будущих сержантов на ленинский завет учиться военному делу настоящим образом.

23. Which military unit is this text about?
- a. A battalion
  - b. A battery
  - c. A division
  - d. A crew
24. What is the passage about?
- a. Political indoctrination
  - b. Guerrilla warfare
  - c. Communications intelligence
  - d. Training maneuvers
25. The word приближённый is best translated as
- a. similar.
  - b. conducive.
  - c. customary.
  - d. indispensable.
26. The action described in the passage is located in the
- a. air.
  - b. sea.
  - c. mountains.
  - d. lowlands.
27. To which of the following fields do the men in Text F belong?
- a. Field gunnery
  - b. Communications
  - c. Special operations
  - d. Combat engineering

Read Text G below and answer Questions 28–30.

**Text G**

КРАСНОЗНАМЕННЫЙ СЕВЕРО-КАВКАЗСКИЙ ВОЕННЫЙ ОКРУГ. Тактическое учение, в ходе которого сделаны эти снимки, проходило в сложных климатических условиях. Особенно большая нагрузка выпала на артиллеристов, взаимодействовавших с мотострелками и танкистами. При разборе итогов учения старший начальник отметил высокую полевую выучку артиллерийского подразделения, умение личного состава быстро готовить данные для стрельбы, метко поражать цели.

28. Where is the setting of this passage?
- a. Afghanistan
  - b. Africa
  - c. the Caucasus
  - d. the Crimea
29. When did the battery demonstrate excellent skills?
- a. In tactical training
  - b. In military school
  - c. In the war in Afghanistan
  - d. On the rifle range
30. Which of the following is not mentioned in the passage?
- a. Artillerymen
  - b. Tank crewmen
  - c. Motorized riflemen
  - d. Infantrymen

Unit 4

Read Text H and answer Questions 31–35.

Text H

**Ф Е С Т И В А Л Ь  
НАРОДНОГО ТВОРЧЕСТВА**

*Большой популярностью среди моряков Краснознаменного Черноморского флота, тружеников города-героя Севастополя пользуется матросский народный эстрадный ансамбль «Волна». С творчеством самодеятельных артистов знакомы во многих странах. Недавно ансамбль вернулся с Кубы, где с большим успехом прошли его концерты. Выступал он и перед воинами ограниченного контингента советских войск в Демократической Республике Афганистан.*

31. What does this passage mainly discuss?
- A Cuban musical group
  - A Soviet folksinging group
  - An Afghan musical ensemble
  - A Soviet army band
32. The adjective *самодеятельный* refers to the performers. This means that the performers are
- state supported.
  - professionals.
  - self-supporting.
  - amateurs.
33. Who visited the concert?
- Soviet soldiers
  - Cuban sailors
  - Soviet sailors
  - Cuban soldiers



Reading Workbook 1, Test

34. According to the passage, the ensemble did not perform in
- a. Afghanistan.
  - b. Cuba.
  - c. Sevastopol.
  - d. Volgograd.
35. The pronoun он in the last sentence of Text H refers to
- a. ансамбль.
  - b. концерт.
  - c. город.
  - d. флот.

Read Text I and answer Questions 36–40.

**Text I**

*Этот полевой выход запомнится воинам взвода под командованием гвардии лейтенанта А. Костенко не только напряженными занятиями, но и таким вот сюрпризом. В короткие минуты затишья свое искусство показали участницы хореографического ансамбля «Деснянские плясуньи», что создан при гарнизонном Доме офицеров.*

36. What is the rank of the commanding officer?
- a. Lieutenant colonel
  - b. Lieutenant general
  - c. Lieutenant
  - d. Junior lieutenant
37. The work of the soldiers is described in Text I as
- a. eventful.
  - b. strenuous.
  - c. diverse.
  - d. tedious.

38. What type of surprise greeted the soldiers?

- a. A singing group
- b. A dancing group
- c. A clown troop
- d. A quartet

39. Where was the founding place of the group?

- a. The officers club
- b. The barracks
- c. The officers academy
- d. The recreation center

40. The word хореографический means

- a. dance.
- b. chronology.
- c. jazz.
- d. symphony.

Unit 5

Read Text J and answer Questions 41–45.

**Text J**      **П Р И К А З**  
начальника гарнизона города Москвы  
3 ноября 1987 г.      № 10      гор. Москва

**О ПАРАДЕ ВОЙСК 7 НОЯБРЯ 1987 ГОДА**

1. 7 ноября 1987 года в День 70-й годовщины Великой Октябрьской социалистической революции в городе Москве на Красной площади в 10 часов утра назначен парад войск Московского гарнизона.  
Парад войск будет принимать министр обороны СССР генерал армии Язов Д. Т. Командовать парадом приказано мне.

2. Командирам соединений и частей выслать линейных и вывести войска на парад по утвержденному расчету в установленное время.  
Форма одежды — парадная, зимняя, в фуражках.

3. Коменданту Московского Кремля генерал-майору Башкину Г. Д. произвести артиллерийский салют согласно данным мною указаниям.

4. Общее руководство по поддержанию порядка на Красной площади возлагаю на военного коменданта города Москвы генерал-лейтенанта Серых В. Д.

Начальник гарнизона города Москвы — командующий войсками ордена Ленина Московского военного округа генерал-полковник  
**В. АРХИПОВ**

41. All of the following aspects of the parade are discussed in the text EXCEPT
- a. the location of the parade.
  - b. the organization of the parade.
  - c. the historical significance of the parade.
  - d. the starting time of the parade.
42. The parade is being held in honor of
- a. an armistice.
  - b. all workers.
  - c. an anniversary.
  - d. veterans.

43. The parade will be commanded by
- a. the major general.
  - b. the general of the army.
  - c. the lieutenant general.
  - d. the colonel general.
44. Lieutenant General V. D. Seryxh is responsible for
- a. maintaining order.
  - b. organizing the troops.
  - c. determining the dress code.
  - d. firing the salute.
45. The adjective зимняя in Text J refers to the
- a. season.
  - b. weather.
  - c. dress code.
  - d. parade.

Read Text K and answer Questions 46–50.

**Text K**

Куранты на Спасской башне бьют 10 часов. Кандидат в члены Политбюро ЦК КПСС, министр обороны СССР генерал армии Д. Т. Язов принимает рапорт командующего парадом генерала армии К. А. Кочетова, объезжает войска, поздравляя участников парада с праздником.

Затем генерал армии Д. Т. Язов поднимается на трибуну и произносит речь.

46. The main purpose of this passage is to describe
- a. a military parade.
  - b. an award for Yazov.
  - c. national elections.
  - d. a Politburo meeting.

47. General Yazov's responsibilities include
- a. escorting the defense minister.
  - b. commanding a parade.
  - c. congratulating the troops.
  - d. accompanying Politburo members.
48. The word член means
- a. leader.
  - b. spectator.
  - c. member.
  - d. advisor.
49. Text K explicitly states all of the following as responsibilities of Yazov EXCEPT
- a. reviewing the troops.
  - b. delivering a speech.
  - c. meeting with the commander.
  - d. securing the stands.
50. Which of the following words does not belong?
- a. Праздник
  - b. Приказ
  - c. Годовщина
  - d. Парад