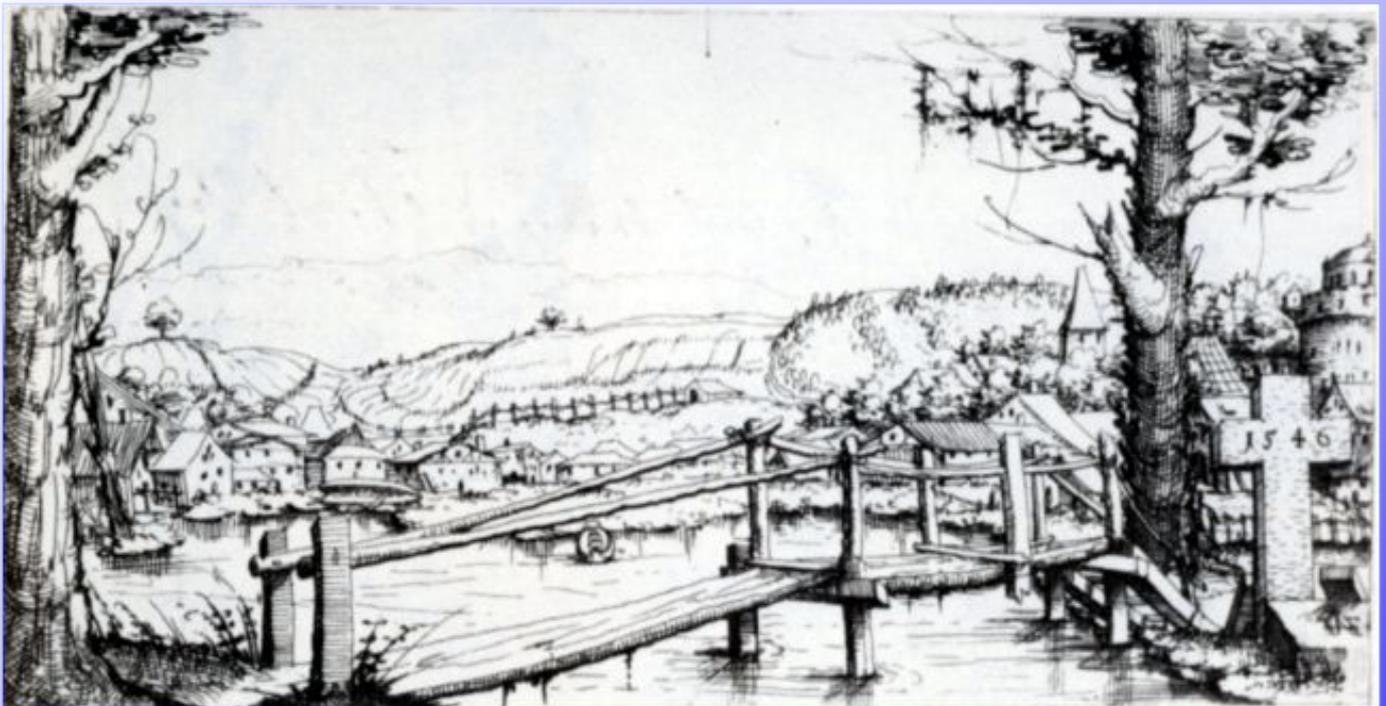


Communicate in Russian

Part 1



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Création: Eric Streit

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DEFENSE LANGUAGE Institute

Les Editions du Yojik

Communicate in Russian

Part 1 (1972)

Communicate in Russian: Part 1 (1972)

Abstract

This first volume in a three-part series intended to follow the Quinmester course "Survive a Russian Party" prescribes broad goals and performance objectives for the development of listening, reading, speaking, and writing skills. Students practice conversational skills in Russian over the telephone, discuss everyday activities from writing to playing soccer, and plan a Russian-style picnic in the mountains. Basic grammatical structures include the use of nouns, pronouns, and verbs. A vocabulary list and references are included. For the companion documents, see FL 003 641 and FL 003 643. (RL)

Acknowledgements

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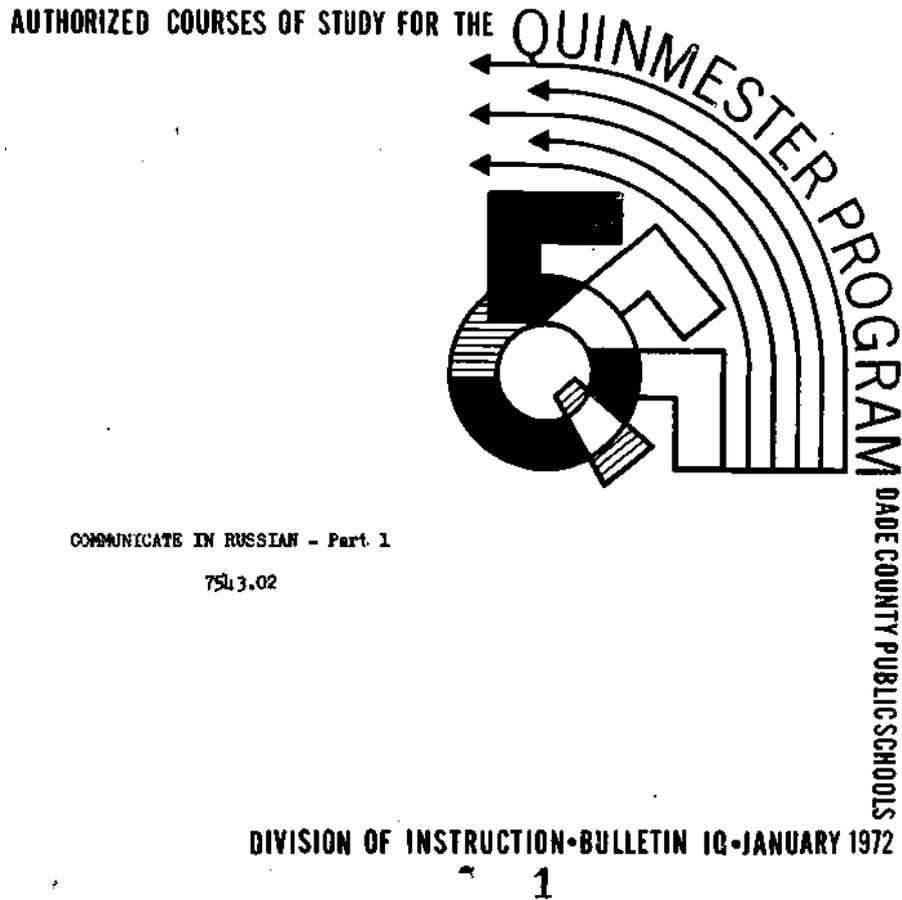
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Colophon

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE OFFICE OF EDUCATION

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Figure 1. Communicate-in-Russian-part1-1972-1.png



Note

Document edited by Eric Streit (<eric@yojik.eu>) (November 2011) in docbook format.

PDF and Epub versions available on <http://www.yojik.eu/>

Russian part checked by Goulya Streit (<goulya@yojik.eu>)

Course description

Talk to a friend on the phone. Discuss everyday activities from writing to playing soccer. Go on a picnic to the mountains — Russian style.

While engaging in the above activities, you will learn to use critical structure of the Russian language both orally and in writing. Among the basics will be the use of nouns, pronouns and verbs.

Broad goals and performance objectives¹

The learner at the end of this course, according to his level of maturity and achievement, will be able to at least:

1. Listening

- L-1 discriminate between Russian hard and soft consonants when isolated in orally presented groups of words with 75% accuracy.
- L-2 imitate familiar "basic sentences" and "basic dialog" models, including pronunciation, intonation and juncture, with 70% of responses evaluated to be readily understandable to a native speaker.
- L-3 demonstrate an understanding of the Russian language when, given samples of the familiar content of this course or new arrangements thereof spoken at normal tempo, he selects the culturally acceptable response from a group of orally presented answers with 70%

2. Speaking

- S-1a pronounce Russian words sampling hard and soft consonant sounds after hearing the model with 75% of the responses Judged readily understandable to a native.
- S-1b pronounce Russian words sampling the voiced and voiceless counterpart consonants after hearing the model with 75% of the responses judged readily understandable to a native speaker.
- S-2 speak with acceptable Russian pronunciation, intonation and juncture In 70% of the responses in a free response situation using previously learned Russian content or recombinations thereof.
- S-3 perform necessary changes in form and order as regards the following grammatical concepts with 70% success in oral structure drills (person-number substitution, replacement etc.) using familiar material:
 - a. person and number agreement of first conjugation verbs.
 - b. agreement of gender and number.
 - c. pronoun agreement.
 - d. possessive adjective agreement.

3. Reading

- R-1a recognize and pronounce acceptably the sound-letter correspondence with 75% success from a printed list of familiar words sampling hard and soft consonants, especially soft Л, hard Л, Ш, Щ, and Ч.
- R-1b recognize and pronounce acceptably voiced and voiceless counterpart consonants in both initial and final positions with 70% success from a printed list of familiar words sampling the following six pairs of counterpart consonants:

б-п в-ф г-к д-т ж-ш з-с

¹These objectives are presented in five(5) skills groups: listening (L), speaking (S), reading (R), writing (W) and miscellaneous (M). The letter-numbers used here will have corresponding letter-numbers in the sample evaluation section to help key objectives to evaluation samples.

R-2 demonstrate direct reading comprehension in Russian of material already mastered audio-lingually by selecting 70% of the correct printed answers to printed questions on a short printed selection(no more than thirty words).

R-3 read (orally) familiar material in sentence form with pronunciation and meaningful intonation end juncture judged to be acceptable to a native speaker in 70% of sentences attempted.

4. **Writing**

W-1 copy correctly in Cyrillic script from Cyrillic print any previously audio-lingually mastered material (100% accuracy desired).

W-2 write in Cyrillic script dictation of familiar idiomatic expressions and "dialogs" mastered audio-lingually with 70% accuracy in spelling and punctuation.

5. **Miscellaneous**

M-1 make three comparative statements between the target and native cultures based on the dialogs.

M-2 demonstrate any of various reasons for studying the Russian language as evidenced by participation in discussion groups, research projects and making of art.

M-3 identify three comparisons between other languages and the target language which demonstrate his understanding of the nature of language and how it works.

Course content

I. On the telephone

A. Conversation topics

1. Doing
 - a. listening
 - b. watching
 - c. playing, beginning to play
 - d. throwing (ball)
 - e. reading
 - f. writing
 - g. singing
 - h. taking
 - i. waiting
2. Where do you live?
3. Does he know how to play?
 - a. soccer?
 - b. volleyball?
 - c. basketball?
 - d. tennis?
 - e. chess?
 - f. cards?
4. Do you understand?
 - a. Russian?
 - b. English?
5. Mastery of additional vocabulary

B. Grammar Explanations

1. **Алло** used for telephone
 - а** and **и** as conjunctions
2. The present tense of verbs

- b. endings
- c. infinitive
- d. accompaniment of pronoun
- e. three English equivalents of **я играл...**
- f. three groups of first conjugation verbs
- g. presence of the vowel **е**, in most first conjugation forms.
- h. pattern of **у** or **ю** being used for both first person singular and third person plural
- i. three possible stress patterns:
 - 1. other than ending - throughout
 - 2. ending throughout
 - 3. ending for first person singular; stem stress for all other forms

C. Audio-lingual techniques to be employed by student:

- 1. vocabulary
 - a. dialog completions
 - b. free substitution antonym drills
 - c. questions on basic dialog
 - d. conversation stimulus
- 2. structure drills
 - a. person number substitution
 - b. cued response
 - c. patterned response
 - d. progressive substitution
 - e. free response
 - f. free substitution
 - g. double item substitution
 - h. questions
 - i. dialog variations
 - j. conversation stimulus
- 3. writing exercises

D. Continued development of pronunciation, reading and writing skills already initiated

E. Culture

I. continue with audio-visual, text illustrations and independent research

II. songs

a. **калинка**

b. **полешко Поле**

II. A Trip to the Mountains (4 weeks)

A. conversation topics

a. Where is your _____ ? (my, his, her, their, our)

b. Is this your _____ ? (my, his, etc.)

c. Whose is this _____ ?

d. Who has _____ ?

e. the boys are waiting.

f. The cookies are ready.

g. mastery of additional vocabulary

B. Grammatical explanations

a. particle **же**

b. **здесь, тут**

c. **деньги**

d. **закуска и печенье**

e. gender of nouns

a. masculine - consonant ending

b. feminine **а, я** endings

c. neuter **о, е** endings

f. soft sign **ь**

g. living beings

h. masculine or feminine plural - **ы** or **и** ending

i. Irregular plural **ребята**

j. possessive adjectives

a. agree in number with the thing possessed

b. agree in gender with the thing possessed

k. different possessive adjectives

мой	моя	моё	мои
твой	твоя	твоё	твои
чей	чья	чье	чьи
наш	наша	наше	наши

- | | ваш | ваша | ваше | ваши |
|--|-----|------|------|------|
|--|-----|------|------|------|
1. Third person possessives
 - a. agree with possessor in number
 - b. agree with possessor in gender
 - C. Audio-lingual drills used by student
 1. vocabulary
 - a. questions
 - b. contextual response
 - c. completions
 - d. patterned response
 2. structure
 - a. patterned response
 - b. noun to pronoun
 - c. cued responded
 - d. item substitution
 - e. expansion
 - f. **МОЙ** to **НАШ**
 - g. **ТВОЙ** to **ВАШ**
 - h. directed dialog
 - i. progressive substitution
 - j. directed dialog
 - k. conversation stimulus
 3. writing drills
 - a. free substitution
 - b. sentence construction
 - D. Continued development of pronunciation, reading and writing skills already initiated
 - E. Culture
 1. continue with audio-visual, text illustration and independent research
 2. songs
 - a. **во кузнице**
 - b. **у Попа была собака**

Expansion of materials

This course is intended to follow the course entitled SURVIVE A RUSSIAN PARTY 7543.01 Dade County Board of Public Instruction, Division of Instruction. In that course, the section on expansion of materials deals with the problems of pronunciation and reading and writing Cyrillic print and script. For continuation or reinforcement of these skills, you may find it profitable to utilize materials from that course.

Both units presented in this course utilize typical audio-lingual methods. A review of these methods and procedures prior to instruction will prove beneficial.

While the text authors suggest that a unit can be completed in 10-12 days, actual classroom experience has shown that the materials require at least twice that amount of time. The teacher's edition provides the teacher with simple quizzes to indicate student progress toward completion of the unit. There is an exercise workbook and a testing manual which are helpful to the teacher as well.

The authors of this quinmester feel that the teacher's edition and supplementary materials provide thorough expansion of text content. The inclusion of independent research and song singing will broaden the students' exposure to the target culture.

Should time remain after the objectives of this course are met, proceed to the next unit.

Sample evaluation

(coded to course objectives)

L-1 You will hear ten Russian words. In the pause after each word, indicate whether the "Л" sound in the word is soft or hard. Use the letter S for soft; G for hard.

- | | |
|------------|--------------|
| 1. пошли | 6. баскетбол |
| 2. отлично | 7. болен |
| 3. делать | 8. журнал |
| 4. плохо | 9. пластинки |
| 5. фильм | 10. телефон |

L-2 Repeat the following sentences after the model. The teacher will evaluate each sentence to be either understandable or not understandable (to a native speaker). If not understandable, the teacher will mark the proper column to indicate a specific problem.

Name <u>John Smith</u>		Date <u>March 1, 1973</u>		
Imitation exercise:				
Understandable	NOT	Pronunciation	Intonation	Juncture
1. ✓				
2.	✓		✓	✓
3.	✓	✓		

Sample grading sheet: (may be dittoed)

Examples of sentence or dialog models:

1. Андрей? здравствуй!
2. Слушаю радио. Хороший джаз.
3. ты читаешь журнал?
4. он умеет играть в футбол?
5. Они только начинают играть.

L-3 You will hear a series of statements. After each one the speaker will make two further statements — A and B. Only one of these naturally continues the thought of the first statement. You are to decide which one it is. Indicate the correct answer by marking either A or B on your answer sheet.

1. игроки уже на поле.
 - a. Они бросают мяч.
 - b. они идут в парк.
2. я дома.
 - a. я играю в баскетбол.

- b. я слушаю радио.
- 3. Я смотрю телевизор.
 - a. сегодня хороший фильм.
 - b. я как раз спрашиваю.
- 4. он опять спрашивает.
 - a. Почему ты не отвечаешь?
 - b. почему ты не берёшь?
- 5. он редко играет в футбол.
 - a. он здоров.
 - b. он очень занят.

S-1a

Repeat the following list of words exactly as you hear them. The teacher will mark either U (understandable) or NU (not understandable) on your paper, You must have seven of the ten marked with a U to complete the exercise successfully.

- | | |
|------------|---------------|
| 1. учитель | 6. плохо |
| 2. Коля | 7. Футбол |
| 3. отлично | 8. слушать |
| 4. болен | 9. журнал |
| 5. отлично | 10. пластинки |

S-1b

The same instructions apply to this list of words as apply to that in exercise "S-1a" .

- | | |
|------------|------------|
| 1. хлеб | 6. свитер |
| 2. готов | 7. редко |
| 3. диалог | 8. сделать |
| 4. джаз | 9. блузка |
| 5. лимонад | 10. книжка |

S-2

Answer the following oral questions orally:

- 1. Он хорошо играет в карты?
- 2. кто хорошо играет в баскетбол?
- 3. вы каждый день слушаете радио?
- 4. вы иногда слушаете пластинки?
- 5. вы умеете играть в шахматы?

Oral exercises

S-3a

- 1. Я играю в мяч. Я играю в мяч.
- 2. ты ----- Ты играешь в мяч.

- S-3b
3. Он ----- Он играет в мяч.
 4. Мы ----- . и т. д.
 5. вы ----- .
 6. Они ----- .
- S-3b
1. Зонттик не нужен. зонттик не нужен.
 2. Свитер ----- . свитер не нужен.
 3. Куртка ----- . Куртка не нужна.
 4. пальто ----- . и т. д.
 5. спички ----- .
 6. одеяло ----- .
- S-3c
1. сумка здесь? Да она здесь.
 2. печенье там? Да оно там.
 3. Пирожки здесь? и т. д.
 4. лимонад внизу?
 5. хлеб там?
 6. варенье тут?
- S-3d
1. (сумка) (твой) это твоя сумка.
 2. (свитер) (мой) Это мой свитер.
 3. (книги)(чей) чьи это книги?
 4. (парта) (чей) и т. д.
 5. (радио) (её)
 6. (радио) (наш)
- R-1a
- Read the following words to your teacher, being careful to pronounce them correctly.
- | | |
|-----------|------------|
| 1. джаз | 6. плащ |
| 2. ждёт | 7. ваш |
| 3. лишний | 8. кошелёк |
| 4. мешок | 9. почему |
| 5. вещи | 10. чай |
- R-1b
- Read the following list to your teacher. Remember the paired counterpart consonants.
- | | |
|---------------|-----------|
| 1. автомобиль | 7. всегда |
| 2. свитер | 8. отзвук |
| 3. завтра | 9. водка |

- | | |
|-----------|--------------|
| 4. близко | 10. отвечать |
| 5. книжка | 11. редко |
| 6. твой | 12. сделать |

R-2 Read the following dialog. Demonstrate comprehension by correctly answering the multiple choice answers which follow the selection:

Серёжа — Тамара! куда ты идёшь?

Тамара — Домой.

Серёжа — домой? Ты не знаешь что сегодня матч?

Тамара — нет! Но я больна. до свидания.

- | | |
|---------------------------|-----------------------|
| 1. кто идёт домой? | 2. Когда матч? |
| A. Серёжа | B. Сегодня |
| B. Тамара | B. Завтра |

R-3 Read the following to your teacher with meaningful pronunciation, intonation and juncture:

A. Брат не идёт в поход.

B. почему?

A. Он болен.

W-1 Copy the following in Cyrillic script. Strive for perfection:

Андрей и Борис не идут в поход.

Почему?

Они больны!

W-2 Write the following dictation paying attention to spelling and punctuation:

Твои родители хорошо читают по-русски.

Что ты делаешь завтра?

M-1 Make three statements which compare life as you live

it and life in the dialogs from units 4 and 5.

M-2 List as many reasons as possible for studying Russian

culture and the Russian language.

M-3

Compare the Russian language to the English language using things you have learned in this course as points of comparison.

Словарь

а	генерал	зебра	ладно
акт	география	знаком	лампа
актёр	гимн	знаю	лейтенант
альбатрос	гимнастика	знать	ликёр
алгебра	гном	зона	лимон
алло	говори	зонтик	лимонад
американский	горилла	и	лингвистика
апрель	готов	играть	литература
армия	грамматика	игроки	лишний
асфальт	гусь	идти	лодка магазин
атлет	да	идиот	майор макароны
балерина	далеко	или	
балет	дата	иногда	
банан	два	инстинкт	мальчики
бандит	девочки	институт	мама
банк	девять	интрига	манёвр
баскетбол	дед	история	марабу
бейсбол	делать	йод	маршал
бизон	дельфин	их	математика
биология	день	каждый	матрос
бифштекс	деньги	кажется	матч
близко	десять	как	мать
болен	джаз	как всегда	место
бомба	джунгли	как раз	мешок
борщ	диск	какой	мимика
брат	доберман	как так	минус
братъ	пинчер	календарь	минута
бросать	доктор	канарейка	мода
будет	дома	кандидат	мои
бутерброды	Домой	капитан	мой
бутылка	дорога	каarp	музей
в	драма	карты	музыка
варенье	думать	кафе	мустанг
ваш	ей	кенгуру	мы
вечером	его	кино	мяч
вещи	её	класс	на
виза	есть	климат	на вы
вино	жакет	клоун	на ты
вирус	ждать	кобра	начинать
витамин	же	когда	не

Словарь

вместе	жираф	концерт	недалеко
внизу	жить	корзина	нейлон
водка	журнал	кот	нет
волейбол	журналист	кофе	никогда
восемь	завтра	кошелёк	ничего
вот	закуска	краб	но
всегда	занят	кто	новости
всё	здесь	куда	новый
вы	здоров	культура	нос
где	здравствуйте	куртка	нота
ну	почему	соус	учитель
нужен	почта	соя	учителя
одежда	пошли	спальный	учительница
один	привет	спаржа	факт
он	приходи	спасибо	физика
она	приятель	спеши	филе
оно	провизия	спички	фильм
они	проигрыватель	спорт	фламинго
опера	профессор	спортивные	фокус
опять	пульс	спрашивать	фотоаппарат
орангутанг	пума	спросите	фронт
оставь	пять	спутник	фрукт
ответьте	радар	стадион	футбольный
отвечать	радио	стюардесса	характер
отец	радиоприёмник	сумка	химия
очень	раз	суп	хлеб
очки	ракета	так	хороший
палатка	ребята	так себе	хорошо
пальто	редко	такт	хулиган
паника	репортёр	там	цемент
пантера	рептилия	тарангул	цензор
папа	ресторан	твой	центр
парад	рис	телевизор	цирк
парашют	риск	теннис	чай
парк	родители	теперь	часто
перчатки	рубль	термит	чей
петь	румба	терьер	чек
печенье	рюкзак	тигр	чемпион
пилот	салют	только	четыре
пингвин	салями	тоже	читать
пинг-понг	сэндвич	тост	шакал
пирожки	сардина	три	шанс

Словарь

писать	свитер	туннель	шарада
письмо	свободен	турне	шахматы
питон	себе	тур	шпинат
план	сегодня	тут	шербет
пластинки	семь	ты	шесть
плащ	сенбернар	У	школа
плохо	сержант	уже	шпиц
плюс	сестра	у кого	штат
по	сироп	у вас	шторм
по-английски	скажите	у меня	эксперт
поле	сколько	у нас	эмигрант
полная	скунс	у него	это
полотенце	слушать	у неё	я
понимать	смотреть	у них	ягуар
пожалуйста	советский	университет	як
позовите	согласен	уверен	яхта
порт	сода	уметь	
по-русски	соль	урок	

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Filmstrips: LIVING IN THE SOVIET UNION TODAY Miller, Murrey Lincoln, Living in the Soviet Union Today. f Society for Visual Education, Inc., 1345 Diversey Pkwy., Chicago 14, 111.

Titles In Series:

HOUSING AND HOMELIFE (A295-1)

SCHOOLS AND PIONEER ACTIVITIES (A295-2)

AGRICULTURE (A295-3)

POODS, MARKETS, AND STORES (A295-3)

TRANSPORTATION AND COMMUNICATION (A295-5)

FOUR CTPIES OP THE USSR (A295-6)

NATIONAL RESOURCES (A295-7)

Songs: "Калинка" Soviet Army Chorus and Band, Angel Records - New York.

"Полюшко-поле" soviet Army Chorus and Band, Angel Records, New York

"Во кузнице" (for availability of these song, contact supervisor of F. Lang.)

"у попе была собака" (for availability of these song, contact supervisor of F. Lang.)