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RUSSIAN

Proficiency Improvement Course

**LISTENING
VOLUME 4**



Workbook 10
Units 46 - 50

DEFENSE LANGUAGE INSTITUTE, FOREIGN LANGUAGE CENTER

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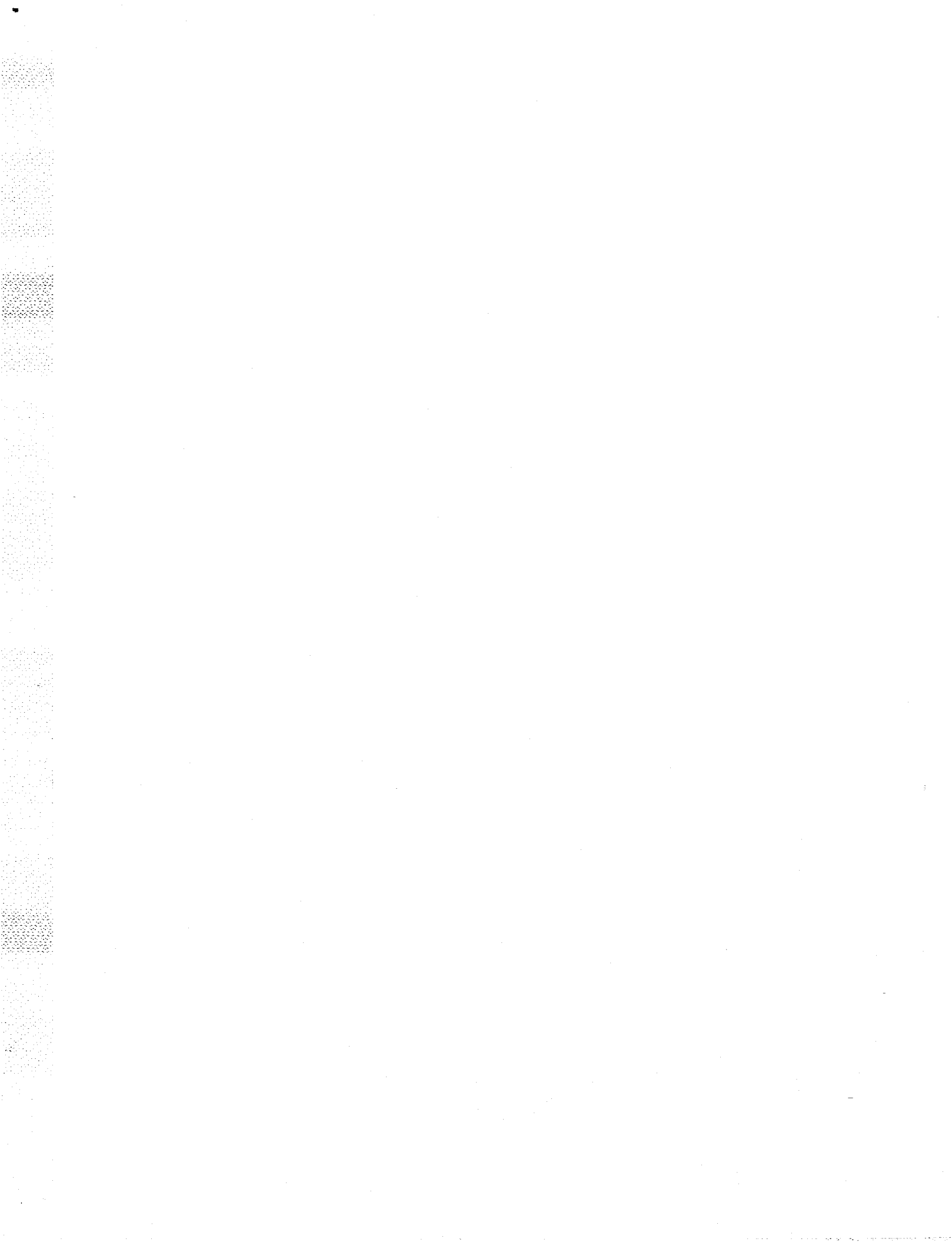
LISTENING WORKBOOK

Volume 4

Units 46 - 50

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DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER



RUSSIAN PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL1210

Edition A

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

10 Credit Hours

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Subcourse Overview

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

Workbook 10 is at proficiency level 2+. It contains texts about computers and automation in the military, ethnic conflict in the USSR, and chemical weapons. These texts have been taken from the Soviet media.

This is the only workbook at level 2+. You will find that the activities in this book continue building on the basic listening strategies of skimming for main ideas and scanning for specific information. You will also find in this book exercises requiring listening strategies such as

- recognizing idiomatic and figurative phrases,
- distinguishing between the main idea and the supporting details,
- summarizing events described in a text,
- distinguishing factual statements from opinions and speculations,
- understanding how a speaker supports his opinion.

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Table of Contents

<u>Section</u>	<u>Page</u>
Subcourse Overview	i
Administrative Instructions	iv
Grading and Certification Instructions	iv
Unit 46 Computers and Automation in the Military	
Exercises 1–10	1
Key Vocabulary	12
Acronyms and Abbreviations	13
Unit 47 Dogs in the Military	
Exercises 1–10	15
Key Vocabulary	25
Acronyms and Abbreviations	26
Unit 48 Ethnic Conflict in the USSR, Part 1	
Exercises 1–10	27
Key Vocabulary	40
Unit 49 Ethnic Conflict in the USSR, Part 2	
Exercises 1–10	43
Key Vocabulary	55
Unit 50 Chemical Weapons	
Exercises 1–10	57
Key Vocabulary	68
Acronyms and Abbreviations	69
Speaking Suggestions	71
Answer Keys	75
Dictionary	91
Glossary	95
Workbook Test	97

Administrative Instructions

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

Grading and Certification Instructions

Examination:

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

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Unit 46—Computers and Automation in the Military

With the integration of computers into contemporary life and work, Soviet society and the military are discovering the problems of coordinating training, programming, hardware adjustment and repair, software adaptation, programming for specific purposes, networking, etc. As they discuss the automation taking place, the Soviet media expose problems and, when possible, offer solutions. Much of the language used in this unit comes directly from English, sometimes using cognates, sometimes adopting words wholesale, complete with foreign spellings and pronunciation. Suspicion of the information age itself—its tools and the speed with which it facilitates communication—lingers in the articles, news, and features. Several generations of Soviet society have grown up unused to the free flow of information.

The texts in this unit offer samples of information about and Russian attitudes towards such things as personal computers, computer viruses, evolution and use of hardware and software, and the difficulty of introducing new equipment and procedures into an organization.

Exercise 1 The first text refers to some computer equipment and a use for that equipment. Your first task in listening to Text A will be to get the gist of the text. Next will come some vocabulary work.

1. Read the possible choices below which describe the situation and uses you will hear about in Text A. Listen to all of Text A for the gist of the text. Do not try to pick up on such details as type of equipment yet. Circle the correct completion.

The equipment mentioned in Text A is meant to be used

- a. for training purposes.
- b. to simulate radar screens.
- c. in radio communications work.
- d. as basic word processing equipment.

2. In the exercise below, match the following key words, written in the form that you hear them in Text A, with their English equivalents. Write the number of each English item from column B next to the corresponding Russian item in column A.

A	B
a. ___ блок управления	1. cable
b. ___ звуковые	2. (complete) set
c. ___ кабель	3. control panel
d. ___ комплект	4. furnished, equipped
e. ___ магнитофон	5. sound (adj.)
f. ___ оснащенном	6. tape recorder
g. ___ рабочем месте	7. television
h. ___ телевизор	8. work station

Exercise 2 This exercise continues the vocabulary work to help you through some of the idiomatic parts of Text A. Once you have worked through this exercise you should find the essential information easy to grasp. Read through the questions and listen to Text A.

1. Give English equivalents for the following words and phrases. Try to guess first, using clues from the context and inferring, before you look at the Key Vocabulary.

a. штатный комплект

b. оригинальными узлами

с. загрузку программ

д. весьма широко использовать

е. объем и плотность информации

2. The phrase from Text A В результате бóльшими становятся объем и плотность информации becomes easier to understand if you rearrange it slightly in your mind.

a. Circle the *subject* of the verb становятся.

b. Notice the accent on the letter о of бóльшими. When you read this accent in the written form of the word or hear it in the spoken form it indicates a change in meaning of the adjective—to the comparative form. Thus бóльшими means, in English,

c. Now put the entire phrase in English. If it still gives you trouble, change the word order to what would be conventional English word order: объем и плотность информации становятся бóльшими в результате. Write your answer in the spaces provided.

Exercise 3 This exercise asks you to work with details, now that you have familiarized yourself with the vocabulary. Read the questions, listen to Text A one more time, and answer the questions.

1. Indicate which of the following items belong to the *permanent set of equipment* (штатный комплект) and which belong to the *original units of equipment* (оригинальные узлы) by writing the letter of each piece in the appropriate box. The first has been done for you.

Original Units of Equipment

a

Permanent Set of Equipment

--

- a. плата внешнего ЗУ
- b. кабель
- c. телевизор
- d. блок управления магнитофоном
- e. средства математического обеспечения
- f. магнитофон «Маяк-231»
- g. разъемы
- h. ПЭВМ БК-0010

2. Inclusion of a блок управления магнитофоном allows the operator to
 - a. operate on either battery or main power.
 - b. automate the uploading of programs.
 - c. simulate operation of various radar systems.
 - d. monitor the work of students in a classroom.

3. According to Text A, the блок управления магнитофоном also allows the work station to
 - a. function as an entertainment center.
 - b. be used for editing of sound tapes.
 - c. choose and include sounds in training.
 - d. monitor a student's progress over time.

4. The экспонат mentioned in the last sentence refers to
 - a. the complete set of equipment described by Text A.
 - b. a demonstration model not yet for sale.
 - c. the prototype on which the equipment is based.
 - d. a German-made work station which is very similar.

5. One suggested application for the equipment described by Text A is
 - a. processing of internal messages.
 - b. automating the supply process.
 - c. teaching officer cadets basic computer literacy.
 - d. training students in DOSAAF classes.

Exercise 4 The vocabulary and concepts of Text B should be fairly easy to grasp as a follow-up to Text A. The format is straightforward, too. The beginning of Text B introduces us to a man named Titov. Read the following questions, then listen to Text B. As you listen, concentrate on the gist and on Titov.

1. Answer the following questions in English in the spaces provided.

a. What is Titov's profession?

b. What is the name of the institute where he works?

2. According to Text B, what did Titov do in 1985?

The next exercise focuses on the distinction between essential and supporting information. Essential information refers to the main points that the speaker wants to make. It is the most important information. Supporting information describes essential information. The speaker gives the listener more information about an essential point.

Exercise 5 Read the statements on the following page, listen to Text B, then mark each statement as either essential or supporting. Use the letter E for essential and S for supporting information.

1. _____ Titov and his colleagues chose to use a cheap, widely available microcircuit.
2. _____ The microcircuit they chose is named KR 580.
3. _____ Choice of the KR 580 allows use of a wide range of programming material.
4. _____ The display screen is an ordinary television set.
5. _____ Either a color or black-and-white TV will work.
6. _____ The memory is an ordinary cassette tape recorder.
7. _____ These computers can be linked in an information network.
8. _____ The engineers had planned right from the start to create a class of computers which can interconnect.

Exercise 6 Text C illustrates a common problem, according to the Soviet media. Read Questions 1 and 2 below, listen to Text B, then circle the correct answers.

1. What is the main point of Text C?
 - a. Computer programs have not been standardized.
 - b. Many of the computers are not user-friendly.
 - c. Personal computers are underutilized.
 - d. There are not enough trained instructors to go around.

2. What is the setting described in Text C?
 - a. Military district headquarters
 - b. Supply depot
 - c. Large motor pool
 - d. Communications center

3. Read the following key vocabulary words and phrases and then listen to the text to locate them. This part of the exercise will acquaint you with some of the vocabulary before you go any further with details of the text. Give English equivalents for

a. получается

b. существуют ... сами по себе

c. обмен данными

d. неоткуда взять

e. работающий

(someone who) _____

f. работающему просто неоткуда взять

Exercise 7

The vocabulary work should have prepared you for grasping the essential information in Text C. The remainder of your work with Text C consists of statements about the text. Some are true, some are false. Read the statements on the page which follows, listen to the text, and then check the appropriate boxes.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. The military district headquarters wants to exchange its personal computers for a large mainframe device. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Those who work with the personal computers have too many kinds of software to learn. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In theory, it is possible to interconnect the type of personal computers at military headquarters. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In practice, the staff at headquarters cannot interconnect the computers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Computer users can gain access to only the information which is already in the computers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. One result of the situation is that the computers are being used merely as typewriters. | <input type="checkbox"/> | <input type="checkbox"/> |

Exercise 8 Soviet computers have the same weaknesses and strengths as other computers. Your introduction to Text D comes via a vocabulary listening exercise.

1. Read the following list of key vocabulary items. With your pencil in hand, listen to Text D for a mention of each item. When you hear an item, check the box beside it. The items do not occur below in the same sequence as in Text D. Some items do not occur in Text D at all. Do not check those.
- | | | | |
|--------------------|--------------------------|-----------------|--------------------------|
| a. замаскированную | <input type="checkbox"/> | e. защиты | <input type="checkbox"/> |
| b. заработал | <input type="checkbox"/> | f. программисту | <input type="checkbox"/> |
| c. чрезвычайно | <input type="checkbox"/> | g. оборудования | <input type="checkbox"/> |
| d. комплект | <input type="checkbox"/> | h. связей | <input type="checkbox"/> |

2. Read the following statement about Text D. Listen to the text just to get the gist and circle the correct completion below.

The main idea of Text D is

- a. poor teaching of computer skills.
- b. inadequate supplies—paper, printers, type ribbons.
- c. defense against computer viruses.
- d. unauthorized access to classified information.

Exercise 9 Your task here is to work with some expressions in Text D. Read the expressions, listen to Text D to find them in context, then work through the exercises based on those expressions. This should help your understanding of the text's main points.

1. When the adverb *далеко* modifies the negative particle *не*, it changes the meaning. This occurs twice in Text D. Find it in the two contexts in Text D and then choose the best English equivalent. Circle your choice below.

Далеко не means

- a. hardly ever.
 - b. never.
 - c. by no means.
 - d. somewhat.
2. The phrase *под силу* takes the dative case of the person whose capabilities are discussed. It implies the verb *to be*. Where English would say something like *Olga is capable of doing this*, the comparable Russian construction could be: *This is under [within] the capability to [of] Olga*. [Это] под силу Ольге. Combine your answer to Exercise 9.1 [above] with this explanation to give the English equivalent for the phrase [быть] под силу далеко не каждому программисту. Write it in the space provided.

3. The phrase прослеживается аналогия may be easier to grasp if you put the verb after the word СПИДа. This gives аналогия с вирусом СПИДа прослеживается. In the space provided, give the English for this phrase.

4. Give the English equivalent of the expression пока только одно as in the phrase средство борьбы пока только одно. Write the English in the space provided.

Exercise 10 With this preparation completed, you can now listen to Text D again, this time for essential information and for details. Read the following questions, listen to the text, and write your answers in English in the spaces provided.

1. What does Text D call the disguised program?

2. The speaker in Text D asks a question about a universal method. What would the universal method do?

3. According to Soviet and foreign experts, how many methods (universal or otherwise) are there for fighting this battle?
-

4. What does the speaker mean by несанкционированного оборудования? Write the English equivalent in the space provided.
-

5. What kind of guarantee does the recommended method of defense give to computer operators?
-

Key Vocabulary



блок управления	control panel
бытовой	everyday
далеко не	far from, not by any means
данные (plural)	data (plural)
дисплей	display (screen)
должностное лицо	official (noun), officeholder
загрузка	load, weight, uploading
замаскированный	disguised
запрет	prohibition
игрушка	toy, plaything
магнитофон	tape recorder
микросхема	microcircuit
несанкционированный	unauthorized, unofficial
обмен данными	exchange of data
обучаемый	student, someone who studies
объем	scope, breadth
плотность	density
программист	(computer) programmer
проследиваться	to be observed
противодействие (+ dative)	counteraction (against)
сеть	network

узел
штатный

junction, unit
permanent

Acronyms and Abbreviations

ДОСААФ (Всесоюзное добровольное общество содействия армии, авиации и флоту СССР)	All-Union Voluntary Society for Assistance to the Army, Air Force, and Navy of the USSR
МГУ (Московский Государственный Университет)	Moscow State University
ПЭВМ (персональная электронно-вычислительная машина)	personal computer (PC)
СПИД	AIDS
ЭВМ (электронно-вычислительная машина)	computer

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Unit 47—Dogs in the Military

Dogs "serve" in the Soviet army for much the same reason that they do in any armed forces. Humans have learned to use the dogs' keen senses of smell and hearing in a variety of situations. The texts in this unit are all part of a single news report on dogs in the military. In this case, the report covers the first interdepartmental competition in the USSR for dogs in the services. The report has been broken into three shorter texts to make it easier for you to deal with.

Figure 47.1 Army Dogs in Training



Exercise 1 What do you think a news report on dogs in the military would cover? Write two or three sentences in English in the space provided predicting the main ideas you would expect to find in such a report.

Exercise 2 As you listen to Text A, pay attention to the speaker's conversational tone and language as well as the gist of the report. This exercise will focus on these aspects as an introduction to the text.

1. Read the incomplete statement below, then listen to Text A to get the gist of it. Circle the best completion to the statement.

The speaker in Text A describes his encounter with

- a. a dog named Dinar.
 - b. a dog veterinarian.
 - c. the army's chief dog trainer.
 - d. one of the award-winning army dog handlers.
-
2. There are a couple of examples of colloquial, informal language in Text A. See if you can identify them in the following phrases. Listen to Text A until you hear and recognize the phrases. Circle the words or expressions within these two phrases that add a colloquial tone to the report. If this gives you difficulty, use the Key Vocabulary to help you.
 - a. склонив этак набок свою красивую голову
 - b. только посмотрите, как он держится, ведет-то себя как.
 3. Noticing the teeth of one of the dogs, the speaker proceeds to describe them using a typical Russian adjectival construction. This type of construction sometimes proves difficult for speakers of English. This exercise gives you practice in recognizing such constructions. In the spaces provided on the following page, write in Russian the three main characteristics of the dog's teeth as described by the speaker. Write the words as you hear them, but separate them into the three main points of the description.

Заметив а. _____

b. _____

c. _____

зубы

Figure 47.2 A Trainer with His Dog.



Exercise 3 The following questions test your understanding of Text A. Read the questions, listen to the text, then circle the correct answers.

1. At the beginning of Text A, what are the dogs ordered to do?
 - a. Leave the ring
 - b. Enter the ring
 - c. Form a circle
 - d. Walk in a circle beside their handlers

2. What is the nickname of the first dog that the reporter meets?
 - a. Dinar
 - b. Slava
 - c. Professor
 - d. Misha

3. After this dog looks at the reporter for a few seconds, what does the dog do?
 - a. He growls at him.
 - b. He lies down.
 - c. He advances slowly.
 - d. He yawns and turns away.

4. Vyacheslav Sevodnyaev
 - a. is a dog trainer and handler.
 - b. serves in an Interior Ministry detachment.
 - c. did most of the organizing for this event.
 - d. breeds German Shepherd dogs for the military.

5. Sevodnyaev points out to the reporter
 - a. communication difficulties with dogs.
 - b. the basic commands used to train dogs.
 - c. differences in behavior between dogs.
 - d. the way Dinar behaves and carries himself.

Exercise 4 Text B continues the report begun in Text A. Your introduction to Text B involves vocabulary work.

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

A	B
a. ____ внутренние	1. capital city (adj.)
b. ____ вызываются	2. dog-raising
c. ____ межведомственных	3. farm
d. ____ питомник	4. interdepartmental
e. ____ приготовления	5. internal
f. ____ служебного	6. preparations
g. ____ собаководство	7. serving (adj.)
h. ____ столичный	8. they are called

2. An expression you will hear in Text B uses the preposition по with the accusative case. Russian uses по this way when there is a quantity of something or a number of things to allocate. You will often find this construction together with the adjective каждый and this can serve as a clue to this particular usage. Listen to Text B until you find the expression по четыре в каждой команде. Give the English equivalent for it in the space provided.
-

Exercise 5 The following questions are meant to test your understanding of the main points of Text B. They include the usual question words where, what, how many? Read the questions, listen to Text B, and then circle the correct answers.

1. What kind of event is reported in Text B?
 - a. A demonstration for the public of dogs' capabilities.
 - b. Obedience trials for several breeds of dog.
 - c. A show of the best purebred German Shepherds.
 - d. A competition for dogs in the service.

2. How many other events like this have there been?
 - a. None
 - b. One
 - c. Two
 - d. Three

3. How many dogs were present at the event?
 - a. 18
 - b. 20
 - c. 25
 - d. 35

4. Where did the event reported by Text B take place?
 - a. On an army parade ground
 - b. In an ice hockey rink
 - c. At the Olympic Village
 - d. In a sports stadium

Exercise 6 The remainder of your work with Text B consists of statements about the text. Some are true, some are false. Read the following statements, listen to the text, and then check the appropriate boxes.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. "Metallurg" in Text B is the name of the enterprise which gave money for the event. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Among the dogs present is a group from the Moscow City Club for Raising Dogs for Service. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Representatives of the Moscow City Club for Raising Dogs for Service helped to organize the event | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Judges for the event come from the Ministry of Internal Affairs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. "Krasnaya Zvezda" is the name of the kennel which raises dogs for use in the services. | <input type="checkbox"/> | <input type="checkbox"/> |

Figure 47.3 At the Competition



Exercise 7 The unit on dogs in the military continues with Text C.

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

- a. судья
- b. собаководство
- c. общественности
- d. столичный
- e. дрессировки
- f. питомник
- g. устранить
- h. значимы
- i. оценки

2. Read the following statement about Text C. Listen to the text just to get the gist and circle the correct completion below.

The main idea of Text C is that

- a. units of the armed forces need dogs for different purposes.
- b. the public image of dogs in the military is not accurate.
- c. dog training procedures vary from department to department.
- d. the military would use more dogs if there were more money.

Exercise 8 Your task here is to work with some of the constructions and vocabulary of Text C.

1. Listen to Text C until you find the phrase **Вместе с тем и другие значимы**. There is a word implied here but not actually spoken. Read the list of four words below, listen to the phrase again in context, and choose the word from below which is modified by the short form of the adjective **значимы** and which best fits the sense of the phrase. Write the word in the blank.

Вместе с тем и другие _____ значимы.

- a. собаки
 - b. судьи
 - c. подготовки
 - d. задачи
2. The last sentence of Text C contains the verb **помогут**. Just to be sure you understand what is going on, you should identify the subject of this verb. It may also help to change the word order a bit. Listen to Text C, find the sentence containing **помогут**, and choose the subject from the list below. Circle your choice.
- a. нынешние соревнования
 - b. разработки
 - c. положения
 - d. проведении
3. Now that you have decided on the subject of **помогут**, identify (in terms of English grammar) the object of **помогут**, namely, the person or persons being helped. If necessary, listen to the last sentence of Text C again. Remember that this verb takes the dative case. Write your answer in English in the space provided.
-

4. a. Also in the last sentence is the word **учтено**. Read the following list of verbs (look up meanings in the Key Vocabulary, if necessary). Then listen to Text C, last sentence, and circle the verb from which **учтено** comes.

учесть учить учинить учуять

- b. Now give the English equivalent of the phrase **все это учтено** in the space provided.
-

Exercise 9 Test your understanding of the essential information in Text C by answering the following questions in English (except for Question 5) in the spaces provided.

1. What organization is M. Kats a member of?

2. M. Kats plays what official role in the competition?

3. What does he wish to draw public attention to?

4. In what area of dog-breeding do departments differ in their approach?

5. A single word in Text C sums up the departmental disagreements. What is that word? Write it in Russian in the space provided.

Exercise 10 Text D concludes the unit on dogs in the military. Although it is brief, it mentions the disagreements you considered in answering Questions 9.4 and 9.5. Listen to Text D now until you grasp its main points. Now listen to all four texts in this unit in sequence. The time has come to summarize the content in a few sentences in English. Use the spaces provided.

Key Vocabulary



ведомство
вести себя
внутренний
внушительный
вызываться
дрессировка
звание
зевнуть
значимый
межведомственный
набок
немецкая овчарка
общественность
отвернуться
оценка

department
to behave
internal
imposing, impressive
to summon, call
animal training
name, title
to yawn
significant
interdepartmental
to one side
German Shepherd
public opinion; society
to turn away
evaluation, assessment

порода	breed, type
питомник	animal-rearing facility, kennel
размер	size, amount
разногласие	disagreement, discrepancy
склонить	to incline, to bend
служебный	official, serving
собаковод	dog trainer
собаководство	dog training, dog-raising
соревнование	competition
столичный	of the capital city
устранить	to remove, eliminate
учесть	to take into account, consider
этак (colloquial)	so, like this, like that

Acronyms and Abbreviations

Мосгорисполком (Московский Городской Исполнительный Комитет)	Moscow City Executive Committee
МВД (Министерство Внутренних Дел)	Ministry of Internal Affairs
УВД (Управление Внутренних Дел)	Administration of Internal Affairs

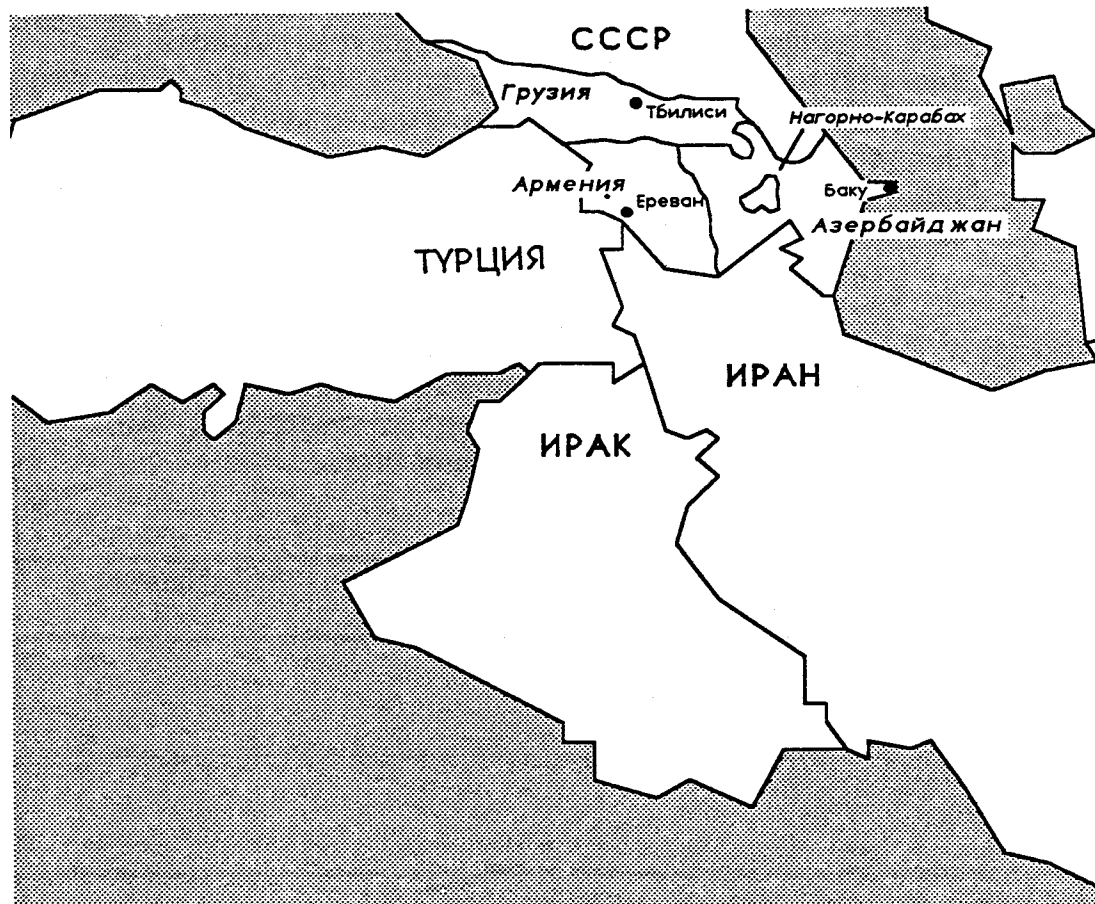
Unit 48—Ethnic Conflict in the USSR, Part 1

In this unit and the next unit you will hear reports on the violent conflict that occurred between the Azerbaijanis and the Armenians in January of 1990. Azerbaijan and Armenia are two republics in the USSR which are located next to each other in the southern part of the country. Some of the problems between the two nationalities have arisen due to religious reasons: the Armenians are Christians and the Azerbaijanis are Muslim. In addition the Armenians have long demanded that Nagorno Karabach, a region in Azerbaijan, be incorporated into the Armenian Republic since 98% of its population is Armenian. The conflict finally reached a peak in January 1990 and violence between the two countries broke out. The Soviet Union sent in military troops to restore order.

Exercise 1 In the map on the next page, locate Armenia, Azerbaijan, and Nagorno-Karabach. Then find their capital cities and neighboring countries. In English, fill out the table below.

	Capital	Neighbors
Armenia		
Azerbaijan		

Figure 48.1



Exercise 2 The texts you will hear are broadcast a day or two after the worst of the violence. Text A is a live report. The reporter is at the scene and although you can't see what is going on, you can listen to the reporter's description. Text A is a very descriptive passage. This means that the report does not consist of a list of facts, such as number of casualties, etc. Instead the reporter describes the scene and the mood of the city.

1. It is important that you listen for the location of the correspondent since *Время* has reporters in the capitals of both republics. Write in English in the space provided the name of the city and the republic that are described in Text A.

2. The phrase *по-прежнему* is a time expression. What does this phrase mean in English?

3. Listen to Text A for the information that is missing from the sentences below. Then complete the sentences with this information in English.

a. As before there is a _____ in the capital.

b. According to military data, _____ night was relatively _____.

c. The _____ of the people are stretched

_____.

4. The phrases below are parts of sentences used by the reporter in Text A. Match the two phrases according to Text A by writing the appropriate letters in the spaces provided. There is one extra phrase which you will hear in the text but does not match.

- | | | |
|--------|------------------------------|-------------------------------|
| 1. ___ | В столице
Азербайджана | a. самые
невероятные слухи |
| 2. ___ | В городе раздавались | b. одиночные
выстрелы |
| 3. ___ | В городе
распространяются | |

Exercise 3 This exercise continues to help you focus on the correspondent's report in Text A. Write the answers in English unless otherwise indicated.

1. The reporter goes on to describe the people involved in the situation. Read the list below and then check off the groups of people the reporter talks about.
- a. ___ солдаты
 - b. ___ бакинцы
 - c. ___ ереванцы
 - d. ___ корреспонденты
 - e. ___ беженцы
2. Although you can not see the group of people described by the reporter, you know that he can see them from the way he talks. The sentence below is about these people. Complete it in Russian.
- Эти люди— _____

3. The two questions below refer to the refugees described in the text. Answer the questions in English in the spaces provided.

a. What has no one demanded of them?

b. What can the local authorities not guarantee?

4. The reporter says that a lot of questions are being asked. What question does the correspondent say is the most important one?

5. What comment does the reporter make on this question?

6. The reporter says that there is *трагг* in the capital. What does *трагг* mean in English?

7. What does the reporter say that the residents of the capital are doing now?

8. What does the phrase *разрывающие сердце звуки* mean in English?

9. The reporter describes the sounds that one has heard in the city since morning. He mentions three sounds. Write them below in the spaces provided.

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

10. Towards the end of Text A while describing the city, the reporter mentions items which are hung above buildings. You can recognize this point by listening for the preposition над. Fill in the chart below by writing what is hanging over the buildings on the left hand side and the type or the name of the building on the right hand side.

Item	Building

Exercise 4

Text B is a continuation of the report you heard in Text A. Therefore, you already know the location of the report and are familiar with the voice of the reporter. The first exercise for Text B focuses on some of the key vocabulary. Write the English equivalents of the words on the following page in the spaces provided.

- | | |
|--------------------|-------|
| 1. братская могила | _____ |
| 2. похороны | _____ |
| 3. обряды | _____ |
| 4. духовенство | _____ |
| 5. разум | _____ |
| 6. обеспечивать | _____ |
| 7. ощущаться | _____ |
| 8. пересекать | _____ |

Exercise 5 Below is a list of topics, some of which are discussed in Text B. Read the list. Put the topics that you hear into the order in which they are mentioned by writing numbers beginning with 1 in the spaces provided. Write NA in the spaces by the topics not addressed.

1. _____ Обеспечение порядка
2. _____ Народный фронт
3. _____ Траурный митинг
4. _____ Невероятные слухи
5. _____ Выступление духовенства
6. _____ Нападение на дома
7. _____ Граница между двумя республиками

Exercise 6 The following questions address some of the factual information in Text B. Read the questions and then listen to Text B for the answers. Answer the questions in English in the spaces provided.

1. What took place in the center of the city?

2. When did this happen?

3. How many people took part?

4. Where were these people from?

5. Where did the procession go at 12:00?

6. Who decided where the dead would be buried?

7. Where were the dead buried?

8. What was read at the cemetery?

9. What does the reporter say was fulfilled at the cemetery?

Exercise 7 The following exercises focus on the second half of Text B. Remember to read the exercises before listening to Text B again.

1. In this exercise you will be working on distinguishing factual statements from opinions and speculations. A news report does not necessarily mean that the information is all fact. Often the reporter interjects either his own opinion or the opinion of the government or other sources. A factual statement means that something can be proven to be true or actually occurred. An opinion is subjective and therefore not everyone would agree with the statement. Speculation means that the speaker is guessing at what might happen, but nothing has actually happened yet. Read the statements that are from Text B below. Listen for them in context in Text B and then decide if they represent facts or opinions. Check the box F for facts and O for opinions.

- | | F | O |
|---|--------------------------|--------------------------|
| a. Порядок на митинге, похоронах
обеспечивают члены Народного фронта. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Некоторые районы контролируются
Народным Фронтом. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Пора сесть с ними за стол переговоров. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Может быть, переговоры бы как-то
предотвратили дальнейшее кровополитие. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Люди не задумывались, переезжая
с территории Армении на территорию
Азербайджана, что пересекают при этом
границу. | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Само понятие границы звучит странно. | <input type="checkbox"/> | <input type="checkbox"/> |

2. Complete the following statement in English with information from Text B.

At the funerals the clergy did not call for _____
or _____, but instead called for
_____ and _____.

3. Answer the questions below based upon Text B in English in the spaces provided.

a. Who ensured order at the meeting and the funerals?

b. What does the reporter say about the people's reaction to the People's Front?

c. What does the reporter think should be done to stop further bloodshed?

4. At the end of Text B the reporter talks about the border between the two republics. Answer these questions about the border in English.

a. As the reporter is talking about the border, he says that the concept seems strange. In addition to the border, he talks about four other things that are related to the border. He also thinks that these are strange. Write the three things in the spaces provided.

- b. What other two adverbs does the reporter use to describe the concept of a border in this situation?

- c. Why does the reporter think that the concept of a border in this situation is strange?

Exercise 8

The first exercise for Text C deals with some of the important vocabulary. Listen for these words in the text and then match the nouns with the adjectives used to describe them in the text by writing the appropriate letters in the spaces provided. One noun is described by two adjectives. The words are listed in the nominative singular form. If you are not certain of the meanings of any of the words, find out either by using contextual guessing or looking in a dictionary.

- | | |
|--------------------|-----------------|
| 1. _____ бой | a. военный |
| 2. _____ оружие | b. автоматный |
| 3. _____ орудие | c. настоящий |
| 4. _____ страх | d. газоотбойный |
| 5. _____ заводик | e. национальный |
| 6. _____ объект | f. большой |
| 7. _____ установка | g. стрелковый |
| 8. _____ очередь | h. важный |
| 9. _____ вражда | i. винный |
| | j. градобойный |

Exercise 9 Text C begins with a description of the conflict and then describes the feelings of the Azerbaijanis and the Armenians. Read the following questions and then listen for the answers in the text. Write your answers in English in the spaces provided.

1. The reporter begins the report by comparing the conflict to something else. How does the reporter describe the events?

2. The reporter mentions several types of weapons that have been used. What weapons are mentioned?

a. _____

b. _____

c. _____

3. Who is using these weapons?

4. What has become an important military object in Azerbaijan?

5. What has this military object become a target for?

6. What is the reporter referring to when he says, "This would simply be blasphemous"?

7. What are both the Armenians and the Azerbaijanis saying?

8. Complete the following sentence with information from Text C.

Instead of searching for a _____, people are looking for _____. And they are finding them among neighbors, who, before, lived in _____ and _____, not thinking of _____.

Exercise 10 Text C contains two figurative phrases. These phrases are not to be taken literally. For example, the first phrase talks about the person who started all this porridge. In this exercise you will be asked to explain what these figurative phrases mean.

1. Read the two figurative phrases below. Then listen for them in Text C. Use the context to help you figure out what they actually mean. Write a brief explanation of each phrase in English in the spaces provided.

a. Тот только и виноват, кто заварил эту кашу.

b. Как же легко зажечь костер национальной вражды и как непросто погасить его!

2. In his final sentence, what does the reporter say is the hardest thing of all to do?
-

Key Vocabulary



враг	enemy
вражда	hostility, animosity
гвоздика	carnation
гудок	hoot, whistle
духовенство	clergy
заварить	to make, cook
заводик	small factory
задумываться	to think about, ponder
зажечь	to put on fire, light
защищаться	to defend oneself
контрольно-пропускной пункт	control check point
костер	bonfire
кощунственный	blasphemous
месть	vengeance
напрячь	to strain
невероятный	incredible, unbelievable
нелепо	absurd
обеспечивать	to secure, protect
обряды	ceremonies
одиночный	single, individual
охрана	protection
ощущаться	to sense
пересекать	to cross
погасить	to put out
полотнище	a width of cloth
предел	limit
призывать	to call for
применение	application, use
припустить	to let out
проверка	verification, check-up
проливаться	to spill
раздаваться	to be heard, resound
разрывать	to tear

хоронить

to bury

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Unit 49—Ethnic Conflict In the USSR, Part 2

In this unit you will continue to listen to reports on the conflict between Azerbaijan and Armenia. The time frame of these reports is the same as the texts in Unit 48. You will hear an interview with a general as well as on the scene reports. The reports are longer now, but the exercises will help you follow the texts.

Exercise 1 Listen to Text A and pay particular attention to the opening statements. Read the questions below before listening and then answer them in English unless otherwise indicated in the spaces provided.

1. Based upon the announcer's opening statement, does the report in Text A come in the beginning, the middle, or the end of the news broadcast? Underneath your answer write the Russian word which lead you to your conclusion.
 - a. _____
 - b. _____
2. How does the announcer refer to Azerbaijan and Armenia?

3. Why are they broadcasting an interview with General Dubinyak instead of a live report?

4. When did the TV station receive a copy of this interview with the general?

5. When was the interview taped?

6. What area does the general command?

Exercise 2 This exercise will help you focus on the reporter's questions and the general's answers.

1. After the announcer's introduction the general is the next to speak. He describes what happened in the city during the state of emergency. Listen to his comments and then fill in the blanks below in English with the appropriate information.

- a. The _____
_____ passed quietly.
- b. There is not a single _____ among the
_____.
- c. _____ people have been
_____.
- d. These people don't have _____.
- e. One _____ and one _____
_____ have been _____.

2. Next the reporter asks the general a question. However, the reporter prefaces the question with a statement. Answer the questions below according to the reporter's remarks in the text. Write your answers in English unless otherwise indicated.

a. What does the reporter say he saw this morning?

b. Where did he see this?

c. You hear the pronoun *он* in the reporter's question. What word does this pronoun refer to? Write your answer in Russian.

d. What is the reporter's question?

3. The general's answer to this question can be divided into three parts: the cause of this specific conflict, the outcome, and the measures taken. Listen for the general's answer in Text B. Underneath each, give a brief summary in English describing what the general has to say about each part.

a. The cause

b. The measures taken

c. The outcome

Exercise 3 Text B is a continuation of Text A. The reporter, who is the first one to speak in the text, asks the general several more questions. The first exercise, prior to listening, concerns some important vocabulary. You will hear the words and phrases below in Text B. Give their English equivalents in the spaces provided.

1. насколько мне известно _____
2. в полном объеме _____
3. оказывать помощь _____
4. лечебные учреждения _____
5. настолько _____
6. влиятельны _____
7. здравый смысл _____
8. пока, видимо _____
9. на ваш взгляд _____

Exercise 4 Remember, if you don't understand something in a question in Text B, see if you can pick it up in the reply. This is a very useful strategy in a question/answer format. Follow the directions for each of the following exercises.

1. The reporter is the first one to speak in Text B. Listen to him and decide which of the following forms characterizes his speech. Circle the correct answer.

- a. A question
- b. A statement
- c. A warning
- d. A request

2. Answer the following questions in English based upon the reporter's first comment.

a. What does the reporter say about medical aid?

b. What does the reporter say about the doctors?

3. The following questions are based on the general's response to the reporter. Write your answers in English in the spaces provided.

a. Does the general agree with the reporter?

b. To whom does the general say they were giving aid?

4. The reporter changes the topic after the discussion of medical aid and asks the general two questions. Write the two questions in English in the spaces provided.

a. _____

b. _____

5. The general only answers one question. Which question does he answer, the first or the second? (Hint: The general's answer contains a word used in the question.)

6. What answer does the general give and what example does the general give to support his answer?

Exercise 5 The following exercises continue to focus on the questions of the reporter and the general's responses.

1. The reporter asks the general if he is negotiating with the People's Front. Listen for the phrase in Russian which means *to negotiate*. Notice how the Russian say this. (The literal translation of the Russian phrase is *to sit at a table of negotiations*.) Write the phrase below in Russian.

2. The general's response to the question begins with the word почему. What is he saying in his response? Circle the correct answer.
 - a. The People's Front has shown much common sense in their willingness to negotiate.
 - b. It is not the army's responsibility to negotiate with the People's Front.
 - c. He and others have appealed to the common sense of the People's Front.

3. Answer the following questions in English in the spaces provided according to the general's response.
 - a. Who does the general say negotiated with the People's Front?

 - b. What was the outcome of the negotiations?

4. What is the reporter's next question after the discussion of negotiations? Write your answer in English in the space provided.

5. The general's answer to the above questions contains several topics. Check off the topics below that he mentions in his answer.

- a. ___ The safety of the Armenians
- b. ___ The Armenian resistance forces
- c. ___ The violent actions of Azerbaijanis
- d. ___ The organization of patrol posts
- e. ___ The Azerbaijan blockade
- f. ___ The evacuation of Armenians

6. In the final question the reporter asks the general for an opinion. The question and answer are written below, but they are incomplete. Complete the sentences in English according to the text.

The reporter—What, in your opinion, needs to be done to

_____?

The general—I think that the most practical way is through a

_____.

Exercise 6

The main theme of Text C is the type of information that is spreading throughout the country. Officials are worried that much of this information is false. The following vocabulary will help you prepare to listen to the text. Below is a list of pairs of words. Each pair contains a verb and also a noun or adjective. The words in the pairs are similar and have the same roots. Listen for the words in Text C. Circle the letter of the word in each pair that you hear in the text (you may hear both words), then give the English equivalents only of the words that you heard in Text C.

1. a. заседать

b. заседание

2. a. блокировать

b. блокада

3. a. путать

b. путаница

4. a. разуме́ться

b. понимание

5. a. напасть

b. нападение

6. a. тревожить

b. тревожный

7. a. столкнуть

b. столкновение

8. a. взрывать _____

b. взрыв _____

9. a. ревизовать _____

b. ревизия _____

Exercise 7 Text C opens with information about meetings on the state of emergency in Armenia and Azerbaijan. Listen to Text C for this information and answer the following questions in English in the spaces provided.

1. Where are the meetings described in Text C taking place?

2. How long have they been taking place?

3. How many times a day are meetings held?

4. What three organizations are represented at the meetings?

a. _____

b. _____

c. _____

5. What kind of information do they receive at these meetings?

6. What did they say about the situation today?

Exercise 8 After the introduction about the meeting, Text C goes on to talk about some alarming facts concerning the type of information being spread about events. Follow the directions of each exercise.

1. The reporter talks about the confusion over certain events happening in the Caucasus. He includes two examples to illustrate the rumors. The reporter presents the following information for each example; the name of the village, the false rumor being spread, and then the real facts. Fill in the chart in English with information about these two events.

The Village Akhtomashin

The Rumors	The Facts

The Village Sadarakh

The Rumors	The Facts

2. The following questions will help you focus on what the reporter is trying to say about unreliable information. Answer the questions in English in the spaces provided.

a. What does the reporter say will happen as a result of paying little attention to the facts?

b. The reporter compares the distortion of facts to another situation. What figurative comparison does the reporter make?

Exercise 9 Text C contains a description of a riot that occurred on January 20-21. Listen to this description and then write a couple of sentences in English summarizing the events that took place. Your summary should include the following information: who, how many, what they were armed with, what did they do, and where.

Exercise 10

1. The reporter questions an official about four pistols. Answer the following questions in English about the pistols.

a. What happened to the pistols?

b. What does the official say they are doing about the pistols?

2. This final exercise focuses on the reporter's last paragraph in Text C. He talks again about the necessity of accurate information. Read the following questions and then answer them in English in the spaces provided. Listen to the text again if necessary.

a. Who does the reporter say must be very accurate in expressing themselves?

b. Why does the reporter feel this accuracy is so important?

Key Vocabulary



влиятельный
 вроде бы
 вылазка
 действительность
 доставить
 завладеть
 задержать
 записать
 заседать

здравый смысл
 изъять
 искорка
 невинный
 объем
 отрицательный
 охотничий

influential
 like, as if
 attack, raid
 reality
 to deliver, supply
 to capture, seize
 to arrest, detain
 to write down, tape
 to meet, take part in a
 conference
 common sense
 to confiscate
 spark
 innocent
 volume
 negative
 hunting (adj.)

пресечь
пропасть
путаница
ревизия
содержание
тревожный

to stop
to disappear
confusion
inspection
content
alarming, worrisome

Unit 50—Chemical Weapons

In this unit you will be listening to texts about chemical weapons. Some of the texts are about chemical weapons during training. You will also hear news commentaries against the proliferation of chemical weapons. Besides learning the vocabulary associated with chemical weapons, you will also get practice in listening to opinions and listening for ways in which the speaker supports his opinion.

Exercise 1 The first text in this unit is rather short, but it will help orient you to the topic of chemical weapons. Text A describes a chemical accident and the men who helped contain it. This first exercise will help you with the technical words in Text A. Give the English equivalents of the four words below in the spaces provided.

1. трубопровод _____

2. свищ _____

3. пары _____

4. хлор _____

Exercise 2 The questions below focus on where the accident occurred and what happened to cause the accident. Listen for the answers in Text A and then write your answers in English in the spaces provided.

1. The text does not mention in what city the accident occurred. It does, however, say something about the location of the accident. What information does the text give you about the location of the accident?

2. What was the cause of the accident?

3. What was the result of the accident?

Exercise 3 This exercise will help you listen for information about the rescuers and other details in Text A.

1. What are the names of the two men mentioned in Text A. Write their names in Russian in the spaces provided.

a. _____

b. _____

2. The speaker refers to these two men as члены добровольной газоспасательной дружины. What does this mean in English? Write your answer in the space provided.

3. What is a штатный газоспасатель? Write your answer in English in the space provided.

4. The speaker mentions the abbreviation СДЯВ. He gives the full form of this abbreviation earlier in the text. Below, first give the full form in Russian and then give the English equivalent.

a. _____

b. _____

5. According to the speaker, what did the two men mentioned in the text do? Write your answer in English in the space provided.

6. What kind of reward did the men receive for their bravery? Write your answer in English in the space provided.

Figure 50.1



На снимке: звено добровольной газоспасательной дружины комбината готовится к очередной тренировке.

Exercise 4 In Text B the announcer talks about a celebration and also about the heroic feats of the chemical military men. Follow the directions for each of the following exercises.

1. What is being celebrated? Write your answer in English in the space provided.

2. The speaker emphasizes in the phrase below that the chemical part of the military has grown over the years. First listen for the phrase in Text B. Complete the phrase below in Russian in the spaces provided.

Пройден славный путь от _____
_____ до _____ и
_____.

3. The speaker tells you about an accident which happened in Chernobyl. The acronym АЭС stands for the name of the place. Which of the following do you think is the full form? Circle the correct answer.

- a. Автомобильная электростанция
- b. Администрация экономического сотрудничества
- c. Атомная электростанция
- d. Аэродром сухопутной авиации

4. According to the speaker, what did the military chemists do at Chernobyl? Write your answer in English in the space provided.

Exercise 5 This exercise continues focusing on the details of Text B. It also focuses on the structure of the text. Read the exercises and then listen to the text again, if necessary, for the answers.

1. The phrases below are used in Text B to describe different groups of people. Write in English under each phrase the people who are being described. In addition, indicate whether these descriptions occurred in the past or are in the present by writing the words past or present in the space following the words, "time frame."

a. способных выполнять сложные задачи химического обеспечения современного боя

Time frame: _____

b. совершив бессмертные подвиги в боях за Родину

Time frame: _____

c. за самоотверженный труд многие из них награждены орденами и медалями

Time frame: _____

- d. хорошими показателями в боевой и политической подготовке

Time frame _____

2. The two men below are described in Text B. Match the names on the left with the appropriate description on the right by writing the corresponding letter in the space provided. There is one extra description.

1. ___ Pikalov

a. Died while fighting for the homeland

2. ___ Bizyukin

b. Led the clean-up at Chernobyl

c. Commanding the troops at the celebration

Below is a picture of Soviet troops during chemical warfare training.

Figure 50.2



Exercise 6 Text C is a commentary on chemical weapons. The speaker supports the position of the USSR on chemical weapons. You will hear the text in its entirety so that you can follow the sequence of the speaker's opinion. However, first there is a vocabulary exercise which will help you prepare to listen to the text. The vocabulary is divided into two parts. The first list contains phrases (adjectives and the words they describe) and the second list consists of nouns and verbs.

1. Give the English equivalents of the phrases below in the spaces provided.

a. удушливые газы _____

b. определяющие меры _____

c. непреходящая
действенность _____

2. Give the English equivalents of the words below in the spaces provided.

a. нераспространение _____

b. укрепление _____

c. выделить _____

d. расследование _____

e. нарушение _____

f. закрепить _____

g. неотвратимость _____

h. опробование _____

i. оборудование _____

Exercise 7 At the time of the report of Text C (1989) talks were being held in Geneva on chemical weapons. The questions below address what the speaker tells you about the Geneva convention. Listen for the answers in Text C and then write your answers in English in the spaces provided.

1. What measure concerning chemical weapons is being discussed at the Geneva convention?

2. According to the speaker, what is the gist of the 1925 Geneva protocol?

3. The speaker makes two statements about the protocol. The first is a positive statement and the second is negative. Listen for these statements and then write the gist of what the speaker is saying in the spaces provided.

a. Positive statement _____

b. Negative statement _____

4. Due to the weakness, pointed out by the speaker in the text, consultants are working on a report which will be an addition to the protocol. To whom will they present this report?

5. What two topics are addressed in this report?

a. _____

b. _____

Exercise 8 In Text C the commentator talks about what the Soviet Union is doing in connection with the Geneva protocol. The questions below address this issue. Read the questions first and then listen for the answers. Write your answers in the spaces provided in English unless otherwise indicated.

1. What has the Soviet Union already done to help strengthen the Geneva protocol?

2. The soviet Union is working on a set of rules and procedures. What situation will be covered by these rules and procedures?

3. What Russian phrase indicates to you that the speaker is about to tell you the position of the Soviet Union concerning any breaches in the Geneva protocol? Write the phrase below in Russian.

4. Which of the following words do you hear in Text C? Circle the correct answer.

- a. Юридически
- b. Юридический
- c. Юрисдикция
- d. Юриспруденция

5. What is the English equivalent of the word you circled above?

6. The speaker uses the phrase *иными словами*. This phrase indicates to you that the speaker is going to re-phrase his words. Below is the complete phrase that the speaker says first. How does the speaker re-phrase his words? Write your answer below in Russian.

принцип обязательности таких расследований

Exercise 9 The last part of the commentary concentrates on what the Soviet Union intends to do with chemical weapons in the future.

1. Below are phrases used by the commentator in Text C to emphasize the points he is making. Pay close attention to these phrases as you listen to the text. Give the English equivalents in the spaces provided.

a. как известно _____

b. необходимо отметить _____

c. прежде всего _____

d. я считаю _____

2. Listen for the answers to the questions below in Text C. Write your answers in English in the spaces provided.

a. What has the Soviet Union announced that it will do in the near future?

b. The commentator says that he visited a construction site in the Kubyshevski region. What does he say about the construction site?

c. What is the site for when it is completed?

d. What does the speaker say he thinks the Soviet Union will do in a couple of months?

e. Whom does the speaker mention as supporting this program?

Exercise 10 The past three exercises have helped you listen to Text C. The exercises divided the text into three parts: the convention in Geneva and the addition to the protocol, what the Soviet Union is doing in connection with the protocol, and what the Soviet Union intends to do in the future with its chemical weapons. Write a summary of Text C discussing the major points mentioned.

Key Vocabulary



выделить
действенность
дополнение
закрепить
зараженный
неотвратимость
непреходящий
нераспространение
оборонеспособность
определяющий
опробование

to allot, choose
effectiveness
addition
to secure, allot
contaminated
inevitability
intransient, permanent
nonproliferation, nonspreading
defensive capacity
defining
testing

пары	steam
последствие	trace, impact, consequence
поступок	action, act
расследование	investigation, examination
свищ	knothole
слабость	weakness
трубопровод	pipng, pipeline
удушливый	asphyxiating
хлор	chlorine
штатный	regular
ядовитый	poisonous

Acronyms and Abbreviations

АЭС (Атомная электростанция)	Atomic electric power plant
СДЯВ (сильнодействующие ядовитые вещества)	Extremely toxic substances

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Workbook 10—Speaking Suggestions

Unit 46—Computers and Automation in the Military

- a. Divide your class into two groups. One group will speak in favor of computerization in the armed forces. The other group will speak against computerization in the armed forces.
Give each group five minutes to prepare their arguments and think about the arguments which the opposition will bring up.
- b. Ask students to form pairs. One member of each pair will be for and one against computerization. Ask the pairs to discuss the issue.
- c. Reconvene the class as a single large group. Ask students to report the most convincing argument they heard from the opposing viewpoint.

Unit 47—Dogs in the Military

Divide the class into groups of four. Assign one of the following roles to each member of a group. Explain the scenario and ask each student to discuss the situation from the point of view of his role.

Because of unfavorable press coverage about the use of animals in the armed services, a group has been called together to discuss future policy on the issue.

Roles

1. You are a scientist. You think that studying and working with animals produces invaluable information to benefit mankind.
2. You are a member of the Humane Society. You monitor experiments on animals and defend animal rights. You are appalled by the treatment given to animals.
3. You are a captain. You have worked with animals all your life. You think that it is both practical and economical for the armed services to continue using animals.
4. You are a journalist. You think that the armed services are covering up a scandalous situation and wasting money on using animals for work and experiments.

Speaking Suggestions

Unit 48—Ethnic Conflict in the USSR, Part 1

Divide your class into groups of threes. Assign a role and card to each student.

Card A

You are an Azerbaijani. You manage a small factory. You are angry about the control that far-away Russians and Moscow have over your country. You feel more kinship with your fellow Muslims across the border in Iran than with the Russians or certainly the Christian Armenians in your country. You want the Russians and Armenians to leave. Answer the journalist's (student C) questions and present your case.

Card B

You are an Armenian manager of a plant in Baku, the capital of Azerbaijan. You moved to Azerbaijan in 1949. You have worked hard to make your plant a successful one and have always lived on good terms with your neighbors. You think that Russians have contributed a great deal to the development of Azerbaijan's economy and particularly its political stability—in fact you think that without Russian protection Azerbaijan could not continue to function. You are appalled at the Azerbaijani anti-Russian attitude. Answer the journalist's (student C) questions and present your point of view.

Card C

You are a journalist. You will be interviewing two people with opposing views—an Azerbaijani who wants all foreigners, including Russians and Armenians, to leave Azerbaijan and an Armenian who has spent his working life in Azerbaijan and who is angry at Azerbaijani "ingratitude" and chauvinism. Ask them about their points of view.

Unit 49—Ethnic Conflict in the USSR, Part 2

- a. Divide your class into groups of six. Assign one of the following roles to each member of a group.

Azerbaijani Communist Party official
Devout Azerbaijani Muslim
Armenian citizen who has just had his home burned
Armenian university student
Russian officer of the MVD
Russian civilian worker in the oil industry in Baku

- b. Give the students the following background information on the conflict between Azerbaijan and Armenia: Azerbaijan and Armenia are two republics in the USSR which are located next to each other in the southern part of the country. Some of the problems between the two nationalities have arisen due to religious reasons: The Armenians are Christians and the Azerbaijanis are Muslims. The Armenians have long demanded that Nagorno-Karabakh, a region in Azerbaijan, be incorporated into the Armenian Republic since 98% of its population is Armenian. The conflict finally reached a peak in January 1990 and violence between the two republics broke out. Ask each student to give his reactions to the conflicts in Azerbaijan and Nagorno-Karabakh in 4–10 simple sentences.

Unit 50—Chemical Weapons

- a. Give your class the following situation: They have been assigned to develop the agenda for a one-day meeting on chemical warfare. (Pick one of the following meeting types.)

A meeting of an international commission on chemical warfare
A meeting of a group of environmentalists discussing chemical warfare
A meeting of a group of soldiers discussing chemical warfare

Speaking Suggestions

- b. Divide the students into groups of three to develop the agenda in detail. Each group should come up with suggestions for topics for the agenda. Each group should also decide how much time to devote to each topic and how to present it, e.g., as a lecture, a slide show, discussion, by handouts, etc. Give the groups 10 minutes to develop and write down the suggestions.
- c. Reconvene the class for a short oral report from each group on the suggested agendas, scheduling, mode of presentation, etc.

**Answer Key
Unit 46**

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

- Exercise 2
1. a. permanent (complete) set of equipment
b. original units (new equipment)
c. uploading of programs
d. to make really broad use of
e. scope and density of information
 2. a. Subject of the verb is **объем и плотность**
b. bigger or greater
c. The scope and density of information become greater as a result.

- Exercise 3 1.

Original Units of Equipment

a, b, d, e, g

Permanent Set of Equipment

c, f, h

2. b
3. c
4. a
5. d

Answer Key, Unit 46

- Exercise 4
1. a. Engineer
b. Institute of Information Science Problems of the Academy of Sciences of the USSR
 2. He proposed making a personal computer.

- Exercise 5
1. E
 2. S
 3. E
 4. E
 5. S
 6. E
 7. E
 8. S

- Exercise 6
1. c
 2. a
 3. a. it happens
b. exist (as if) all by themselves
c. exchange of data
d. there's nowhere to obtain
e. someone who is working
f. those who work on [the computers] simply have nowhere to obtain....

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

- Exercise 8
1. You should have checked a, c, e, f, g, and h.
 2. c

- Exercise 9
1. c
 2. It's by no means within every programmer's capability.
 3. An analogy with the AIDS virus is observed
 4. Up to now there is only one method of combatting [this]

- Exercise 10
1. A virus
 2. Counteract computer viruses
 3. So far, there is only one method.
 4. Unauthorized equipment
 5. No guarantee.

Answer Key
Unit 47

Exercise 1 You might expect to hear a mention of what dogs do that humans can't do; something about their training and their trainers; what breeds serve in the military and in what units; perhaps a story about a recent incident or example of their usefulness; and an indication of how long the dogs serve.

Exercise 2

1. a
2. a. You should have circled **этак**.
b. You should have circled **ведет-то**.
3. a. **белые как сахар**
b. **крепкие**
c. **довольно внушительных размеров**

Exercise 3

1. b
2. c
3. d
4. b
5. d

Exercise 4

1. a. 5
b. 8
c. 4
d. 3
e. 6
f. 7
g. 2
h. 1
2. There are four dogs to a team.

Exercise 5

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

- Exercise 6
1. F
 2. T
 3. T
 4. F
 5. T
- Exercise 7
1. You should have checked a, b, c, e, g, h, and i.
 2. c
- Exercise 8
1. d
 2. a
 3. dog-trainers, both professional and amateur
 4. a. учесть
b. All this is taken into account.
- Exercise 9
1. He is president of the Moscow City Working Dogs Breeding Federation.
 2. His official capacity is chief judge at the competition.
 3. Problems in breeding working dogs
 4. The areas of training programs and criteria for evaluating the dogs' preparation
 5. разногласия
- Exercise 10
1. Your summary should include the following points: Twenty dogs attended the first interdepartmental competition for dogs in service, recently held in Moscow, organized by the Moscow Working Dogs Club. The chief judge called for greater public awareness and standardization of procedures for training and evaluating dogs. An all-union show of German shepherds in June will include discussions to resolve differences in opinion regarding breeding and training.

**Answer Key
Unit 48**

Exercise 1

	Capital	Neighbors
Armenia	Erevan	Turkey, Iran
Azerbaijan	Baku	Iran

Exercise 2

1. Baku, Azerbaijan
2. As before
3. a. As before there is a state of emergency in the capital.
- b. According to military data, last night was relatively quiet.
- c. The nerves of the people are stretched to the limit.
4. 2. b
3. a

Exercise 3

1. b,c
2. Эти люди—беженцы.
3. a. That they leave the city
- b. Their safety
4. Who is to blame?
5. They will need to answer this question in time.
6. Mourning
7. They are burying the dead.
8. Sounds that tear at the heart
9. a. The whistle of boats
- b. The sirens of businesses
- c. The sound of hundreds of cars

10.

Item	Building
A flag	The Supreme Soviet of Azerbaijan
A black cloth	Every home

- Exercise 4
1. communal grave
 2. funeral
 3. ceremonies, rites
 4. clergy
 5. reason
 6. to protect, guarantee
 7. to be sensed, felt
 8. to cross

- Exercise 5
1. 4
 2. 2
 3. 1
 4. NA
 5. 3
 6. NA
 7. 5

- Exercise 6
1. Mourners gathered to grieve
 2. In the first half of the day
 3. Hundreds of thousands
 4. Baku and the surrounding region
 5. To Kirov Park
 6. The People's Front
 7. In a communal grave
 8. Passages from the Koran
 9. The rites of the Muslim faith

Answer Keys, Unit 48

Exercise 7

1. a. F
b. F
c. O
d. O
e. O
f. O
2. At the funerals the clergy did not call for vengeance or blood , but instead called for peace and reason.
3. a. The People's Front
b. The people have expressed solidarity with them.
c. Negotiations should be held with the People's Front.
4. a. Armed guards at the border
Check points
Examination of documents
b. Absurd, wild
c. Because they are not talking about two separate countries, but two union republics within the same country.

Exercise 8

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

- Exercise 9
1. As a real battle
 2. a. Rifles
b. Missiles
c. Pnuematic gas weapons
 3. Both sides
 4. Wine factory
 5. (Lyuda-градобойная установка, automatic fire
 6. Counting the losses
 7. We are just defending ourselves.
 8. Instead of searching for a compromise, people are looking for enemies. And they are finding them among neighbors, who, before, lived in friendship and harmony, not thinking of nationality.

- Exercise 10
1. a. The person who started the fighting is the one who is guilty.
b. It is easy to encourage hatred between nationalities, but much harder to stop it.
 2. To take the first step

**Answer Key
Unit 49**

- Exercise 1
1. a. The beginning
b. Сначала
 2. "Our two republics in the Caucasus" (literally: "our two Transcaucasian republics")
 3. Because the material for the live report did not arrive in time for the broadcast
 4. Last night
 5. The first day after the state of emergency went into effect
 6. A particular region in Baku

- Exercise 2
1. a. The first night of the curfew passed quietly.
b. There is not a single victim among the local population.
c. Eighteen people have been arrested.
d. These people don't have documents.
e. One pistol and one hunting gun have been confiscated.
 2. a. A skirmish
b. In the area of the barracks
c. Перестрелка
d. How did the skirmish end?
 3. a. A group of fighters were operating there and a military unit was forming.
b. Measures were taken to stop the raids.
c. The general thinks that the conflict will be settled.

- Exercise 3
1. As far as I know
 2. Fully (literally: "in full volume")
 3. To render aid
 4. Medical institutions
 5. How
 6. Influential
 7. Common sense
 8. For the present; apparently
 9. In your opinion

- Exercise 4
1. b
 2. a. It is being fully provided.
b. They are coming even from other cities.
 3. a. Yes
b. The Azerbaijan Ministry of Health
 4. a. How influential are the forces of the People's Front?
b. How does the general population relate to them?
 5. The first
 6. They are influential because every day at the square near the Central Committee's building 35,000 to 40,000 people gather.

- Exercise 5
1. садиться за стол переговоров
 2. с
 3. a. The leaders of the republics, also the general and his men
b. No positive results yet
 4. Are there any Armenians still in Baku?
 5. a,d,f
 6. a. stop the bloodshed
b. dialogue

- Exercise 6
- | | |
|--------------------|------------------|
| 1. a. заседать | to meet |
| 2. a. блокировать | to blockade |
| 3. b. путаница | confusion |
| 4. a. разумеется | to be understood |
| 5. a. напасть | to attack |
| b. нападение | attack |
| 6. b. тревожный | alarming |
| 7. b. столкновение | clash, conflict |
| 8. b. взрыв | explosion |
| 9. b. ревизия | inspection |

- Exercise 7
1. Erevan
 2. Two weeks
 3. Twice
 4. a. The Central Committee of the Communist Party
b. The Supreme Soviet
c. The government of Armenia

5. The most recent strategical (operational) information
6. It is normal and the government has control.

Exercise 8 1.

The Village Akhtomashin

The Rumors	The Facts
It is an Azerbaijani village and is blockaded by the Armenians.	It is an Armenian village. The Armenians would not blockade their own village.

The Village Sadarakh

The Rumors	The Facts
It is an Armenian village that was attacked by Azerbaijanis.	It is an Azerbaijani village. The Azerbaijanis would not attack their own village.

2. a. New conflicts
- b. It is like the spark that leads to the explosion.

Exercise 9 A crowd of more than 100 young people, armed with hunting guns, broke into the city regional department of Internal Affairs in Abayan.

- Exercise 10
1. a. They disappeared.
 - b. They are conducting an inspection.
 2. a. The media and everyone
 - b. Because there is a lot of work on negotiations going on and any careless word can stir up negative emotions.

**Answer Key
Unit 50**

- Exercise 1
1. piping
 2. knothole
 3. steam
 4. chlorine
- Exercise 2
1. It happened in one of the industrial parts of a plant.
 2. A knothole formed in the metal piping.
 3. Chlorine steam escaped into the atmosphere.
- Exercise 3
1. a. Дудецкий
b. Ляпченко
 2. Members of the voluntary chemical fighters (literally: "gas rescue") brigade
 3. A regular chemical fighter (as opposed to a voluntary one)
 4. a. Сильнодействующие ядовитые вещества
b. Extremely toxic substances
 5. Before the regular chemical fighters were able to arrive, they stopped the extremely toxic substances from escaping into the environment in dangerous amounts.
 6. Monetary awards
- Exercise 4
1. The 70th anniversary of the chemical warfare troops
 2. Пройден славный путь от противогазовых команд до подразделений и частей
 3. с
 4. They checked the radiation level and decontaminated the area.

Answer Key, Unit 50

- Exercise 5
1. a. The units and subunits of the chemical forces
Present
 - b. The 29 military chemists who became heroes of
the Soviet Union
Past
 - c. The chemists who helped at Chernobyl
Past
 - d. The soldiers who are in training subunits for
chemical defense and who are participating in
the 70th anniversary
Present
2. 1. b
 2. c

- Exercise 6
1. a. Asphyxiating gases
 - b. Defining measures
 - c. Continued effectiveness
2. a. nonproliferation
 - b. strengthening
 - c. to allot
 - d. investigation, examination
 - e. breach, violation
 - f. to secure
 - g. inevitability
 - h. testing
 - i. equipment

- Exercise 7
1. Complete prohibition and elimination of chemical weapons
 2. The use of asphyxiating and other such gases and bacterial means is prohibited during war.
 3. a. The document has maintained its meaning and continued effectiveness in our time.
 - b. The protocol does not have any articles or defining measures for the control or sanction of chemical weapons.
 4. To the General Assembly at the UN
 5. a. Control of chemical weapons
 - b. Nonproliferation of chemical weapons

- Exercise 8
1. They have assigned 10 qualified experts and 4 laboratories to do research on the elimination of chemical weapons.
 2. Cases in which the Geneva protocol has been violated
 3. Наша позиция состоит в том, что
 4. а
 5. Legally
 6. принцип неотвратимости таких расследований

- Exercise 9
1. a. As is well known
b. It is necessary to notice
c. First and foremost (or: "above all")
d. I consider
 2. a. It will eliminate all of its supplies of chemical weapons.
b. It is in the final stages of construction and will be ready for the testing of equipment.
c. It will begin eliminating chemical weapons.
d. It will begin the program to destroy chemical weapons as announced by government officials.
e. Mikhail Sergevich Gorbachev

- Exercise 10
- Your summary should include the following points:
There is a convention in Geneva on the complete prohibition and elimination of chemical weapons. Consultants are working on a report that will be presented to the UN and then added to the 1925 protocol. The report concerns control and nonproliferation of chemical weapons. The Soviet Union is working on rules and procedures in cases of breaches in the protocol. The Soviet Union is prepared to destroy all of its chemical weapons and construction is almost completed at a site where this destruction will be done.

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Dictionary

блок управления	control panel
бытовой	everyday
ведомство	department
вести себя	to behave
влиятельный	influential
внутренний	internal
внушительный	imposing, impressive
вражда	hostility, animosity
вроде бы	like, as if
выделить	to allot, choose
вылазка	attack
гвоздика	carnation
гудок	hoot, whistle
действенность	effectiveness
действительность	reality
дополнение	addition
доставить	to deliver, supply
духовенство	clergy
заварить	to make, cook
завладеть	to capture, seize
заводик	small factory
задержать	to arrest, detain
задумываться	to think about, ponder
зажечь	to put on fire, light
закрепить	to fasten, secure
записать	to write down, record (on tape, film, etc.)
зараженный	contaminated
заседать	to meet, take part in a conference
защищаться	to defend oneself
здравый смысл	common sense
изъять	to confiscate
искра	spark
контрольно-пропускной пункт	control check point
костер	bonfire
кощунственный	blasphemous
месть	vengeance
напрячь	to strain
население	population

невероятный	incredible, unbelievable
невинный	innocent
нелепо	absurd
неотвратимость	inevitability
непреходящий	intransient
нераспространение	nonproliferation, nonspreading
обеспечивать	to secure, protect
обороноспособность	defensive capacity
обряды	ceremonies
объем	volume
одиночный	single, individual
определяющий	defining
опробование	testing
отрицательный	negative
охотничьи	hunter (adj.)
охрана	protection
ощущаться	to sense
пары	steam
пересекать	to cross
погасить	to put out
полотнище	a width of cloth
последствие	trace, impact
поступок	action, act
предел	limit
пресечь	to intersect, cross
призывать	to call for
применение	application, use
припустить	to let out
проверка	verification, check-up
проливаться	to spill
пропасть	to disappear
путаница	confusion
пытаться	to try, attempt
разведка	reconnaissance
раздаваться	to be heard, resound
разрывать	to tear
разум	reason
распространяться	to spread
расследование	investigation, examination
ревизия	inspection
слабость	weakness
слухи	rumors
содержание	content

свищ
траур
тревожный
трубопровод
удостоверение
удушливый
усыпать
ущерб
хлор
хоронить
штатный
ядовитый

knothole
mourning
alarming, worrisome
piping, pipeline
certification
asphyxiating
to strew
damage, loss
chlorine
to bury
permanent, regular
poisonous

Acronyms and Abbreviations

АЭС (Атомная электростанция)	atomic electric power plant
ДОСААФ (Всесоюзное добровольное общество содействия армии, авиации и флоту СССР)	All-Union Voluntary Society for Assistance to the Army, Air Force, and Navy of the USSR
Мосгорисполком (Московский Городской Исполнительный Комитет)	Moscow City Executive Committee
МВД (Министерство Внутренних Дел)	Ministry of Internal Affairs
МГУ (Московский Государственный Университет)	Moscow State University
ПЭВМ (персональная электронно-вычислительная машина)	personal computer (PC)
СДЯВ (сильнодействующие ядовитые вещества)	Extremely toxic substances
СПИД	AIDS
УВД (Управление Внутренних Дел)	Administration of Internal Affairs
ЭВМ (электронно-вычислительная машина)	computer

Listening Workbook 10, Glossary

Workbook Test

Materials needed to take the workbook test:

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

Instructions:

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

Unit 46

Listen to Text A and answer Questions 1–4.

1. Text A compares the modified personal computer (PC) with
 - a. a similar Japanese model.
 - b. the unmodified, early version.
 - c. all-purpose microcomputers.
 - d. the newest work stations.

2. What does Text A have to say about the reliability of the modified PC?
 - a. It is as good as the old version was.
 - b. Regular maintenance ensures long, reliable service.
 - c. The power supply is less reliable than the machine itself.
 - d. The first example has worked nonstop for over two years.

3. This modified PC can handle all the following computer programs and languages EXCEPT
 - a. Basic.
 - b. Fortran.
 - c. Microsoft Word.
 - d. Assembler.

Listening Workbook 10, Workbook Test

4. According to Text A, what is the planned distribution of this new PC?
- a. Many subunits have them already.
 - b. Supply units and quartermasters get them first.
 - c. Communications units are trying them out.
 - d. Air force units have them but not the army.

Listen to Text B and answer Questions 5–7.

5. According to Text B, what is first and foremost the main advantage of this PC?
- a. It can "talk to" other computers.
 - b. It is very user-friendly.
 - c. It operates several types of software.
 - d. It has a huge memory.
6. What is this PC's speed of operation (in operations per second)?
- a. 400,000
 - b. 500,000
 - c. 600,000
 - d. 640,000
7. What is the capacity of this PC's working memory (in kilobytes)?
- a. 16
 - b. 32
 - c. 64
 - d. 128

Listen to Text C and answer Questions 8–10.

8. Which armed forces have the new system described in Text C?
 - a. The U.S. Navy
 - b. The Canadian Air Force
 - c. The British Royal Navy
 - d. NATO's sea and air forces

9. In the broadest terms, the system is designed to help officers to
 - a. maintain awareness of weapon readiness.
 - b. evaluate measures to repel potential threats.
 - c. have constant reliable communications.
 - d. perform the best possible damage control aboard ship.

10. According to Text C, what can the system do with radar data?
 - a. Interpret the data according to aircraft type
 - b. Produce a two-dimensional map of the data
 - c. Compare data with standard aircraft signatures
 - d. Identify a blip as an enemy ship or plane

Unit 47

Listen to Text D and answer Questions 11–15.

11. Dogs from which organization won all the prizes in the individual competition?
 - a. DOSAAF
 - b. Moscow Club of Dogs in Service
 - c. Moscow Central Kennels for Dogs in Service
 - d. Ministry of Internal Affairs

12. How many prizes were awarded in the individual competition?
- a. 1
 - b. 2
 - c. 3
 - d. 4
13. The name of the dog that won first place in individual competition was
- a. Tuzik.
 - b. Ilga.
 - c. Dinar.
 - d. Zorka.
14. The dog that won first place demonstrated particularly
- a. good speed and agility.
 - b. prompt response to commands.
 - c. high strength for its size.
 - d. aggressive qualities.
15. Dinar's master was
- a. Novik.
 - b. Gribachev.
 - c. Sidorov.
 - d. Sevodnyayev.

Listen to Text E and answer Questions 16–20.

16. What question did the reporter ask at the beginning of his interview?
- a. Where are dogs used in the army?
 - b. How do you choose a good service dog?
 - c. Do dog and master stay together all the time?
 - d. How many breeds are used in the armed forces?

17. To what institution did the reporter direct his questions?
- The Frunze Academy
 - Central Military School for Young Specialists
 - Moscow Central Kennels for Dogs in Service
 - Ministry of Internal Affairs Training Academy
18. According to Text E, the army uses dogs to
- deliver supplies.
 - guard prisoners.
 - carry messages.
 - search for mines.
19. During wartime, dogs may also
- search for wounded.
 - go on "suicide missions".
 - act as scouts.
 - serve aboard ships.
20. Men are now training dogs for service in
- conditions of snow and ice.
 - civilian disaster areas.
 - the presence of chemical agents.
 - paratroop units.

Unit 48

Listen to Text F and answer Questions 21–23.

21. What change in the status quo did the military commander at the scene announce?
- Imposition of martial law
 - New hours for shops to be open
 - Tighter control of public gatherings
 - Slight relaxation of the state of emergency
22. What announcement is made about arms in the hands of civilians?
- Local police units will confiscate the arms.
 - Arms must be surrendered by 9 P.M. on January 24.
 - Anyone caught with arms will be arrested.
 - Civilians are forbidden to carry arms on the streets.
23. Leaflets circulating through the Azerbaijani capital are calling for
- civil disobedience and confrontation.
 - a mass protest rally in the main square.
 - resignation of all Party officials.
 - guerilla warfare against the Russian occupiers.

Listen to Text G and answer Questions 24–26.

24. What does the military commander at the scene have to say about the Azerbaijan People's Front?
- Negotiating with the Front is out of the question until it drops its demands.
 - Foreign provocateurs have infiltrated the Front and are using it to stir up unrest.
 - Nationalists and extremists are being directed by leaders from the Front.
 - The Front does not truly represent the wishes of the Azerbaijani people.

25. According to the military commander, what is the attitude of the Azerbaijan People's Front towards other peoples and groups?
- a. The Front is anti-Armenian but not anti-Russian.
 - b. The Front is pro-Muslim and anti-Christian.
 - c. The Front is anti-Georgian and anti-Armenian.
 - d. The Front is anti-Armenian and anti-Russian.
26. The Azerbaijan People's Front is accused of spreading what false rumor?
- a. Local Party officials have encouraged pogroms.
 - b. Armenians have been kidnapping Azerbaijani boys and girls.
 - c. Georgians have poisoned the wells in Azerbaijani villages.
 - d. Russian soldiers have behaved cruelly towards the local people.

Listen to Text H and answer Questions 27–30.

27. According to Text H, in Baku there is still
- a. no lessening of ethnic tensions.
 - b. shooting by terrorists in several towns.
 - c. no electricity, water, or public transportation.
 - d. fighting between Armenians and Azerbaijanis.
28. What does Text H have to say about the Saryanskii Barracks?
- a. An arsonist set fire to the Barracks.
 - b. An explosion occurred there in the early morning.
 - c. They are now a detention center for those arrested.
 - d. Terrorists are still shooting at soldiers there.

29. What does the Azerbaijan People's Front claim is happening at the Barracks?
- a. Shooting deaths of local men of various nationalities
 - b. Torture of prisoners being held without cause
 - c. Army storage of tear gas for use against local people
 - d. Murder of local political leaders who resisted Moscow
30. The military commander complains in Text H that members of the Front are
- a. deliberately harming their own people as a provocation.
 - b. acting as agents for other, outside hostile interests.
 - c. spreading rumors and sending telegrams with false information.
 - d. inciting panic in order to further their extremist cause.

Unit 49

Listen to Text I and answer Questions 31–33.

31. According to Text I, what is the situation at the Saryanskii Barracks?
- a. Things have finally calmed down a bit.
 - b. Nothing has changed—there is a stalemate.
 - c. The local authorities cut off water and electricity.
 - d. Terrorists opened fire on soldiers stationed there.
32. What is happening with the civilian population?
- a. Everyone has been told to stay put and stay indoors.
 - b. People are on the streets, shopping, talking, gathering.
 - c. Evacuation of local inhabitants is continuing.
 - d. Those who fled earlier are beginning to return.

33. What does Text I have to say about evacuation of the civilian populace?
- a. There is no further need to evacuate anyone.
 - b. Evacuation of women, children, and seniors is proceeding.
 - c. The previous evacuation was merely a panic reaction.
 - d. People should prepare for evacuation, though it is unlikely.

Listen to Text J and answer Questions 34–38.

34. According to Text J, what is it that greatly troubles the people in Baku?
- a. Unpredictable food supplies
 - b. Breakdown of authority
 - c. Sudden rise in ethnic hatred
 - d. Lack of information
35. According to Text J, what events are occurring spontaneously in the city?
- a. Meetings
 - b. Occupation of buildings
 - c. Looting of stores
 - d. Attacks on banks
36. How does Text J describe the communications situation?
- a. The local TV is still on the air, but not the radio.
 - b. Lack of coordination hampers efforts to inform the people.
 - c. Intercity phone lines are jammed with calls.
 - d. Newspapers are the only mass media still functioning.

37. What steps has the Central Committee of the Azerbaijan Communist Party taken?
- a. It has issued several proclamations.
 - b. It has replaced several older leaders.
 - c. It has appealed to the workers of Baku.
 - d. It has offered to mediate the crisis.
38. According to Text J, how does the Central Committee of the Azerbaijan Communist Party describe the events in Baku?
- a. "Azerbaijan is living through hard times."
 - b. "This is a great tragedy for all people of the USSR."
 - c. "Ethnic hatred has no place in a workers' state."
 - d. "Foreign agitators have been fishing in troubled waters."

Listen to Text K and answer Questions 39–40.

39. The special correspondent in Armenia reports on
- a. civil unrest and riots in the Armenian capital.
 - b. arrangements for taking care of the influx of refugees.
 - c. recent government measures to stabilize economic conditions.
 - d. acts of ethnic violence in the villages bordering Azerbaijan.
40. Throughout the republic, strict limits have been placed on
- a. public gatherings of any kind.
 - b. energy use in factories and shops.
 - c. movement of people at nighttime.
 - d. purchasable amounts of basic foodstuffs.

Unit 50

Listen to Text L and answer Questions 41–45.

41. According to Text L, the attitude in the armed forces towards chemical specialists used to be
- a. fearful.
 - b. hostile.
 - c. distrustful.
 - d. ironic.
42. What caused a change of attitude towards chemical specialists' work in the armed forces?
- a. Better officer training
 - b. The Chernobyl disaster
 - c. Ministry of Defense directives
 - d. The number of chemical near-accidents
43. Text L compares the work of chemical specialists to that of all the following EXCEPT
- a. pilots.
 - b. artillerymen.
 - c. sappers.
 - d. tank crews.
44. According to Text L, there are few "romantics" among the ranks of chemical specialists because
- a. the "enemy" who stares them in the face is featureless.
 - b. they must deal with extreme danger day in and day out.
 - c. the training is realistic and extremely demanding.
 - d. they are selected on the basis of tough-mindedness.

Listening Workbook 10, Workbook Test

45. How is it possible for chemical specialists to recognize the "enemy"?
- a. By special detector
 - b. By effect on impregnated test strips
 - c. By chemical formula
 - d. By a combination of evidence

Listen to Text M and answer Questions 46–48.

46. According to Text M, Shkurenko's subordinates have learned to deal with the "enemy"
- a. confidently.
 - b. respectfully.
 - c. swiftly.
 - d. cautiously.
47. In tactical exercises using chemical agents, which unit first encountered the "enemy"?
- a. Riflemen
 - b. Tank crews
 - c. Parachutists
 - d. Infantrymen
48. Aleksej Korzh participated in the exercises as
- a. a medical team member.
 - b. head of a chemical unit.
 - c. a tank commander.
 - d. commander of defending forces.

Listen to Text N and answer Questions 49–50.

49. Text N announces that the new chemical weapon will
- a. join the arsenal no earlier than 1992.
 - b. represent a new generation of weapons.
 - c. not be deployed until 1994 at the earliest.
 - d. an replace an outdated series of weapons.
50. The speaker in Text N sees the new weapon, called "Big Eye", as a threat to
- a. all humanity.
 - b. Warsaw Pact land forces.
 - c. the strategic arms balance.
 - d. an agreement on liquidation of chemical weapons.

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