Teaching Listening in Russian. Instructional Materials for the Less Commonly Taught Languages.

American Council on the Teaching of Foreign Languages, Yonkers, NY.

Department of Education, Washington, DC. [93]

G008540764

112p.; For related instructional materials, see FL 020 692-693.

ACTFL Materials Center, 6 Executive Plaza, Yonkers, NY 10701-6801 (videotapes can be ordered).

Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

MF01/PC05 Plus Postage.

Broadcast Television; *Listening Comprehension; *Listening Skills; *Russian; Second Language Instruction; Second Language Learning; Skill Development; Television; Uncommonly Taught Languages; Visual Aids

IDENTIFIERS *Authentic Materials

ABSTRACT

The video-based exercises, designed at the Novice High to Intermediate High skill levels on the American Council on the Teaching of Foreign Languages language proficiency scale, are aimed at developing non-interactive listening comprehension. The tapes used contain authentic broadcast Russian. Nothing is adapted. The trick to using real Russian is not to adapt the script, but to adjust the task required of the student. Tasks are basically two types: preparatory and sensitizing. Several recommendations are made on how to plug the exercises into a curriculum: (1) students should do television exercises at home or in the language lab, not in class; (2) students should be given ungraded feedback in English; (3) students should provide feedback; (4) budget enough time; (5) make sure that students do the exercises properly; (6) students must live with the frustration of not understanding every word; (7) students should be encouraged to work together. An additional section to the student gives instructions on how to use video exercises and how they are designed to help with listening comprehension. (AB)
Instructional Materials for the Less Commonly Taught Languages

TEACHING LISTENING IN RUSSIAN

Developed by
The American Council on the Teaching of Foreign Languages
6 Executive Boulevard
Upper Level
Yonkers, N Y 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

BEST COPY AVAILABLE
CONTENTS

SUGGESTIONS TO THE INSTRUCTOR ........................................... iii
TO THE TEACHER OF READING .................................................. vi
TO THE STUDENT: HOW TO USE VIDEO EXERCISES ......................... viii

WEATHER ................................................................. 1

Сообщение о погоде 1 (Novice High) ........................................ 1
Сообщение о погоде 2 (Novice High) ........................................ 3
Сообщение о погоде 3 (Intermediate) ...................................... 7
Сообщение о погоде 4 (Intermediate High) .............................. 9

MEETINGS AND GREETINGS .................................................. 10

Прибытие Сангвинетти (Novice High) ................................. 10
Горбачев принимает посла (Novice High) .............................. 12
Шеварднадзе в Вашингтоне (Intermediate) .......................... 13
В Рейкьявике (Intermediate - Intermediate High) ........... 14

INTERNATIONAL EVENTS (Grouped thematically) ...................... 16

Панама (Novice High) ......................................................... 16
Панама (Intermediate High) ............................................... 17
Австралия (Intermediate) .................................................. 18
Австралия (Intermediate) .................................................. 19
Кампучия (Intermediate) .................................................... 20
Шульц на Ближнем Востоке (Novice High) .......................... 21
На Ближнем востоке (Intermediate) ................................... 22
На Западном берегу реки Иордан (Intermediate High) .... 23
Репортаж из Китая (Intermediate High) .............................. 24

AMERICAN DOMESTIC POLITICS ......................................... 25

Президентская предвыборная кампания (Novice High) ....... 25
О «Челленджере» (Intermediate) ........................................ 27
Американская демонстрация: часть 1 (Intermediate) ....... 27
Американская демонстрация: часть 2 (Intermediate High) 29
Мартин Лутер Кинг (Intermediate High) .............................. 30
# LISTENING COMPREHENSION: CONTENTS

## HUMAN INTEREST FEATURES

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Пэм Миллер (Novice High)</td>
<td>31</td>
</tr>
<tr>
<td>Весенний Репортаж (Novice High)</td>
<td>31</td>
</tr>
<tr>
<td>Снежный человек в Калифорнии (Intermediate)</td>
<td>32</td>
</tr>
<tr>
<td>Марш слонов (Intermediate)</td>
<td>33</td>
</tr>
<tr>
<td>Неожиданная помощь полицейским (Intermediate High)</td>
<td>33</td>
</tr>
</tbody>
</table>

## SCHOOL

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Русская речь (Novice High)</td>
<td>34</td>
</tr>
<tr>
<td>Школьная реформа (Intermediate)</td>
<td>34</td>
</tr>
<tr>
<td>Школа на колесах (Intermediate High)</td>
<td>36</td>
</tr>
<tr>
<td>Школьные совхозы (Intermediate High)</td>
<td>38</td>
</tr>
</tbody>
</table>

## SPORTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Фристайл (Novice High)</td>
<td>40</td>
</tr>
<tr>
<td>Клуб в Белгороде (Intermediate)</td>
<td>41</td>
</tr>
<tr>
<td>Слова тренера (Intermediate)</td>
<td>41</td>
</tr>
<tr>
<td>Футбол (Intermediate High)</td>
<td>42</td>
</tr>
</tbody>
</table>

## CULTURAL EVENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Советская выставка (Novice High)</td>
<td>43</td>
</tr>
<tr>
<td>Фестиваль в Берлине (Intermediate)</td>
<td>43</td>
</tr>
<tr>
<td>Опера «Черевички» (Intermediate High)</td>
<td>44</td>
</tr>
</tbody>
</table>

## CONSUMER GOODS AND SERVICES

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Товары из Вьетнама (Novice High)</td>
<td>47</td>
</tr>
<tr>
<td>Шоу в Берлине (Novice High)</td>
<td>47</td>
</tr>
<tr>
<td>Новый журнал мод (Novice High)</td>
<td>48</td>
</tr>
<tr>
<td>Концерт (Intermediate)</td>
<td>49</td>
</tr>
<tr>
<td>Армянская обувь (Intermediate)</td>
<td>50</td>
</tr>
<tr>
<td>Хлеб для каждого из нас (Intermediate High)</td>
<td>51</td>
</tr>
<tr>
<td>Чай (Intermediate High)</td>
<td>51</td>
</tr>
<tr>
<td>Фруктовые добавки (Advanced)</td>
<td>52</td>
</tr>
<tr>
<td>Аптечное управление Москвы (Advanced)</td>
<td>57</td>
</tr>
</tbody>
</table>

## FEATURE FILM

This section contains exercises on Большая перемена, a three-hour feature film in four parts. Using the exercises students at the Intermediate level can understand and enjoy the film.
SUGGESTIONS TO THE INSTRUCTOR

The present video-based exercises are aimed at developing non-interactive listening comprehension, or more specifically, understanding authentic broadcast television. I have chosen such a specific goal for two reasons. The first derives from an oft-forgotten axiom: let technology do what it can do best. Instructional video is television's own flesh and blood. What better use for FL video than as a resource for teaching students to understand what is said over the world's most widespread and influential medium of communication in the language at hand? Second, precisely because television is the medium it is, learning to understand what it is saying and how it is saying it is in and of itself an important goal.

The thinking behind the various exercises is explained in the student introduction (in the following section). However, I would summarize the main points as follows:

*Everything on tape is authentic broadcast Russian.* Nothing is adapted. The trick to using real Russian is not to adapt the script, but to adjust the task required of the student. Tasks are basically of two types: preparatory and sensitizing.

**Preparatory exercises** focus the students' attention on what will be said in advance, helping them to predict what they will hear and what to look for. Most common among such items are background points, preparatory questions, and vocabulary lists.

**Sensitizing exercises** help students to get accustomed to what they have heard so that they will be able to understand similarly constructed items in the future. Such exercises involve recombining elements of the report on which they are currently working. These include word searches, cloze dictation and deriving meaning from context.

There is no "best" way to plug these exercises into a curriculum, but I would make several basic recommendations:

1. **Students should do television exercises at home or in the language lab, not in class.** I recommend that students read all the exercises first and then go to the language lab where they can work at their own pace.
2. **Give students ungraded feedback in English.** In a number of institutions the instructor assigns a due date for a set of exercises. That due date is set aside for class discussion of the exercises in English. At that time, the instructor covers each of the exercises one by one, finding out how much the class was able to do on its own. This activity is informal in nature and not graded, except as to whether or not students attempted the work.

I strongly recommend that the instructor review the exercises in English. These are not speaking exercises. Rather, students are learning to comprehend media-authentic scripts read at levels far beyond their ability to communicate. Asking students who speak at the Novice and Intermediate levels to comment in detail in the target language interferes with the goal of teaching audio comprehension and widening cultural horizons. Discussion in English encourages student inquisitiveness into the cultural backdrop (with both big and small "C") of the reports.

I recommend that the informal atmosphere of class discussion also extend to correction of specific student answers, especially where grammatical accuracy is neither the prime goal, nor within the students' grasp. For example, in a cloze exercise where the correct answer is состоялось, students should not be told that they got the wrong answer if they shout out состоялись. After all, the point of such a drill is to give students an ability to recognize that expression, not to put it into their active vocabulary. It is probably most helpful if the instructor gives an encouraging response to any lexically correct guess, noting the correct morphological form only in passing.

3. **Get feedback from students.** Find out which scripts and exercises were enjoyable, difficult, and boring. Be aware that the easiest scripts are usually the most boring. Students are usually willing to spend a great deal of time with difficult, but interesting material.

4. **Budget enough time.** Assume that students will listen to each script four or five times to complete the accompanying exercises. Therefore a ten-minute tape may encompass up to an hour of time in the lab watching and writing down answers. Such an investment of time requires a cutback in some other form of homework. Students sour on any novelty that adds to the workload without balancing out somewhere else.
5. **Make sure that students do the exercises properly.**
   Students are strongly advised in the introduction to read all the exercises pertaining to a video segment *aloud* with an attentive ear to stress and reduction before turning on the television. This prepares students to hear what they expect to hear. A student who expects to hear [п'ятнадцать] will *not* hear [п'ятнадцать]. Where stress and reduction can be expected to create serious problems (mostly in numbers) pronunciation is given in brackets informally, not in strict transcription, but in a form the student can understand intuitively (e.g. п'ятнадцать becomes [п'ятнадцать], not [p'it'i]).

6. **Students must learn to live with the frustration of not understanding every word.** In many cases students go through years of language training without once meeting a word that they are not expected to know already or to look up in a glossary. In these exercises students must be made aware that they will not recognize most of what they will be hearing. Indeed, the main goal of the exercises is to teach students to "run on empty," that is, to pull some sort of information by whatever means possible, even when ninety percent of the script is obscure.

   In one instance after another, students who are prepared for the *linguistic* frustration respond enthusiastically to the opportunity to watch something that is real.

7. **Encourage students to work together.** These exercises are viewed as a novel and interesting ungraded activity. Weaker students have been found to learn effectively from strong students. In addition, the video setup in most language laboratories (with only two or three monitors to go around) makes working together a necessity.

   While my goal is to lay the basis for comprehension strategy, no less noble a goal is that of allowing students a view into the media of another society, one radically different from our own. It is the promise of that glimpse that brings students flocking into the language laboratory.

   Richard M. Robin
LISTENING COMPREHENSION: TO THE TEACHER

TO THE TEACHER OF READING

The comparison of television as the medium of communication for the end of the twentieth century to print at the beginning is ever popular. Indeed, from a methodological point of view many teachers come to listening proficiency after a positive experience working in reading proficiency.

However, I pull back from the analogy, if not for philosophical considerations, then because analogies between listening and reading comprehension as receptive skills are quite common but somewhat misleading. Written texts do not force linearity on their readers, thus providing a number of important options. As a reader I can skim for a general overview and scan for specific information. I may need information only from the fourth paragraph. If I fail to understand what I read there, I have a good chance of filling in the contextual blanks by leisurely referring to the first sentence of the second or third paragraph.

As a listener I have none of those possibilities, unless my text is recorded. Even then, the process of rewinding is far more cumbersome than looking up or over to a preceding paragraph. In fact, if listeners are at all comparable to readers, then they are the readers standing in Times Square making out the glittering banner headlines rolling from right to left on the building above: they must read as fast as the headlines roll, using whatever context they can catch on the fly.

Because the skills involved in listening are so different from those used in reading, the exercises for listening must also differ. The oral script is usually structurally simpler than the written text. But the listener must grasp it immediately, and in chunks. Therefore notions of "pretext" and "post-text" exercises as they apply to reading lose much of their meaning and must be recast.

A good example is the very useful pretext exercise for reading in which the text is made into a real-life experience (e.g. "Read the weather map and decide if you need to take a coat.") Readers need only look for the information they need. In most cases, useless information, the advertisement below the weather map, for instance, can be discarded instantly. But listeners have the added task of deciding what information out of the flow of speech (if any) is useful. That skill must be trained, and that training to a large extent dwarfs the
original real-life task. For that reason "real-life" tasks in the listening exercises that follow are at a minimum.\footnote{Another reason for the sparsity of "real-life exercises" is that so many students' study of Russian is career related. The need to retell information (for example the weather in Moscow) is as important as the need to apply it (deciding on what to wear).}

Another commonly used advanced organizer in reading centers around background knowledge as the basis for prediction as to the content of the upcoming text: "Write down what you know about Ukrainian cooking, and what you expect to find out. Then check to see if you were correct." Again, readers have the luxury of treating the text at hand as if it were a checklist. Listeners do not. A much more useful "advanced organizer" for listeners is one which tells them what the upcoming script is about and points them in the correct direction with specific information to find out.

Post-text exercises are replaced with what one might call language sensitizing exercises. Students are given tasks which will help them approach similar scripts in the future. These include exercises which force a "close" listening to the text for word searches or cloze dictation.

The field of teaching listening for proficiency is still quite young. But it is an exciting one, both for the teacher, methodologically, and for the students, as a window onto the social, political, and cultural fabric of the country whose language they are learning.
LISTENING COMPREHENSION: TO THE STUDENT

TO THE STUDENT
HOW TO USE VIDEO EXERCISES

Listening to unadapted standard spoken Russian for useful information is not a traditional part of the initial stage of learning. Nevertheless, the ability to follow discourse on general topics at normal rates of speed is becoming an increasingly demanded skill even for students at the beginning level. The exercises in this packet are designed to help increase that skill. However, before you start work, please read this introduction carefully. A great deal of your progress depends not only on how much work you do, but on how you approach it.

The broadcasts to which these exercises are keyed is authentic. They were originally broadcast for Russians living in the Soviet Union, and not for foreign language students. Nothing has been simplified for the language learner. You will find that you will be able to understand only a small part of what you watch. These exercises are there to help bridge some of the gaps in your comprehension, but more importantly, they will help you to develop listening strategies that will guide you around the gaps, so that you do not succumb to the frustration of not understanding every word.

The only specifically lexical prerequisite needed to begin work on this volume is a solid listening command of numbers in the nominative case.

We are asking you to listen to the broadcasts for specific content. You may be asked to look for particular bits of information in each item, or to give a general idea on what the item was about. Some exercises are designed to sensitize your ear to similar such items in the future. Whatever the task set, it is important to know what you will be looking for. For this reason we want you to read through the accompanying exercises for a given item before you watch it. Before you put the tape in the machine, complete the following steps:

1. Read through all the exercises on a given item before you watch the tape. Read all the words and their English definitions aloud. Understanding is largely a matter of predicting what is about to be said. Reading the exercises first helps you make those predictions. Pay particular attention to the place of stress. If you misread сторона (stress on the a) "side" as [сторона], you will not understand the word when you hear it. We cannot emphasize
enough the importance of practicing out loud. You will be listening and watching the tape, not reading it, and trying to switch from the screen to this book and back again while the language whizzes by will be of little use.

2. Pace your work. You may have to watch each item several times before you can complete a given assignment. Spread the work out. Listening for comprehension is tiring, and listening in concentrated doses does not produce the desired results. Spend a reasonable amount of time and complete as many of the related assignments as possible. Then, later, move on to the next part. You should not listen to a given segment more than four or five times.

3. Nearly every segment contains new words. The word lists are meant to help you understand more. They are not expected to become part of your active vocabulary immediately. Words are glossed only as needed to understand that particular part of the tape.

4. On the other hand, we hope that you will learn words passively. You will not be asked to memorize lists. Complete the exercises as required, and the new words will become part of your listening vocabulary little by little.

5. Each of the exercises has a specific purpose. It helps to know why you are doing what you are doing.

The exercises that prepare you to listen to the following item include:

(a) CONTENT QUESTIONS. Questions prepare you to listen for both what is important in an item as well as what you are capable of understanding. Part of comprehension is not only knowing what was said, but also whether it was important to have understood it. The questions concentrate your attention on what you will need to know.

(b) WORD LISTS. Reading word lists in advance also helps you predict what you will hear by providing key items. In many cases words are listed not because you do not know them, but because you may not expect them in the context given.
(c) CLOZE PREDICTION. Cloze exercises are fill-in-the-blank exercises with nothing below the blank. At times you will be asked to predict what the speaker will say BEFORE you watch the broadcast. Once again, a large part of the art of comprehension is predicting what will be said. For example, you have no problem understanding the following short item precisely because you can predict what will be said:

Three people were killed in the tragedy and five more were seriously _________________. The names of the victims are being withheld pending notification of next of ________________. The president of the company that owns the amusement park said he would have no ________________ until he consulted with the company's lawyer.

Other exercises not only help you predict what you will hear; they are designed to sensitize your ear to similar texts to come. They include:

(d) WORD SEARCHES. You will be asked to find words in a segment of the tape. In some cases you will be asked to guess their meaning from context. In other exercises you will be asked to determine whether or not certain words were used.

(e) CLOZE DICTATION. These fill-in-the-blank exercises present you with texts taken directly from the tape or sentences which closely resemble those from the tape. Filling in the blanks familiarizes you with high-frequency items that you are likely to meet again soon.

6. Use your knowledge of the real world to help you predict what will be said. It should come as no surprise that Nicaraguan contras are described as terrorists and bandits, while Moslem militias in Lebanon are "national patriotic forces."

Following the procedures outlined above will help you increase your listening proficiency in authentic Russian. Once again we remind you that this is an extremely difficult task, and that some frustration will be inevitable. The exercises are designed to help you make some sense of what you are hearing. As you become more used to listening over extended
periods of time you will find that the exercises become shorter. Indeed, we have our sights set on that day when the only question for a given item will be "What was said in this report?"

In addition to these purely linguistic goals we hope that you will gain further insight into how Soviet television presents the world to its viewers.
<table>
<thead>
<tr>
<th>Level</th>
<th>NOVICE HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>WEATHER (p. 1)</td>
</tr>
</tbody>
</table>
Weather forecasts are usually a good way to start listening to a foreign language for "real" information. You almost always want to know what the weather is going to be, and even if you don't know the words, the weather map makes things clear enough. Still, a few exercises will get you started listening in addition to watching.

**WEATHER**

A. Know what to expect. Listening to weather reports is essentially listening to numbers and place names, and weather conditions. Let's start by getting acquainted with weather terms. Listen to the weather forecast and check off the words given below as you hear them:

- солнечная погода - sunny weather
- снегопад - snowfall
- дождь - rainfall
- туман - fog
- ветер - wind
- облака - clouds
- анти-циклон - high pressure system
- 7-12 (градусов) мороза 7 to 12 below Centigrade
- от ноля [наля] до пяти [пятï] градусов тепла - from 0 to 5 above Centigrade
- облачная погода - cloudy weather
- пасмурно - overcast
- осадки - precipitation
- метели - snowstorms; blizzards
- слабые морозы - light freeze
- грозы - thunderstorms
B. Now figure out what places are being talked about. Circle the names on the map mentioned in the weather report.
A. Temperatures and numbers. All temperatures are reported in Centigrade. But don't start digging out the old $5/9 + 32$ formula; you won't have time to use it. It's best to start thinking in Centigrade. Take a look at the scale below:

- 40 -> body temperature
- 35
- 30 -> New York, Washington in July
- 25 -> Jump in! The water's fine. Moscow in July
- 20 -> Room temperature.
- 15 -> Moscow in late May; San Francisco year round
- 10 -> April in St. Louis; May in Leningrad
- 5 -> October in New England and Moscow
- 0 -> Water freezes
- 5
- 10 -> Your car battery is probably dead
- 15
- 20 -> 0 degrees F
B. Numbers in genitive. It is not enough to recognize numbers in the nominative case. Genitive is often used. Read the examples below out loud. Pay attention to stress and reduction, particularly to those forms indicated in the phonetic brackets.

тёма [нали]
одного
двух
трёх
четырёх
пятн [пить]
шести
семи
восьми
девятн [дивити]
десяти [дисити]
однадцать, двенадцать ... шестнадцать
двадцать, двадцать двух, двадцать пять [двацати пить]

C. Now listen to the weather report for the following numbers in genitive case:

0, 5, 16, 25

D. Now watch the segment again and locate the following words:

на северу - in the north
прохладная погода - cool weather
на северо-востоке - in the northeast
в западном и центральных областях - in western and central areas
дождь - rain
ветер - wind
грозы - thunderstorms
на западе - in the west
на востоке - in the east
заморозки - frost
на юге - in the south
на нижней Волге - on the lower Volga
переменная облачность - partly cloudy
без осадков - without precipitation
... градусов тепла - ... degrees above zero
... градусов мороза - ... degrees below zero
E. Now listen to the broadcast once again and fill in the blanks with the missing words.

1. Завтра четырнадцатого мая на ____________________ территория страны сохраняется ______________ погода.

2. В западном и ______________ областях кратковременные __________________ и ______________, усиление ветра.

3. В Белоруссии 21 - 26 градусов __________________, на ______________ около шестнадцати.

4. На Украине 21 и 27. В __________________ областях кратковременные ______________ и __________, усиление ветра.

5. Завтра на __________________ Казахстана ожидаются ______________.

6. На __________________ республики ночью 5 - 10 градусов __________________, днём от ______________ до плюс ______________.
7. В центральном районе европейской части России плюс 17 – 22, ночью на севере ______________________ до минус ______________________.

8. В центральном черноземном районе также 17 – 22 градуса, на ______________________ до плюс ______________________.
A. Look at the weather report and match the regions mentioned on the map on the next page.

Ва́ренцево море
Ла́твия
Ли́тва
Эстония
Белоруссия

Україна
Центральний чорноземний район
Кавка́зкие го́ры
Араратская доли́на
Пово́жье

B. Now check for the following conditions in the areas listed:

<table>
<thead>
<tr>
<th>место</th>
<th>солище</th>
<th>туман</th>
<th>облачность</th>
<th>дождь (оса́дки)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Латвия, Литва, Эстония</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Украина</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Кавказ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Поволжье</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Москва</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Note that the big circled "H" at the top of the map in the broadcast stands for низкое давление or LOW pressure.
TEACHING
LISTENING
IN
RUSSIAN

Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

INTERMEDIATE HIGH
WEATHER 4 (p. 9)
Find the following places on the map and give the weather conditions expected for each of them: southern Kuril Islands, northern Amursk oblast, central Yakutia, northern Kamchatka.
Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

NOVICE HIGH / INTERMEDIATE

**1**   INTERMEDIATE-HIGH

**2**   MEETINGS & GREETINGS 1 & 2 (p. 10)

3 (p. 13)

4 (p. 14)
The following reports are typical of the "meetings and greetings" genre so prevalent in the Soviet press. At first glance, they appear to be rather dry, if not outright boring, reports on which heads of state met which other heads of state. But Sovietologists find a gold mine of information in such coverage. The Soviet press is very protocol conscious, and the kind of coverage given to such events provides direct evidence as to who is up, down, or sideways in the world of politics and diplomacy. So here's your chance to play Senior Analyst and to get some practice in listening for the names of people and places along the way.

ПРИБЫТИЕ САНГУНИЕТТИ

A. Watch this report with the following questions in mind:

1. What country is Julio Sanguinetti from?
2. Who met Sanguinetti at Vnukovo airport?
3. The armed forces were mentioned. What part did they play?
4. With whom did Sanguinetti conduct talks?

B. Listen for these phrases in the report:

с официальным визитом - on an official visit
(кто) прибыл (куда) - so-and-so arrived at such-and-such a place
по приглашению (кого) - upon the invitation of so-and-so
советское правительство - Soviet government
Президиум Верховного Совета СССР - Presidium of the Supreme Soviet
(кто) встретил (кого-что) so-and-so met so-and-so
с супругой - accompanied by his wife
официальные лица - officials
вооружённые силы СССР - Soviet armed forces
были исполнены государственные гимны - the national anthems were played
tоржественная церемония - official ceremony
почтенный - honor[ific] (guard, member, motorcade)
транспаранты - placards, banners
состались переговоры (межу кем и кем) - negotiations (between x and y) took place

Был проведен обмен мнениями - There was an exchange of opinions
C. Now fill in the blanks according to the report. Note that where necessary the grammatical endings have been provided, and some of the sentences are slightly reworded.

Сегодня в Москву ________ on an official visit ________ президента республики. Он ________ arrived находится в нашей стране ________ at the invitation of ________ the Soviet ________ government ________ official figures завершилась ________ The official ceremony ________ прохождением ________ honor ________ беседа ________ there took place ________ между президентом республики и министром иностранных дел.
A. Watch the report with the following questions in mind:

1. What country is the newly arrived ambassador from?
2. Whose greetings did the ambassador convey to Gorbachev?
3. How were the talks characterized?
4. Which one of the following issues was discussed:
   a. nuclear proliferation
   b. Soviet-Indian relations
   c. new trade deals
5. To whom did Gorbachev convey his greetings?

B. Watch for the following words, and then fill in the blanks below:

посол (кого - послá) - ambassador
личное послáние - personal message
состоялся (состоялась, состоялось) there was held; took place
беседа - talks; negotiations
в духе (чего) in the spirit (of...)
на высшем уровне - at the summit level
международный - international
C. Now fill in the blanks below.

Сегодня М.С. Горбачёв принял __________________________ the ambassador
_________________________ в СССР, который вручил личное
of India
_________________________ премьер-министра. Состоялась
message
краткая __________________________ в традиционном ________
talk
доверия и дружбы. Обсуждены ____________________________, связанные
issues
с регулярным характером советско-индийского ______________________
dialogue
_________________________ и international

A. Review the words given for the two previous exercises. Then watch the report for this information, using what you already know from the American press:

1. When did Shevardnadze arrive in Washington?
2. How often are meetings at this level now occurring?
3. Why have there been so many meetings?
4. With whom did Shevardnadze meet?
5. Who was at the airport to meet the Soviet foreign minister besides the diplomats?
6. What previous meeting laid the groundwork for this one?
7. What future meeting was mentioned?
8. When do the official negotiations begin?
B. In addition to the words given in the previous two exercises, you may need these:

еже- prefix meaning "every" plus a time expression: ежедневный - daily; еженедельный, ежемесячный, ежегодный
dоговор - treaty
стратегические наступательные вооружения - strategic offensive weapons
масса = много
встреча на высшем уровне - summit meeting

Remember that Shevardnadze is Soviet Georgian, not Russian. If you listen carefully, you may hear an accent.

В РЕЙКЯВИКЕ (I) Intermediate - Intermediate High

A. Listen to the report immediately following the statement above.

1. Whom did Gorbachev visit after his arrival?
2. How was that visit characterized?
3. Who was at the meeting?

B. Fill in the blanks as given in the broadcast.

В ходе беседы, прошедшей в __________ __________.
состоялся __________ __________ по __________
__________________ ____________, связанным с угрозой
____________ ____________. С обеих сторон отмечалось,
что советско-исландские отношения ________________
______________ на взаимовыгодной основе.
A. Listen to the following report, broadcast on the eve of the negotiations.

1. What does the Soviet initiative demonstrate, according to this report?
2. Who is playing a leading role in the preparatory work for the negotiations?
3. What is said about some of the questions posed by Western journalists?
4. How is the native population reacting to the upcoming negotiations?

B. Useful words: Determine whether or not the following expressions were used in this segment of the report:

эксперты
учёные
общественные деятели
демонстранты
враждебный - hostile
dеловая обстановка
вызвывать интерес (у кого) - to arouse (someone’s) interest
либерализация
обращение к руководителям - appeal (petition) to the leaders
иметь важное значение - to have important meaning, to be of great significance
прекращение гонки вооружений - halt to the arms race
переговоры в верхах - summit meeting
встреча на высшем уровне = переговоры в верхах
судьбы (pl. судьбы) мира
ядерное безумие - nuclear insanity
INTERNATIONAL EVENTS

If you know something about Soviet foreign policy and you keep up with world events, the following international news in the Soviet media can be easier than, say, listening to someone dictate road directions, even though the vocabulary is more complicated. The trick is putting two and two together and predicting what is going to be said before you hear it. For instance, one might expect to hear a heavy anti-American political slant in reports on Nicaragua or Korea. On the other hand, reports about national celebrations in countries which are not currently hot-spots, such as Belgium, can be expected to be reported without commentary. You might expect the same objective reporting in reports about major natural disasters.

ПАНАМА

Novice High

A. This report is about U.S. policy towards Noriega before negotiations were started with the Panamanian government. Do you believe that this report will have a slant? If so, will it be for or against Noriega?

B. Watch the report for the following words and match their meanings. Then decide whether you were right about the point of view of the report.

во́енные манё́вры
бое́вая подгото́вка
внутренние дела́
на́совые нанифеста́ции
национа́льный суверенитёт

drug war
internal affairs
maneuvers
mass demonstrations
military preparedness
national dignity
national sovereignty

C. Вмешательство means interference. In what context was it used in this report?
Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

INTERMEDIATE HIGH
INTERNATIONAL EVENTS 2 (p. 17)
A. Watch the report and answer the questions:

1. What sort of protest is being described?
2. Does this report indicate Soviet support for Noriega or the opposition?
3. Who, according to the report, joined the attempt to oust Noriega?

B. Words you will need. Use context, as well as what you already know about the events in Panama, to figure out the meanings of the following words so that you can match them up:

чрезвычайное положение
внешательство
tак называемый
крестовый поход
забастовка
хозяйственная жизнь
уйти в отставку
военный мятеж
(военного мятежа [нитях])
повышение квалификации

a. advanced training
b. bloodletting
c. coup
d. crusade
e. economic situation
f. interference
g. resign
h. so called
i. state of emergency
j. strike
k. strongman
Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

INTERNATIONAL EVENTS (p. 18)
A. Watch the report with these questions in mind:

1. What country is this report from?
2. How many people lost their lives?
3. How many received injuries?
4. What cities did the railway in question connect?

B. Country Abbreviations: НР usually stands for Народная Республика. ДР stands for Демократическая Республика. On that basis what countries do the following abbreviations stand for? The capitals should give you some hints:

<table>
<thead>
<tr>
<th>Country Abbreviation</th>
<th>Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>КНР</td>
<td>Пекин</td>
</tr>
<tr>
<td>ПНР</td>
<td>Варшава</td>
</tr>
<tr>
<td>НРБ</td>
<td>София</td>
</tr>
<tr>
<td>МНР</td>
<td>Улан Батор</td>
</tr>
<tr>
<td>КНДР</td>
<td>Пхеньян</td>
</tr>
<tr>
<td>ДРВ</td>
<td>Ханой</td>
</tr>
<tr>
<td>ГДР</td>
<td>Берлин</td>
</tr>
</tbody>
</table>

C. If you do not already know them, figure out the following words by context.

сто человек погибло
сто человек получили ранения
A. Watch this report and answer the following questions:

1. What festivity took place in Australia?
2. What was the date of the event?
3. What famous author was quoted?
4. What is "До́ра га длино́й двéсти лет"? When is it available?

B. In what context were the following things said?

по сло́вам ве́лыйко́го путе́шественника и писа́теля...
э́тот край са́мый лю́бопы́тный на земно́м ша́ре...

C. Find out the meanings of these words from context:

бё́лые посе́лёнцы
пробле́мы совре́менной Австра́лии
теле́фи́льм

D. Television schedules: Moscow has four television channels: пе́рвая программа, втора́я программа, тре́тья программа, че́твертая программа. All times (for all parts of the country) are quoted in Moscow time according to the 24-hour clock. What channel and time were named in this report?
A. This report is on Kampuchea (formally Cambodia). In the 1970s Kampuchea went through a bloody civil war followed by a campaign of genocide carried out by Pol Pot. Pol Pot was later deposed by invading Vietnamese forces, who presently rule Kampuchea. Before watching the report, decide which side the Soviets support. Then see if you are right.

B. Watch the report and decide whether the statements below are true or false:

1. This report is from the Kampuchean capital.
2. Pol Pot’s military forces are still active here.
3. The people interviewed are defectors from Pol Pot’s forces.
4. Which factors did the interviewees mention? (True-false for each):
   ( ) lack of food    ( ) disease    ( ) many defeats
   ( ) natural disasters    ( ) hopelessness
   ( ) desertion    ( ) low wages    ( ) religious intolerance

C. Useful words:

оста́тки - remainder
в насто́йшее время́ - at the present time
противостоя́ть полити́ке нацио́нального примире́ния - oppose the policy of national reconciliation
пошла́ на убыль - has decreased
полторы́ (тысячы́) one and a half (thousand). Masc. - полтора́:
полтора́ миллио́на, полтора́ часа, полтора́ неде́ли
dобровольно́ - voluntarily
обста́новка - situation (cf. circum + stance)
продовольстие́е cf. продовольственны́й магази́н
пора́жение not =/= победа
воевать против - to fight against

D. Listen to the tape once again. In what context were the following numbers given?

90  3  200  1500  30
Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

NOVICE HIGH/INTERMEDIATE
INTERNATIONAL EVENTS 6 (p. 21)
INTERNATIONAL EVENTS 7 (p. 22)
A. This report is on Secretary of State George Schultz's shuttle diplomacy in the Middle East. Identify the countries he is reported to be visiting on the map below:

B. The following words will be useful in this report:

госсекретарь ← государственный секретарь
прибыл - arrived
Ближний Восток - Middle East. (Remember that as far as the USSR is concerned, those countries are "near.")

C. Ever since the Egypt and Israel signed the Camp David peace treaty in 1978, the Soviet Union has viewed U.S.-Egyptian relations with suspicion. The Soviets joined the rest of the Arab world in vehement denunciations of the separate peace initiative. See if you can identify the word used to describe the "separate course" that Egypt has taken.
D. The report goes on to state that Schultz's visit prompted a protest strike. Which of the following words did you hear in this part of the report?

- Palestinian uprising
- West Bank of the Jordan
- Iran-Iraq War
- protest strike
- firearms
- tear gas
- negotiations between...
- thrown behind bars

A. This is a report about the West Bank. Before you watch the report, decide what sorts of things Soviet television might say.

B. Based on this report find out how to say:

1. Two were killed and dozens were injured in the course of punitive operations by Israeli occupiers on occupied Arab lands.

2. Tens of injured were thrown behind bars.

C. Useful words:

- punitive
- occupied
- throw behind bars
TEACHING LISTENING IN RUSSIAN

Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

INTERMEDIATE/INTERMEDIATE-HIGH
INTERNATIONAL EVENTS (p. 23)
A. Now listen to the report for factual information. Which statements did you hear?

____ In Jerusalem demonstrators threw rocks and bottles at Israeli military vehicles.

____ Arab students in Gaza demanded an immediate end to the occupation.

____ The Israelis have started using lethal force against rock throwers.

____ According to some witnesses the Israelis are using chemical weapons.

____ Israel has placed Arab provocateurs under house arrest.

B. Use this report to find out how to say:

in the eastern sector of Jerusalem
Israeli military vehicles

C. Useful words:

столкновение - clash
потребовать (потребую, потребуешь) - demand
немедленный immediate
прекращение - halt
применять против населения - use against the population
вещество - substance
A. Listen to the report. Use your own knowledge, the words from the two reports on the Middle East above, as well as those given below, to construct the events of this report.

компáртия Китáя
Тибéтский автонóмный райóн
беспорáдки - riots
сéпаратíст
революциóнные лóзунги - revolutionary slogans
cóтни a hundred: usually plural - cóтни
мóнáх - monk
рабóтники обществéнной безопаснóсти - public security workers
(a euphemism for whom?)
принять решительные мéры - take decisive measures
погиб - died
получить ранéние - to be injured
If you know something about Soviet policy towards the United States, and you keep up with current events, the following American domestic news in the Soviet media can be easier than, say, listening to someone dictate road directions, even though the vocabulary is more complicated. The trick is putting two and two together and predicting what is going to be said before you hear it. For instance, one might expect to hear lengthy, favorable reports on peace marches or anti-poverty protests. On the other hand, reports about election campaigns can be surprisingly free of editorial comment. Such is also the case for natural disasters.

Президентская предвыборная кампания

The tasks set could be rated Intermediate if this report is viewed long after the primaries mentioned below have taken place. The Novice rating is based on the context provided by the listener's familiarity with the events mentioned.

A. Watch the report to confirm your information on Super Tuesday. Keep in mind that the report was filed on the eve of the primaries.

1. Who was cited as being the Republican front-runner?
2. Who is after the front-runner in the Republican race?
3. How many states will hold primaries on Super Tuesday?
4. How many Southern states will take part?
5. What percentage of the vote do the polls give Dole?
6. Who, according to the report, is the Democratic front-runner?
B. Which of the following phrases was applied to which candidate?

___ Bush  a. наиболее вероятный победитель
___ Dole  b. занявший второе место
___ Dukakis
___ Jackson

C. Genitive of numbers: review and amplification. As you have seen, numbers read in reports often appear in cases other than nominative. Review the forms for numbers one through ten below, as well as eleven through twenty.

Note that the нáдцати ending will probably sound as if all of the unstressed vowels are missing: [нaцти].

Read the numbers out loud, paying attention to stress and vowel reduction.

dвух  однáдцати
трéх  тринáдцати
четырёх  четвáрнадцати
пяти  [пятй]  пятнáдцати  [пятнaцти]
шесть  шестнáдцати
семь  семнáдцати
восьмь  [вaсмй]  восемнáдцати  [вaсмaцти]
девять  [девяти]  девятнáдцати  [девятнaцти]
десять  [дeсяти]
Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

UNIT INTERMEDIATE

UNIT AMERICAN DOMESTIC POLITICS 2 & 3

(p. 27)
In this report Soviet viewers learn of new evidence which showed that the Challenger cockpit remained intact until impact. Watch the report and find out the meanings of these words:

облодкки
океанское дно Корабль был поднят с океанского дна.
свидетельствовать (о том, что...)
бортовой отсек
при падении в океан
взрыв Кабина почти не пострадала от взрыва.
корабль морского использования
аварийная эвакуация

АМЕРИКАНСКАЯ ДЕМОНСТРАЦИЯ (1-ОЕ СООБЩЕНИЕ) Intermediate

Listen to the report with the following questions in mind.
1. What was this demonstration about?
2. How long was the chain that stretched across the country?
3. How many people took part in San Francisco?
4. How is "Hands Across America" translated into Russian?

You will find the following words useful:
бездна = нищета
взять за руки
образовать - to form
цепь - chain
лозунг - slogan
рука об руку - hand in hand
C. Now fill in the blanks below:

Грандиозная манифестация по замыслам ее организаторов должна _________ в внимание к растущей в США _________.

attract  poverty

______________ прелюдией к манифестации стала эта

original

dемонстрация в Сан-Франциско. В ней _________ ________

took part

tысячи людей.
TEACHING LISTENING IN RUSSIAN

Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

INTERMEDIATE HIGH

AMERICAN DOMESTIC POLITICS 4 (p. 29)

5 (p. 30)
A. Watch the second report and answer the questions.

1. Where did this report originate?
2. According to the report what has the administration done with spending that might have gone to the homeless and hungry?
3. Who besides ordinary citizens took part in the demonstration?
4. Which of the two reports has more editorial content?

B. Note the following new words in the broadcast:

бедняк (мн. ч. беднякі) [бедникі]
gолодна́щий
бездо́мный
у́ровень (мн. ч. у́ровни) - level
рекордный : рекордные низкие уровни.
сре́дства - means, resources (often financial)
рё́зко - sharply
сокра́щён (сокращён) < сократитьь - to cut off, to eliminate
лицемерие - hypocrisy

C. Now determine which of these statements were part of the report.

1. No demonstration, no matter how dramatic, can take the place of stable government aid to the poor.
2. Americans have given up hope in the Administration's desire to help the poor.
3. The Soviet Union sent a special delegation to support the Hands Across America project.
4. The number of poor people has increased by five million.
5. There are presently about 4 million poor people in the U.S.
LISTENING COMPREHENSION: AMERICAN DOMESTIC POLITICS

A. Listen to the coverage of the anniversary of the assassination of Martin Luther King. Keep these questions in mind:

1. What specifics were given about King's philosophy and dream?
2. What evidence does the commentator cite that there have been changes?
3. What, according to the commentator, suggests that there is much that has not changed?
4. What statistic is cited for black poverty versus white poverty?

B. Which statement best sums up the overall viewpoint of this report:

a. Black "progress" is mostly a farce and a sham.
b. Despite progress, King's dream has not been realized.
c. Despite economic disparity, blacks are now successful.
d. Blacks have the white establishment on the run.

C. The following phrases played key roles in the text. In what context were they used?

ненасильственное дёйствие
острова нищеты в океане изобилия
преуспевающий
влияние в конгрессе
предвыборная кампания
цвет кожи
расовый
напряжённость
преступность
безработица
законы признаны
More and more Soviet newscasts have come to use what one might call "happy news" as fillers, usually towards the end of the program. The reports that follow are not only fun, but also comprehensible without too much extra help from the exercises.

**Pam Miller**

Novice High

A. Watch the report and answer the questions:

1. What does Pam Miller do for a living?
2. What state is she from?
3. What meal is she seen serving here?
4. How old is she?
5. What does Pam Miller say about her "customers"?

**Весенний Репортаж**

Novice High

Note that this report comes immediately before the weather for Moscow.

A. Watch the report and pick the main point:

a. The weather affects people's health.
b. New consumer products are now available.
c. It's important to keep smiling.
d. Never expect something for nothing.

B. Give at least one form of the Russian word used in the report on which you based your conclusion.
LISTENING COMPREHENSION: HUMAN INTEREST FEATURES

A. Watch this report:

1. Where was the snowman built?
2. How tall was it?
3. How long did it take to build?
4. Why was it built?

B. Numbers in genitive case. In standard prose knowing the genitive of numbers is as important as knowing the nominative. Read the following numbers out loud and determine if any were used in the report. Bracketed figures remind you of the importance of vowel reduction.

одногó
двух
трёх
четырёх
пяти
шести
семи
восьми
девяти
десяти
одиннадцати
dвена́дцати...
dвадцати
двадцати одного
двадцати двух
тридцати
тридцати пяти
сорокá
пятйдесяти
шестьдесят
семьдесят
восьмидесяти
dевяноста
stа

Numbers are used in genitive after words such as

более - more than
менее - less than
около - approximately
свыше - greater than

and in other constructions requiring genitive case.
Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

TVM
INTERMEDIATE HIGH

THEME
HUMAN INTEREST FEATURES 5 (p. 33)
LISTENING COMPREHENSION: HUMAN INTEREST FEATURES

МАРШ СЛОНОВ

Intermediate

Answer the questions based on the report below. A superficial knowledge of ancient history will come in handy.

1. What is the route of these elephants through the Alps?
2. How long is the route?
3. What march is being reinacted?
4. In what year did the original march take place?

НЕОЖИДАННАЯ ПОМОЩЬ ПОЛИЦЕЙСКИМ

Intermediate High

A. Watch the report to find out the following:

1. Where did this report take place?
2. What network was the helicopter reporter from?
3. How did the reporter learn of the crime?
4. How did the reporter stop the bank robber?
5. What happened to the bank robber?

B. The following words should help:

преступник - criminal
вертолёт - helicopter
съёмочная группа - camera crew
грабитель - robber
изменить курс - change course
безнадёжно отстали - lagged hopelessly behind
рискованный манёвр - risky maneuver
Instructional Materials for the Less Commonly Taught Languages

TEACHING
LISTENING
IN
RUSSIAN

Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

UNIT 1: NOVICE HIGH/INTERMEDIATE

UNIT 2: SCHOOL 1 (p. 34)

SCHOOL 2 (p. 36)
«Русская речь» "Russian Speech" is a program dedicated to the Russian language. Today's program tells about foreign students at the Plekhanov Technical Institute taking their first Russian courses in the USSR.

A. Watch this report with the following questions in mind.

1. The broadcast opens quoting a foreign student. He is from...
   a. Angola.
   b. Laos.
   c. Vietnam.
   d. Cuba.

2. He is now studying in...
   a. his home country.
   b. an unnamed socialist country.
   c. an institute in Moscow.
   d. an institute in Tashkent.

3. What year of studies is he in?
   a. First.
   b. Second.
   c. Third.
   d. Fourth.

4. What is his field?
   a. Agriculture.
   b. Automation.
   c. Machine tools.
   d. Transportation.
5. How many years has he been in the USSR?
   a. One.
   b. Two.
   c. Three.
   d. Four.

6. The main idea of the letters is...
   a. "I love studying Russian."
   b. "The USSR has given me excellent training."
   c. "I want to improve my reading skills."
   d. "Most scientific literature is published in Russian."

B. Watch the report and find the following words:

- имени - named after
- институт имени Пушкина
- иностранный - foreign
- кафедра - department (of a college)
- образование - education
- помощь - aid
- редкость - rarity
- ЭВМ = электронно-вычислительная машина - computer

C. Now fill in the blanks from the broadcast. The grammatical endings have already been supplied:

В разных __________ах нашей __________ы обучаются __________е студенты. Будущие __________ы,
__________и, __________ы, __________я сво________________е в СССР ________________ют с изучения __________________о __________________а. В __________ом ______________е народного хозяйства ________________ Плеханова ________________ студенты пятидесяти национальностей. На ________________ преподавателям приходит __________________ая техника:
The following report is about the end of the school term after the first year of the Soviet's academic reform. One of the main features of the reform is that children will now be starting school at age six, as opposed to age seven. This change was first tried out in a number of schools for the 1984-85 academic year.

### A. Listen to the report with the following questions in mind.

1. Soviet schools bear numbers, not names. What is this school's number?
2. How many letters did the children know at the beginning of the year?
3. How high could they count?
4. What does the teacher say at the end of the year: how high can the children count? How much can they read and write?
5. The reporter asks the vice-principal whether the children have gotten used to going to school. Have they?
B. Genitive of numbers: review and amplification. Read the numbers out loud. Bracketed figures remind you of the importance of vowel reduction.

двух
трёх
чёрных
пятн
шестн
семн
восьмн
девятн
десяtn
одиннадцатн
двадцатн
тридцатн
сорокн
пятнадцатн
шестьнадцатн
семнадцатн
восьмнадцатн
девятнадцатн
ста
двухсот

(The rest of the teens add an unstressed -н).

C. More on numbers: age descriptions. Read these forms aloud:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>двухлетний</td>
<td>двухлетка</td>
</tr>
<tr>
<td>трёхлетний</td>
<td>трёхлетка</td>
</tr>
<tr>
<td>четырёхлетний</td>
<td>четырёхлетка</td>
</tr>
<tr>
<td>пятилетний</td>
<td>пятилетка</td>
</tr>
<tr>
<td>шестилетний</td>
<td>шестилетка</td>
</tr>
<tr>
<td>семилетний</td>
<td>семилетка</td>
</tr>
<tr>
<td>восьмилетний</td>
<td>восьмилетка</td>
</tr>
<tr>
<td>девятилетний</td>
<td>девятилетка</td>
</tr>
<tr>
<td>десятилетний</td>
<td>десятилетка</td>
</tr>
</tbody>
</table>

D. Listen to the school report again, and look for these words and phrases:

э́́вуч - vice principal
занима́ться с усpéхом - to do well in school
ме́сяц
прави́ло правописа́ния - spelling rule
привы́кнуть (они привы́кли)
умéть счита́ть
ухо́дить о́т мáмы
учéник, учени́ки = шко́льник, шко́льники
TEACHING
LISTENING
IN
RUSSIAN

Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

68
A. Watch the report and answer the questions:

1. What, according to the teacher interviewed, are the benefits of the computer bus?
2. What surprised the reporter?
3. What advantage are the children said to have over adults?
4. Why are busses used to teach computer technology?
5. Who else uses the bus to teach computer skills?

B. Which of the following synonyms were used?

1. сказать правду, на самом деле, по сути дела,
2. овладевают, учатся
3. изумил, поразил, удивил
4. достали, получили, купили, приобрели
5. оказывают финансовую поддержку, оплачивают расходы, платят за

C. Use the broadcast to fill in the blanks:

Жители этого небольшого ____________ уже привыкли к village
это школе ____________. Внешне этот автобус ничем не on wheels differs
от других, но это школьный класс по компьютерной техники. ____________ опыт показывает, Positive
что ЭВМ помогает ученикам решать ____________ задачи. Но complicated
как-то не верилось, что ребята так спокойно ____________ c deal
такими ____________ шинами.
A. Watch the report for the following information.

1. Where is this report from?
2. How many such schools are there?
3. What grades are the students in?
4. What are they learning to do?
5. How long is their work schedule?
6. How much are they paid? What do they have to do with the money? When does it become theirs?

B. Professional functions. Which of the following professional functions are the students taught to fulfill? Which jobs are considered нецелесообразно for them?

C. Use the tape to find out how to say the following in Russian:

- technology of on-the-job safety -
- experienced specialist -
- final exams (for graduation) -
TEACHING LISTENING IN RUSSIAN

Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

LEVEL NOVICE HIGH
THEME SPORTS 1 (p. 40)
Understanding sports reporters in nearly any foreign language is difficult. Sportscasters the world over seem to be afraid that if they don’t speak fast enough, they won’t get paid. Nevertheless, the accompanying video, as well as knowing in advance what you are listening for, will help you sort out what’s what.

**ФРИСТАЙЛ**

**Novice High**

A. Watch the report with these questions in mind:

1. Who won the freestyle competition? What was the winner’s nationality?
2. Where was the competition held?
3. Name one other person named in the competition.

B. Watch for these words:

- прыжок на льжах - ski-jump
- поворот на -- градусов - (x)-degree turn
- показать (прижок, результат, и т.д.) - in sports: "That was so-and so’s jump, score, etc." Такой прыжок показала Ни́на Поли́щук - That was Nina Polishchuk’s jump.
- кубок мира - world cup
- мастер (мастеров) - world class athlete
- сальто - summersault
LISTENING COMPREHENSION: SPORTS

A. Watch this report for the following information:

1. What do people who belong to a клуб любителей зака́ливания do for fun?
2. How old is this club?

B. Here are some words you may need:

любители зака́ливания - cold water enthusiasts
морж - walrus: коли́чество моржей растёт

СЛОВА ТРЕНЕРА

A. Watch the report and answer these questions.

1. What sport is reported on?
2. What title did the Soviet all-star (сбо́рная) team win?
3. Against whom did they play?
4. Summarize the coach’s remarks.

B. What do the following words mean?

период
ничья (2:2)
забить шайбу
трёнер
болельщик - «Я хочу сказать нашим дорогим болельщикам, что мы поставили перед собой задачу и её выполнили».
TEACHING
LISTENING
IN
RUSSIAN

Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

[CONTENT]

INTERMEDIATE HIGH

SPORTS 4 (p. 42)
A. Watch the report and answer the questions:

1. Who won the soccer match? Who lost? What was said about the victory?
2. Name four other teams involved in the world soccer championship.
3. Where did the tennis match take place? Why was this match of particular interest to Soviet viewers?
4. In which country did the equestrian competition take place?

B. Sports terminology - review. In which sentences were the following words used:

болельщик
спо́рник
забивать / забить гол
нарушение правил
тайн
сборная
ничья
ко́нный спор́т
TEACHING LISTENING IN RUSSIAN

Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

NOVICE HIGH/INTERMEDIATE

CULTURAL EVENTS 1 (p. 43)

2 (p. 44)
CULTURAL EVENTS

The Soviet media is filled with reports of cultural events: film festivals, theater openings, museum exhibits, and so on.

SOBETSKAYA VYSTAVKA

A. The following report is on the Soviet Union's participation in Japan's Expo-85. The newscaster reports that today is the Soviet Union's "national day" at Expo. The vice-chairman of the Council of Ministers led the Soviet delegation. Expo's planners took special note of the USSR's participation in the exhibition, pointing out Soviet contributions to science and technology. The speaker said he hoped that the exhibit would promote Soviet-Japanese relations. A Soviet dance group performed afterwards. The newscaster adds that Expo's main theme is "Man, the environment and the use of science and technology." Some facts and figures about the exhibit are then cited.

B. Which of the following words did you hear in the broadcast?

- во главе с - led by
- выставка - exhibition
- дружба
- Горбачёв
- народы - peoples; nations
- наука
- национальный день
- песня
- профсоюз
- совет министров
- танец
- тёхника
- торжественный
- угроза ядерный войн
- церемония
- является - "is"
C. Now answer the following questions on facts and figures. In previous exercises you came across some numbers in the nominative case. You will now need to be familiar with these numbers in genitive. Note the place of stress:

<table>
<thead>
<tr>
<th>Два</th>
<th>Двух</th>
</tr>
</thead>
<tbody>
<tr>
<td>Три</td>
<td>Трёх</td>
</tr>
<tr>
<td>Четыре</td>
<td>Четырёх</td>
</tr>
<tr>
<td>Пять</td>
<td>Пяти [пяти]</td>
</tr>
<tr>
<td>Шесть</td>
<td>Шести</td>
</tr>
<tr>
<td>Семь</td>
<td>Семи</td>
</tr>
<tr>
<td>Восемь</td>
<td>Восьмь [восьмь]</td>
</tr>
<tr>
<td>Девять</td>
<td>Девяти [девяти]</td>
</tr>
<tr>
<td>Десять</td>
<td>Десяти [девяти]</td>
</tr>
</tbody>
</table>

1. How many months has Expo-85 been open?
2. How many people have been to Expo during that time?
3. How many people have been in the Soviet pavilion?

ФЕСТИВАЛЬ В БЕРЛИНЕ

Intermediate

A. Listen to the following two reports from Berlin. Keep the following questions in mind.

1. What does ГДР stand for?
2. A Soviet delegation headed by Grishin has arrived in Berlin for a celebration. What is the occasion?
3. Four Soviet groups will be performing in Berlin. Look at the list and pick the groups which were actually mentioned in the broadcast:

(a) The Bolshoi Opera  (b) USSR State Symphony
(c) Taganka Theater  (d) The Raikin Comedy Team
(e) Aleksandrov Army Chorus  (f) Leningrad Music Hall
(g) Acrobats and gymnasts  (h) Circus performers

4. What exhibits will NOT be seen:

(a) sculpture  (b) film  (c) architecture  (d) books
B. More number practice. Read the genitive case of these numbers aloud. Note the place of stress:

<table>
<thead>
<tr>
<th>Number</th>
<th>Genitive Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>сто</td>
<td>ста</td>
</tr>
<tr>
<td>двести</td>
<td>двухсот</td>
</tr>
<tr>
<td>трьста</td>
<td>трёхсот</td>
</tr>
<tr>
<td>четвёрста</td>
<td>четвёрхсот</td>
</tr>
<tr>
<td>пятьсот [пятьсот]</td>
<td>пятысот [пятисот]</td>
</tr>
<tr>
<td>шестьсот</td>
<td>шестисот</td>
</tr>
<tr>
<td>семьсот</td>
<td>семисот</td>
</tr>
<tr>
<td>восемьсот [восемьсот]</td>
<td>восьмисот [восьмисот]</td>
</tr>
<tr>
<td>девятьсот [девятьсот]</td>
<td>девятисот [девятисот]</td>
</tr>
<tr>
<td>тысяч [тысяча] or [тысяча]</td>
<td>'тысячи', 'тысяч' [тысяч-чи], [тысяч]</td>
</tr>
<tr>
<td>Note also сотни</td>
<td>&quot;hundreds of...&quot;</td>
</tr>
</tbody>
</table>

Now fill in the blanks following the report from Berlin:

В течение ________________ дней советские мастера искусств дадут в Берлине и в других городах ГДР более ________________ концертов. С их спектаклями, выступлениями на концертах, часть которых будет транслироваться по телевидению, познакомятся ________________ тысяч трудящихся ГДР.... В эти минуты, когда идёт программа «Время», в большом зале дворца,мещающем ________________ зрителей, начинается праздничный концерт....
Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

INTERMEDIATE HIGH

CULTURAL EVENTS 3 (p. 46)
A. Watch the report and answer these questions.

1. Who wrote the music for the opera?
2. Which best characterizes this work: fantasy, tragedy, social commentary, or polemic?
3. From what author's work is the story line taken?
4. Whom did the director ask to participate in the performance?

B. Would you be interested in seeing this performance? Why or why not?
TEACHING LISTENING IN RUSSIAN

Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

LEVEL NOVICE HIGH

THKN II CONSUMER GOODS AND SERVICES 1 (p. 47)

2 (p. 48)

3 (p. 49)
In recent years Soviet television has devoted more and more time to discussion of the consumer economy. Fashion, food, and alcohol are prominent in media discussions. How do you imagine the Soviet media handle each of these topics? Watch the reports below, and do the exercises given. Keep an eye out for whether your expectations of what you will see and hear matches what is shown.

ТОВАРЫ ИЗ ВЬЕТНАМА  

A. Watch this report to find out:

1. What product does Vietnam ship to the USSR?
2. At which two times of the year is there a high demand for this product?
3. What other products does Vietnam produce for the Soviet women’s market?

B. Use context to pick the meanings of these words:

гвоздика: carnation  violet  houseplant  lilac
швейник: exporter  florist  fruitgrower  clothesmaker
A. Watch this report to find out:

1. What sort of show was this?
2. How many participants were there?
3. How big was the audience?

B. Russian has a number of words for competition. Determine which ones you heard in this report:

__ состязание - contest; game
__ соревнование - contest; competition (in sports, for example)
__ конкурс - competition (for a place in college, for instance)
__ конкуренция - process which describes конкурс

C. Hundreds and thousands: Review. As you have seen, numbers play a large part in any televised report. Review the numbers of tens, hundreds, and thousands out loud. Pay attention to stress and reduction problems. Particularly tricky areas are indicated in phonetic brackets.

**TENS**

dвадцать
трёдцать
сорок
пятьдесят [пидисят]
шестьдесят [шецедист]
семьдесят [сёндисит]
восемьдесят [восэндисит]
девяносто [девиноста]
сто

dве́сть
трёста
четы́реста
пятьсот [питьсот]
шестьсот
семьсот
восемьсот [васинсот]
девятьсот [дивитсот]
тысяча [тысича]

dве́ ты́сячи [ты́счи]
три ты́сячи "
четы́ре ты́сячи "
пять ты́сяч [ты́сич]
шесть ты́сяч "
семь ты́сяч "
восемь ты́сяч "
dевять ты́сяч "

dе́сь ты́сяч "

---

Novice High

---

85
A. This report is about the reshaping of a new fashion magazine. Watch the report for the following information:

1. Fashion houses from a number of cities were represented at the opening for this magazine. What cities were represented?

2. How many copies of each issue will be printed?

3. Which one of the following statements did you hear in the report?

   a. Since the new offices for the magazine will be located on Kuznetsky Most, Kuznetsky Most will become the street of Soviet fashion.

   b. The magazine will be hiring reporters from France, Italy, and America to do fashion reviews.

   c. Vogue and Glamour will be establishing editorial offices in Moscow to bring word of Soviet fashion to the United States.

B. Key phrases:

   Журнал существует уже более сорок лет - The magazine has existed for over 40 years.

   Совершенно изменилась его концепция - It's concept has changed entirely.

   модель (она) design, pattern (not "model" like Christie Brinkley) издаваться ... тиражом - to be published with a circulation of ... copies

   удвоится - will double
TEACHING LISTENING IN RUSSIAN

Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

UNIT INTERMEDIATE

UNIT CONSUMER GOODS AND SERVICES (p. 50)
A. Watch the report to find out:

1. Where did the concert take place?
2. What is everybody celebrating?
3. The report notes that Soviet trading firms participated in the events for the first time. What are some of their names?
4. What sorts of items were displayed?
5. What does the Czech rock star wish for all women?
6. Where is singer Radig Pomentes from?

B. Use the report to find out how to say:

new clothing designs
the best dressed man in the hall
I wish all our women happiness and love

C. Prizes for performances - Note these words:

викирйна - quiz contest
аукционы - auction
победитель - winner
лауреат - winner
обладатель «гран при» - winner of the Gran Prix
конкурс - contest
заслуженный артист - title given to award-winning performers
участник фестиваля - festival participant
соревнование - competition
соревновался, соревновался - compete

D. Holiday Greetings:

Поздравляю (кого-что с чем): Поздравляю вас с праздником!
Жела́ть / пожела́ть (кону чего): Жела́ю вам счастья!
A. This report touts the quality of shoes produced by a Yerevan factory. Listen for the following information. Then determine whether the report was essentially upbeat or critical.

1. What is special about the factory that produces these shoes?
2. How long has this operation been in business?
3. At what trade fair are these shoes to go on display?
4. How many designs are displayed?
5. How many shoes does this factory turn out in an average month?
6. How many new designs are produced per week?
7. What is the maximum number of shoes produced for an individual design?
8. What is the brand name of the shoes produced here?
9. What countries have become partners in this Yerevan operation?
10. The shoe production here was 700,000 last year. What is the goal set for the end of the five-year plan?

B. Shoetown words:

обувь (она: чего- обуви) - footwear
сапожный - adj. for shoemaking: сапожное искусство - the cobbler's art
сапожник - cobbler; shoemaker
санг (они: санги) - boot
пара (чего) - pair

C. Other words you will need for this report:

ярмарка - trade fair
модель (она) - design; pattern
(Not model like Christie Brinkley)
марка - brand name
зарубежный - foreign
пятилетка [пятилетка] - five year plan
D. Practice with numbers in genitive. Review:

As you can see from this report, numbers in newscasts are given mostly in the genitive because they occur in constructions such as:

<table>
<thead>
<tr>
<th>PREPOSITION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>около - approximately</td>
<td>около двухсот машин</td>
</tr>
<tr>
<td>свыше (более) - more than</td>
<td>свыше трёх миллионов рублей</td>
</tr>
<tr>
<td>ниже (менее) - less than</td>
<td>менее пятисот человек</td>
</tr>
<tr>
<td>до - as much (many) as</td>
<td>до двадцати пяти градусов</td>
</tr>
<tr>
<td>из (от, с) - from</td>
<td>из семидесяти пяти стран</td>
</tr>
</tbody>
</table>

Note that a number in genitive (or any other declined case) declines for every digit: "of 55" = пятидесяти пяти.

In many cases there is a stress shift, and that leads to severe vowel reduction, which is noted below in brackets. It is important to practice the reduction because if you do not expect to hear it, you will miss the number on tape.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>одномого, одной</td>
<td>шести</td>
<td>сений</td>
</tr>
<tr>
<td>двух</td>
<td></td>
<td>восьмыи [васьныи]</td>
</tr>
<tr>
<td>трёх</td>
<td></td>
<td>девятый [дивитый]</td>
</tr>
<tr>
<td>четырёх</td>
<td></td>
<td>десяти [диситый]</td>
</tr>
<tr>
<td>пяти [пяти]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teens:
Drop -ъ and add -н. Don’t change the stress:
одиннадцати, двенадцати, etc.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>двадцати [двацятый]</td>
<td>шестидесяти [шьстидиситый]</td>
<td></td>
</tr>
<tr>
<td>тридцати [трицятый]</td>
<td>сенидесятй [семициситый]</td>
<td></td>
</tr>
<tr>
<td>сорок [сорака]</td>
<td>восьмидесяти [васьмыдиситый]</td>
<td></td>
</tr>
<tr>
<td>пятидесяти [пятидиситый]</td>
<td>девяноста [дивиноста]</td>
<td></td>
</tr>
</tbody>
</table>

Hundreds:
ста, двухсот, трёхсот, четырёхсот, пятисот, шестисот, семисот, восьмисот, девяносто

Thousands:
тысячи, двух тысяч, трёх тысяч, четырёх тысяч, пяти тысяч, etc.
LISTENING COMPREHENSION: CONSUMER GOODS AND SERVICES

Millions:
миллиона, двух миллионов, пяти миллионов, etc.

Billions:
миллиарда, двух миллиардов, трёх миллиардов, etc.

A. Watch this report on bakeries, and answer the questions.

1. Who had complained about poor bread quality?
2. What corrective measures were taken in Saratov?
3. What problem remains in the Moscow area?
4. What was the complaint in Volgograd?
5. Summarize the comments of the speakers interviewed:
   Speaker 1 (white-haired man):
   Speaker 2 (man with glasses):
   Speaker 3 (one of two young women):
   Speaker 4 (older white-haired woman):
   Speaker 5 (woman with glasses):
6. What were some of the reasons the manager gave for the poor selection?
7. What did the commentator have to say about the distinction made between хлебные отделы and буличные?

B. What do the following words mean?

пекарня -
буличная -
хлебный отдел (магазина)
C. Use context to figure out the meanings of the following statements:

1. Представители хлебо-пекарной промышленности сообщают, что по просьбе покупателей проводятся большая работа по увеличению хлебо-булочных изделий малой массы, которые пользуются повышенным спросом.

2. Этот хлеб пользуется очень маленьким спросом со стороны покупателей.

3. Основная причина жалоб покупателей — нечеткая работа хлебозаводов.

4. Хлеб нормальный, но ближе к вечеру, хлеба нет.

5. В первую очередь снабжаются все булочные, и лишь после — хлебные отделы.

D. Abbreviations with -ком. Contemporary Russian is filled with word abbreviations. Some of the most common end in -ком. In this report you heard the store manager report that she had written to the executive committee of the city of Volgograd. Listen for how to say "executive committee" in Russian and then figure out the meanings of these committees:

райкому -
паркому -
месткому -

E. Synonyms: which word in each of the following groups of synonyms was used?

1. в своё время, когда-то в прошлом
2. ничего не купив, с пустыми руками
3. неплохой, нормальный, приличный
4. администратор, директор, заведующий
5. начальство, руководство, управление
Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

INTERMEDIATE HIGH

CONSUMER GOODS AND SERVICES (p. 55)
LISTENING COMPREHENSION: CONSUMER GOODS AND SERVICES

A. Listen to the report and find out:

1. What part of the country is this report from?
2. How much of the country’s tea does the area mentioned produce?
3. How are people encouraged to drink tea?
4. What is served in the disco bar?
5. What has happened to the sale of alcoholic beverages since this project was undertaken?
6. What products have taken up the slack of alcohol sales?

B. Note the following words:

(сколько) приходит на долю (чего) - So-and-so accounts for x amount: «60 процентов приходит на долю этого района».
убирать - to grow (a crop)
поколение - generation
трезвый
чабрец - thyme
мята - mint
трава - herbs; grass
ягода
плод (плоды) - fruit(s)
многолюдно = много народу
обстановка - surroundings
способствовать (чему) - encourage (+ abstract noun)
сокращение - cut-back > сокращать(ся) / сократить(ся)
C. Now fill in the blanks. Use the report you just listened to as a model.

1. Более сорока процентов производства _______ ________ ________ этот района.

2. Традиции, которые связаны с производством чая передаются из ________ ________ в ________ ________.

3. Этот чай заваривается с чебрецом, с мятой и с другими ________ ________, придающими напитку неповторимый вкус.

4. В уютной по домашнему ________ ________ можно поговорить с друзьями или просто отдохнуть.

5. Инициативность, настойчивость, поиск работников торговли немало способствовал ________ ________ употреблению в городе алкогольных ________ ________.
Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

TVI: ADVANCED

TVII: CONSUMER GOODS AND SERVICES (p. 57)
This report is about an exhibition on fruit additives set up by Gosagroprom, the state agricultural industrial organization.

A. Watch the report and answer the questions.

1. What is the main point of the report?
   a. Fruit additives result in healthier, more cheaply processed foods.
   b. Manufacturers can best use fruit for non-alcoholic products.
   c. New food processing methods permit a wider variety of preserves.
   d. Consumers should switch from sugar and starch desserts to fruit.

2. What is the one critical aspect of the report?
   a. The new products have not received wide distribution.
   b. People steadfastly refuse to buy the new products.
   c. The new products have been improperly packaged.
   d. The new products are good for you but unappetizing.

3. Who was not represented at the exhibit?
   b. The dairy, bread, and meat industries.
   c. Food processors from the USSR republics.
   d. The Soviet Ministry of Trade.

C. Useful words

<table>
<thead>
<tr>
<th>Russian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>порошок - powder mix</td>
<td></td>
</tr>
<tr>
<td>сырье - raw products</td>
<td></td>
</tr>
<tr>
<td>новинка - novelty</td>
<td></td>
</tr>
<tr>
<td>сокращать / сократить - to cut back</td>
<td></td>
</tr>
<tr>
<td>спирт - alcohol</td>
<td></td>
</tr>
<tr>
<td>тесто - dough</td>
<td></td>
</tr>
<tr>
<td>научно-исследовательский институт (НИИ) - research institute</td>
<td></td>
</tr>
<tr>
<td>общественное питание - public nutrition</td>
<td></td>
</tr>
<tr>
<td>изделие - food product</td>
<td></td>
</tr>
</tbody>
</table>
D. Find out how to say the following in Russian:

- milk products -
- fruit additives -
- berry additives -
- candy manufacturers -
- applesauce -

АПТЕЧНОЕ УПРАВЛЕНИЕ МОСКВЫ Advanced

A. Watch the report for the following information:

1. Name one of the things that the reporter complains about in his piece on the Moscow pharmaceutical distribution center.
2. What does the director say about how much longer this situation is likely to continue?
3. Why isn’t the distribution center automated?

B. Words you will need:

- склад (на складе) - warehouse
- подсобное помещение - basement housing
- вьве́ска - sign
- ощущение - feeling
- плечевой - deplorable
- временный - temporary
- Моссо́вет - Moscow City Council
- служба э́дравохра́нения - health services

C. In what contexts were the following expressions used?

Ра́зве вознё́жна в такой тесноте́ автоматиза́ция произво́дства? 
A это СТОЛИЧНОЕ аптекоуправление!
Первое ощущение было "не туда попа́ли".
Хотелось бы вь́сказать наде́жду на то, что рассмо́трен будет вопро́с, чтобы мы всенепе со слу́жбой э́дравохра́нения были как-то ря́дом.
Instructional Materials for the Less Commonly Taught Languages

TEACHING LISTENING IN RUSSIAN

Developed by the American Council on the Teaching of Foreign Languages
6 Executive Boulevard; Upper Level, Yonkers, NY 10701

Under a grant from the U.S. Department of Education
Grant # G008540764
Isabelle Kaplan, Project Director

Russian Committee:
Irene Thompson, Coordinator, George Washington University
Joanna Robin, George Washington University
Richard Robin, George Washington University

ITEM INTERMEDIATE
ITEM FEATURE FILM (p. 59)
The Soviet film industry, after years of dedication to revolutionary fervor (as personified by Sergei Eisenstein, Pudovkin and Dovzhenko in the early period of Soviet power) began to feel comfortable with the notion of commercial filmmaking in the 1970s. A prime example of such a commercial film is «Большая переменя», produced by Mosfilm for Soviet television in 1974.

Большая переменя is no cinematic tour de force. But it is enjoyable and easy to follow even with a minimum amount of comprehension skills. As in the exercises that you have done before, do not try to understand every word. Do only what is asked of you. Use the pictures on the screen and the context of the situation to help you along. And enjoy!

БОЛЬШАЯ ПЕРЕМЕНА, ЧАСТЬ I

Большая переменя is a popular 1974 made-for-television movie, set in a Southern Russian industrial city. The hero, Нестор Петрович Северов, is a brilliant college graduate who becomes an adult education teacher. As you will see, the adults in his class are really just grown-up children.

In Part I, Nestor takes his graduate entrance exams. Keep in mind that graduate study in the Soviet Union is taken much more seriously than in the United States, and competition for the handful of slots in each institution is fierce. Entrance exams are oral. Graduate degrees are also taken more seriously. The degree of кандидат наук is more prestigious than our master’s degree, but not quite equivalent to an American doctorate. A доктор наук, however, has completed the most rigorous of requirements, including a published dissertation. The degree is awarded to few and is practically unattainable before the onset of middle age.

The other characters you will meet in Part I are профессор Виктор Иванович Волосюк, Полина, and Ваня. As you watch the film, determine what role each plays.
A. As you watch the film keep the following questions in mind.

1. What sort of student is Néstor?
2. What is Vanya's relationship to Polina? Does it change?
3. What "line" does Néstor use to introduce himself to Polina?
4. How far along is Néstor in his studies?
5. What is Néstor's major?
6. Polina calls Vanya. Where does she tell him to meet her?
7. What is the surprise in store for Vanya?
8. Why is Polina at the institute on the day of Néstor's exam?
9. Is Néstor worried about the outcome of the exam?
10. What form does the exam take?
11. What exchange takes place between Polina and Professor Volosyuk?
12. Volosyuk tells Nestor: Истина (truth) дороже. What is the outcome of the exam?
13. In its narrow meaning наука is usually translated as science. Is that meaning appropriate in this film?
14. What happens to the relationship between Nestor and Polina after the exam?
15. What does Polina say about Vanya as a friend?

B. You will find the following phrases helpful:

Разрешите вам восхищаться - Allow me to compliment you...
Вы меня достойны - You are worthy of me.
древние славяне - ancient Slavs
салон для новобрачных - store for newlyweds
dогадываться - guess
Значит, не возражаете? - So you have no objections?
Другого товара нет - There's nothing else in stock.
большое горе - misery
появился конкурент - a competitor (applicant) has shown up
провалиться (прова́литься) - to fail (in school, on an exam, etc.)
соперник - rival, competitor: соперничество
сомневаться - doubt
лобное место - place of execution or beheading
новая публикация
Вы не виноваты - You're not to blame.
сдаваться (сдавался, сдава́ться) - give up
рождаться заново - to be born from the start
умница =/= глупец
не понять (понял) истинное призвание - not realize one's true calling in life
трусы - coward
тряпка - rag (literally and figuratively)
оказывать / оказа́ть (кому) помощь = помога́ть
Part II opens with Nestor Severov’s first look at his new place of employment: a local school, which in the evenings serves the working community as a school for high school equivalency.

As part of his rites of initiation, Nestor is made классный руководитель of the school’s worst group, class 9-A (ninth grade, group A). The классный руководитель is somewhat like a homeroom teacher, but he has many more responsibilities: he answers for the students’ attendance, as well as the general course of their work over the school year.

The characters you will meet in this segment are given in their order of appearance.

Тётя Гла́ша – горчиная
Директор школы
Татьяна Плавловна – звуч (vice-principal)
Светлана Афанасьевна – учительница русского языка
Григорий Ганжа – «трудный» ученик
Нэля Леднева – ученица
Ледне́в – ее отец (played by Evgeny Leonov, one of the USSR’s most prolific character actors).
О́тто Фуккін – ученик–українец
Ге́на Ляпішев – ученик, работающий вторую смену

A. Watch this segment paying attention to the following:

1. Who does the cleaning lady think Nestor is? What is her comment when she finds out the truth?
2. What are some of the differences between children and adults as students?
3. What paper does Nestor accidentally give the principal instead of his diploma?
4. Why are all the teachers so excited about Nestor’s arrival?
5. Where is Nestor sent to look for Ganzhá. Who does Ganzhá take Nestor for?
6. What happens when Nestor first enters the classroom?
7. What does he ask Nelli Lednyova to do?
8. Why do all the students laugh at Nestor’s threat to her?
9. What happens when Nestor asks his first question (on Otto Bismarck)?
10. What does Nestor promise to do for Lyapishev?
11. Why does Ganzhá get a two on his composition?
12. What argument does Nelli have with her father?
13. Who turns out to be the Lednyovs’ next door neighbor?
B. Useful words

отстывать (отстаться) / отстать (отстануть) (по чему) - to be behind (in something)

прессовать (что-кого) в порядок - to straighten (something) up
прятаться (присычусь, приется) / спрятаться - to hide (oneself)

Не пуха (вам) ни пера - Break a leg. (The standard answer to this is К чёрту! which Nestor is hesitant to say to an elderly superior).

староста - "class president" The староста is responsible for reporting attendance to the классный руководитель. He is also supposed to help those students who are doing poorly.

вызвать / вызвать (вызвать) кого-что куда - to call someone (e.g. parents) in; вызвать (ученика) - to call on (a student)

проходить / пройти материал - to cover material (in class)

обещать (обещают) кому - to promise

вести себя - to behave (said of people only): Не умеешь себя вести в культурном обществе!

сам, сама, сами + adj. - You’re the one that’s... Сам сухой, сам черствый! - You’re the one who’s dry and brittle!

влюбиться / влюбиться (в кого-что) - to fall in love (with someone).

C. Who says the following things and in what contexts are they said?

Этот несносный Ганжа опять спрятался от меня!
Дуй отсюда, увала!
Как вы обращаетесь с учителницей!
Сейчас же прекратите базар!
Вы задерживаете класс!
Мы это не проходим!
Ходишь в школу, ходишь, а потом базар! Вторая смена...! - You spend your time going to school, and then zap! You have to work second shift!
Я поговорю с вашим начальством.
Гол!
Вы мне понравились, когда напишете сочинение на пять.
В твои годы не бегают в школу!
D. Song at the end of Part 1.

Мы выбираем, нас выбирают,
Как это часто не совпадает.
Я за тобою следую тенью,
Я привыкаю к несовпадениям.

Я привыкаю, я тебе рада,
Ты не узнаешь, да и не надо,
Ты не узнаешь и не помогешь...
Что не сложилось, вместе не сложишь.

Кто ошибётся, кто угадает?
Разное счастье нам выпадает.
Часто простое кажется вздорным,
Чёрное белым, белое чёрным.

14
ин this episode Nestor tries to adjust to his new life. His first job, of course, is to gain control over the unruly 9-A class. He also must deal with the plant where the students work to free up time so that they can attend school.

1. СЕРЬЕЗНЫЙ РАЗГОВОР МЕЖДУ ГАНЗОЙ И СВЕТЛАНОЙ АФАНАСЬЕВНОЙ

A. Watch this segment paying attention to the following:

1. How does Ganzha entice Svetlana Afanasievna up to his apartment?
2. What does Svetlana Afanasievna want to talk to Ganzha about?
3. What do we find out about Ganzha and Svetlana once they are in the apartment?
4. What does Ganzha threaten to do if Svetlana doesn’t begin giving him good grades?

B. Useful words

переступать/переступить порог — to cross the threshold (entrance).
дво́ечник = ученик, который получает двойки
скрывать/скрыть (скрёшь) — to hide
(кому) надоело — (someone) is fed up: Мне надоело все это скрывать!
Всё остаётся по прежнему — Everything will stay the same.

C. Find out how to say in Russian:

You’ll never give me an A!
To switch schools
2. НЕСТОР ПРИНИМАЕТСЯ ЗА РАБОТУ

A. In this part we meet Gena Lyapishev’s foreman, Petrykin. Watch the text with these questions in mind.

1. What does the principal give Nestor a pep talk about?
2. How does she define the job Nestor has ahead of him?
3. What motivates her concern?
4. Nestor goes to the plant to get Lyapishev switched to first shift so that he can attend school at night. How does the boss react to Nestor’s suggestion that Lyapishev trade shifts with Petrykin, his foreman?
5. How does Petrykin react to the suggestion? How does he compare himself to Nestor?
6. What does Nestor want to prove to Petrykin?
7. How do Nelli’s feelings about Nestor become apparent at the plant?
8. What does Fukin’s wife think when Nestor first comes to see why her husband is never in class?

B. Useful expressions:

Производственный
посещать школу - to attend school (i.e. not cutting class)
Такие штуки пахнут судом - Tricks like that smell of trouble in court.
постановление (о чем) - set of guidelines: Вы читали новое постановление о вечерней школе?
обходиться/обойтись (без чего) - to do (without something): Тут без высшей математики не обойдёшься.
жмот - jerk
натворить - to cause a mess: А он что натворил?

3. НЕСТОР И ГАНЖА

A. Watch this segment.

1. Why has Nestor come to Ganzha’s house?
2. How does Ganzha explain Svetlana’s portrait on the wall.
3. How does Nestor interpret matters?
4. What does Ganzha say about Svetlana’s feelings for him?
5. What does Nestor tell Ganzha about how he should channel his feelings?
6. Why is Nestor surprised when he comes back to get the bags that Svetlana "forgot"?
7. What does Nestor tell Svetlana at school? How does she react?
B. Useful expressions.

нёважно = плохо
малявться: мальюсь (на кого-что) = to complain
поведение = behavior: Дело в том, что мы не знаем причину моего поведения.
получиться/получиться = to turn out (good or bad): Эта фотография очень удачно получилась.
относиться (к кому-чему) = to feel (about someone): Как она к вам относится?
немаешь (кому делать что) = to interfere (with someone's doing something)
наоборот = just the opposite; au contraire
уделять/уделить (кому-чему) внимание = to pay attention (to something)

C. How do you say the following in Russian?

You and I have to do something about you!
This is a pretty nice place you have here.
If he loved me, he'd get A's and B's.

4. НА УРОКЕ

A. Watch this segment and answer the questions. Note that the younger students refer to Stepan Lednyov using the short form of his отчество alone: Степанич to show warm familiarity.

1. Why is Nestor sitting in on this class?
2. What writer is Fukin reporting on?
3. What does Nestor say after class about Svetlana's treatment of Ganzha?

B. Useful expressions:

причесаться = to comb one's hair
уронить = to drop: Это конечно вы уронили книгу!
К доске!
«Я вас люблю»... сказала Ольга Линская Обломову...
LISTENING COMPREHENSION: FILMS

5. НЕСТОР СЕВЕРОВ И ВАНЯ ФЕДОСКИН

A. Watch the encounter between Nestor and Polina’s old flame Vanya.

1. What is Nestor’s purpose in seeing Vanya?
2. What position does Vanya have in class?
3. How does Nestor try to make Vanya show respect for him as a teacher?
4. What does Vanya assume about Nestor and Polina?
5. What is Nestor led to believe about Polina and Vanya?
6. What conversation takes place between Vanya and Nelli?

B. Useful expressions:

недооценивать – to underestimate
невеста – fiancée: Он женился на моей невесте.

C. Who says the following?

1. You think love is people sighing on a park bench? It’s life’s hard truth: hellish torture!
2. He’s not my type. But he’s okay as a teacher.

6. НЕСТОР СПАСАЕТ ФЕДОСКИНА

A. In this segment Vanya is involved in an industrial accident and needs a blood transfusion.

1. Why does Nestor insist on giving blood for Vanya’s transfusion?
2. Whose blood does Vanya think he has received?
3. What does he say when he finds out the truth?
4. What was said about ”Nestor’s great victory over Petrykin’s selfishness”? What does that mean for Lyapishev?

B. Useful words.

переливание крови
совпадать/совпаться – to coincide, to be the same: У вас может не совпадать группа крови.
бюллетень – doctor’s excuse (for work missed)
запас – reserve: У нас есть свой запас крови.
(кому) мало (кого-что) – Мне старика мало.
изнутри – from within
эгоизм – selfishness > эгоист
7. ГАНЗУ ЗАБРАЛИ В МИЛИЦИЮ, ЛЯПИШЕВ СБЕЖАЛ...

A. In this segment Svetlana reports that while at work Ganzha was arrested for "deriding another human being" (издевательство над человеком). When Nestor notes that Ganzha’s arrest will require that a member of his family be called into school, Svetlana breaks down and cries: q пришла. If that weren’t enough, Lyapishev, for whom Nestor has fought so hard, betrays his teachers. All of these events have taken its toll on Severov. Watch the segment and find out:

1. What is Svetlana forced to tell Nestor?
2. What happens once Lyapishev is free of his second shift duties?
3. What do the students decide about their behavior in class once Nestor is asleep.
4. Describe Nestor’s dream.
5. Why does Nestor go to see the principal after he wakes up.
6. Of what does the principal accuse him? What does she order him to do?

B. Vocabulary

осту́тствовать : Кто отсутствует?
ýбеда - tattle-tale: Он жалуется на нас кому-то, может быть директору!
взлететь - to take off (of a plane): Самолет не взлетит!
изгнать (откуда) = въять
уснуть
снисхождение - condescension, coddling

C. Based on the film, how would you say:

I dozed off in class
I am not worthy of any coddling.
They called me too late. Otherwise I wouldn’t have let you into class.
Part IV shows us Nestor at his best. His nemesis Vanya Fedoskin feels obligated to return to school because of Nestor's life-saving blood donation. He enters the class still in his hospital garb, apologizing for not having brought his bookbag.

Meanwhile Ganzha, up to his old tricks, has been ordered by his supervisor at work to attend class in the presence of a police officer. He manages to make a fool of both teachers and the cop.

Aleksandr Petrykin, the plant foreman is still smar ting from having been tricked into giving up his first shift so that Gena could go to school. Now Petrykin comes back to make sure that whatever remaining free time Gena has is spent "culturally": no dances, no ferris wheels, and no girlfriend.

Back at school Svetlana is now convinced that Ganzha’s poor performance in school means that he really doesn’t love her. Ganzha returns home from his last "probationary" meeting with his police guardians to an unpleasant surprise. Watch for the fight between Sveta and Ganzha. Find out why Nestor refuses to intercede on Ganzha’s behalf.

Over at Nelli's house Lednyov has gone back to his books, but he finds himself too tired to study seriously. He decides to try sleep learning ("научный метод"), which produces hilarious results later.

Nelli herself is still secretly after Nestor’s heart and constantly bakes him things to eat, which she has Tetya Glasha deliver. An incident in class gives her secret activity away, much to her distress.

Despite such classroom incidents, Nestor has grown accustomed to his new role in life, as Professor Volosyuk finds out when he runs into Nestor and his students on the bus. The chance meeting, however, inspires one of Nestor’s students to apply immediately to аспирантура (without the formality of finishing high school). Whom should he meet at the педагогический институт but Polina, Nestor’s old flame.

Nestor’s student very quickly establishes that graduate school is not the thing for him to do right now. After all, the stipend, ninety bucks ("90 рэ") does not allow for high living.
Nevertheless, the meeting prompts Polina to come to school to see her onetime fiancee, who by now is the most popular teacher in the school with his own history fan club. Vanya, of course, still thinks that Polina is married to Nestor ("На своего полюбоваться пришла?").

The quarter has finally come to an end, and it's time for the последний бал, where all the loose ends are tied up. Watch and find out:

1. What does Nestor convince Gena's girlfriend to do?
2. What conversation takes place between Fedoskin and Severov?
3. What conversation does Nestor have with Svetlana?
4. What does Vanya end up saying to Polina?
5. What happens between Nelli and Nestor?
6. Who does Nestor end up with in the белий танец? (What is a белий танец?)
EVALUATION FORM

We would appreciate your evaluation of the enclosed materials. Your comments and suggestions will assist us with future projects. Thank you.

1) Is this material usable in the classes that you teach? Why or why not?

2) Did you use these materials? If so, with which level(s) of students?

3) Which activity did you find most useful? least useful?
   How did your students react to these activities?

4) Are there aspects of these materials that are insufficiently explained? Please be as specific as possible.

5) Did you find the categories and organization helpful for quick reference and use?

6) General comments and suggestions (use back of this sheet if more space is needed)

Name (optional) __________________________

Return to: Isabelle Kaplan, Project Director
           ACTFL
           6 Executive Plaza
           Yonkers, NY 10701-6801