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ABSTRACT

This text of Russian instructional materials, intended primarily for students hoping to travel in the Soviet Union, develops practical conversational skills and cultural insights which facilitate interpersonal communication. To achieve the broad-based goal of developing comprehension, the text is intended as a relative outline rather than as a structured sequence. Included in the text are materials on: (1) broad educational goals, (2) performance objectives, (3) course content, (4) suggested basic vocabulary, (5) examples of expansion, (6) dialogues, (7) sample evaluative instruments, (8) a sample itinerary, and (9) selected references.  
(RL)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**



DADE COUNTY PUBLIC SCHOOLS

Foreign Language: A TRAVELER'S BAG 7543.03

DIVISION OF INSTRUCTION • 1971

FL 002 854

**A TRAVELER'S BAG**

**7543.03**

**(RUSSIAN)**

**DIVISION OF INSTRUCTION  
Dade County Public Schools  
Miami, Florida  
1971**

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NOTE THE DIFFERENCE:

A word about this quin!

While this quin is written as a foreign language course, and is indeed a foreign language course, there are some basic differences:

1. The emphasis is on practical use of phrases rather than on structural comprehension.
2. There is more emphasis on culture to enhance the travel experience.
3. There is more emphasis on understanding -- less on mastery of material.

With these things in mind, let us note the differences which the quin's format will take:

1. There are relatively few performance objectives, for in most cases the basic task is changed from maximum comprehension to emergency or minimum comprehension. The variable is vocabulary and not task.
2. The entire course content becomes a relative outline rather than a structured sequence. This is in light of the fact that structure is deemphasized, and personal travel goals of the learners are to be considered.
3. Introduction of material content is also a relative matter rather than a predetermined one. The methods can only be suggestions. The extent can only be a supposition.

## BROAD GOALS

### Listening:

The learner will comprehend spoken Russian as necessary to function as a traveler in the Soviet Union.

### Speaking:

The learner will speak Russian with sufficient fluency to function as a traveler in the Soviet Union.

### Reading:

The learner will read signs and notices as necessary to function as a traveler in the Soviet Union.

### Writing:

The learner will write minimally.

### Culture Appreciation:

The learner will demonstrate understanding of and appreciation for the culture of the Soviet Union with emphasis on courteous behavior and respect for customs.

### Attitude Development:

The learner will show interest in foreign language study.

## PERFORMANCE OBJECTIVES

These minimum objectives will be met by a majority of the class unless otherwise specified:

I. Listening Skills: The learner, according to his level of maturity and achievement, will demonstrate by overt and/or spoken reaction the following:

A. Understanding of target language spoken at normal tempo, usually in direct address.

1. Given slips of paper marked to represent travel documents and items of baggage, learner will present the appropriate item upon a single request (in Russian) by "customs official."
2. Upon hearing an utterance related to any previously prepared area of travel vocabulary, learner will select the appropriate rejoinder from three orally presented choices.
3. Given a list (in English) of ten overt actions, learner will mark or select appropriate action within five seconds of hearing each orally presented "warning" by teacher.

B. Comprehension of new arrangements of familiar content:

Hearing a two or three line dialogue relative to content taught, the learner will indicate what the subject matter is.



II. Speaking Skills: The learner, according to his level of maturity and achievement, will readily do the following:

A. Imitate conversations of models at natural speed. Given orally a two line dialog relative to the name of his hotel and being lost, the learner will repeat the dialog.

B. Answer questions about tourist activities.

1. Given basic vocabulary in any number of given situations, learner will reproduce it orally in response to questions of a contextual nature.

Example: Teacher: If you are thirsty, what do you want?

Pupil: чай. Молоко. Вода. и т. д.

2. Given basic phrases for use in travel, learner will answer simple questions when cued with contextual situations.

C. Ask questions relating to tourist activities.

Given basic phrases for use in travel, learner will ask simple questions.

D. Speak with acceptable intonation.

1. Presented with extremely rapid, complicated sentences and asked to give an appropriate response, the learner will respond with "медленно, пожалуйста." (slowly, please).

2. Given the situation of being lost and of being in sight of a policeman, learner will ask for

directions to his hotel.

**III. Reading Skills:** The learner, according to his level of achievement and maturity, will demonstrate these abilities:

**A. Ability to recognize written symbols.**

1. Given written directions and a map, learner will map out his route for an imaginary tour by matching written symbols on his sheet of directions to the street names on the map.
2. Given two columns containing the same place or street names, the left-hand column being written and the right hand column being printed, and the order being varied, learner will properly match the pairs.

**B. Ability to recognize symbols from sound.**

1. Given oral directions and a map, learner will trace a route on the map.
2. Given a list of mixed printed and written names and words, learner will properly identify six out of ten presented orally.

**C. Ability to distinguish symbols.**

1. Presented with a cartoon drawing of two doors, one labeled "men's room," the other labeled "women's room," learner will select the appropriate door for his (or her) use with 100% accuracy.

2. Presented with cartoon drawing of two doors, one labeled EXIT, the other labeled ENTRANCE, learner will identify each with 100% accuracy.

IV. Writing Skills: The learner, according to his level of achievement and maturity will

- A. Copy in the target language that which he has previously heard, spoken, and read.

Given any ten written messages, inscriptions or notices, learner will copy them with 90% accuracy.

- B. Write from dictation the target language content which he has previously heard, spoken and read. Dictated any five words or messages, providing that these are dictated slowly and repeated as many times as the learner wishes, the learner will write them with 80% accuracy.

V. Culture Appreciation:

- A. Given a list (in English) of behavior patterns, learner will select statements outlining proper and polite behavior in given situations.

1. In line to visit Lenin's tomb.
2. As a customer in a restaurant.
3. As a train passenger.
4. As a hotel guest.
5. As a pedestrian.

B. Learner will produce ( in English) a list of cultural differences between the learner's culture and the target culture related to these topics:

1. History
2. Geography
3. Fine arts
4. Sciences
5. Ethnic content
6. Contemporary contributions
7. Ecology
8. Political system

VI. Attitude Development

- A. The learner will develop a list of situations in which a working knowledge of a foreign language would place the traveler at an advantage.
- B. The learner will register for future classes of language study.

## COURSE CONTENT

### I. Use of language as necessary

A. To handle emergency situations possibly to be encountered as a traveler to the Soviet Union:

1. Arrival

- a. listening
- b. speaking
- c. reading
- d. writing
- e. cultural appreciation
- f. attitude development

2. Hotel

3. Street travel - touring

B. To assist in attainment of personal travel goals:

1. Touring

2. Purchasing

3. Traveling

C. To further a more meaningful understanding of places visited:

1. Sightseeing

2. Amusements

### II. Introduction of culture as necessary

A. To assist in travel functions:

1. Arrival

2. Touring

3. Travel

**B. To aid in emergency situations and avoid embarrassment:**

1. Legal
2. Medical
3. Customs

**C. To enrich future travel experiences:**

1. History
2. Geography
3. Fine arts
4. Sciences
5. Ethnic content
6. Contemporary contributions
7. Ecology
8. Political system

### **III. Structure**

- A. Verbs**
- B. Possessive adjectives**
- C. Vocabulary**

## COURSE CONTENT - EXPANSION

### I. Use of language as necessary

#### A. To handle emergency situations possibly to be encountered as a traveler to the Soviet Union:

##### 1. Arrival: Learner will

##### a. produce upon request of customs officials:

- (1) паспорт
- (2) багаж
- (3) виза
- (4) удостоверение о здоровьи

##### b. respond to questions or initiate phrases:

- (1) Только книги. Только одежда.
- (2) Это подарки.
- (3) Это всё, что я имею.
- (4) Где таможня?
- (5) Я потерял багаж. /вещи/
- (6) Помогите!

##### c. read signs:

- (1) Справочное бюро.
- (2) Для мужчин
- (3) Для женщин

##### d. write name of hotel to which traveler has been assigned.

##### e. reproduce in Russian a list of sources for aid in airport.

f. list advantages of knowing the target language in emergency situations.

2. Hotel: Learner will

a. react overtly to these warnings:

(1) Будьте осторожны!

(2) Пожар!

(3) Воры!

b. respond to questions or overt actions with appropriate rejoinder, or initiate phrases of an emergency nature:

(1) Это не моя вина.

(2) Я потерял своих друзей.

(3) У меня украли \_\_\_\_\_.

пальто

багаж

кольцо

(4) Доктор, который говорит по-английски.

c. read signs and notices:

(1) Уборная

(2) Лестница Выход

(3) Курить воспрещается

3. Street travel - touring: Learner will

a. react overtly to these utterances:

(1) Помогите!

(2) Уходите!

(3) Послушайте!



b. respond with or initiate these utterances:

- (1) Где американское консульство?
- (2) Я не помню адреса гостиницы.
- (3) Я заблудился.
- (4) Я не понимаю.
- (5) Медленно пожалуйста!

c. read signs and notices

- (1) Берегись трамвая!
- (2) ЗАКРЫТО
- (3) Вход Воспрещается
- (4) Скорая Помощь
- (5) СТОП!

B. To assist in attainment of personal travel goals:

1. Touring - Sightseeing : Learner will

a. comprehend terminology of tour guides:

- (1) налево
- (2) направо
- (3) прямо

b. initiate utterances pertaining to areas of interest or to necessary information:

- (1) живопись
- (2) скульптура
- (3) Где вход?
- (4) Почём билеты?

c. read more complex phrases from phrase book, and inscriptions from works of art:

- (1) Есть у вас книга на английском языке по вопросу \_\_\_\_\_?
  - (2) Разрешаемся ли снимать фотографии?
  - (3) "Жизнь на колхозе"
  - (4) "Петру первому"
- d. develop list of areas of interest ( in Russian) in the cities of Moscow and Leningrad.
  - e. develop list of advantages of knowing target language when traveling
2. Purchasing: Learner will
- a. initiate simple utterances pertaining to goods, sales or services:
    - (1) Я хочу купить\_\_\_\_\_.
    - (2) Сколько это стоит?
    - (3) Это слишком дорого!
  - b. read more complex phrases from phrasebook:  
Example: Упакуйте это как следует для отправка за границу.
  - c. write hotel address.
3. Traveling: Learner will
- a. react overtly to simple instructions of transport personnel:
    - (1) Идите через улицу.
    - (2) Это место занято.
    - (3) Следуйте за мной, пожалуйста.

b. initiate utterances to facilitate travel:

- (1) Где станция?
- (2) Где аэродром?
- (3) Где такси?

c. read more complex phrases concerning travel from phrasebook:

Example: Сколько стоит билет туда и обратно до \_\_\_\_\_?

- d. describe travel methods in the Soviet Union.
- e. develop list of advantages to travelers who speak the target language.

C. To further a more meaningful understanding of places visited:

1. Sightseeing: Learner will

a. recognize and identify (in English) vocabulary used on a tour:

- (1) родился
- (2) построили
- (3) умер

b. initiate simple phrases pertaining to touring:

- (1) Когда родился?
- (2) Когда это построили?
- (3) Когда он умер?
- (4) Это хорошо / плохо / интересно .

c. read more complex phrases from phrasebook:

Example: Пожалуйста покажите мне все достопримечательности.

d. copy inscriptions for later translation.

2. Amusements: Learner will

a. request tickets for a certain evening, location, and price.

b. read and demonstrate comprehension of tickets and programs:

(1) понедельник

(2) народные танцы

(3) Перерыв

## II. Introduction of culture as necessary

A. To assist in travel functions:

1. Arrival: Learner will

a. identify modes of travel.

b. demonstrate familiarity with customs procedures.

c. simulate hotel registration.

2. Touring: Learner will

a. observe courtesies of touring.

b. recognize and imitate restaurant and table manners.

c. recognize and imitate behavior proper in specified places:

(1) Lenin's tomb

- (2) the balet
- (3) the opera
- (4) museums
- (5) exhibitions

3. **Travel:** Learner will

- a. demonstrate familiarity with ticket purchasing procedures.
- b. demonstrate travel courtesies.
- c. demonstrate familiarity with baggage procedures.

B. To aid in emergency situations and avoid embarrassment.

1. **Legal:** Learner will demonstrate familiarity with

- a. American consulate system
- b. Russian INTURIST
- c. Russian police system
- d. Russian laws

2. **Medical:** The learner will demonstrate familiarity with medical system.

3. **Mores and Customs:** Learner will demonstrate familiarity with behavioral customs

- a. in a restaurant.
- b. in a museum.
- c. while shopping.
- d. in a stadium.
- e. while touring

C. To enrich further travel experience, learner will state information about the places visited:

1. History
2. Geography
3. Fine arts
4. Sciences
5. Ethnic content
6. Contemporary contributions
7. Ecology
8. Political system

### III. Structure

(note: Formal structure will not be presented as a part of the quin. Teacher should identify those students who wish to eliminate the course entitled "Communicate in Russian," and assign the following supplemental areas:)

- A. Verbs ( as introduced in Unit 4, ALM Russian I second edition)
- B. Possessive adjectives ( as introduced in Unit 5, ALM Russian I second edition)
- C. Gender agreement ( as introduced in Unit 4, ALM Russian I second edition)
- D. Vocabulary - supplemental ( as found in Units 4&5, ALM Russian I second edition)

## BASIC VOCABULARY

таможня	заблудился	нож	подливка
багаж	консульство	вилка	биточки
паспорт	милиция	ложка	сосиски
виза	бюро находок	блюдечко	бифштекс
чемодан	уборная	тарелка	ветчина
кончили	для мужчин	салфетка	здравь
поезд	для женщин	вода	колбаса
заплатить	помогите	со льдом	пельмени
носилщик	уходите	десерт	рагу
интурист	воры	хлеб	солоница
		булочки	сахар
на север	гостиница	сок	уксус
на юг	три дня	блины	икра
на восток	с ванной	варенье	сардинки
на запад	с душем	каша	сёмга
направо	сколько в сутки	гречневая	борщ
налево	в неделю	манная	бульон
прямо	по месячно	масло	формаж
вперёд	этаж	мёд	гусь
на углу	лифт	уха	курица
назад	горячая вода	щи	индюшка
		пирожки	утка
аэродром	алло	краб	бобы
автобус	номер	балык	капуста
станция	телефонистка	окунь	картофель
ехать	у телефона_____.	омар	свёкла
такси	Кто говорит?	рак	помидоры
место	Линия занята.	бараньи	
билет	До свидания.	котлеты	
скорый поезд	никто	рис	
плацкарта	говорить с_____.	сметана	
	Его нет дома.	сыр	
парк		творог	
площадь	ресторан	маринованная селёдка	
город	завтрак	гороховый суп	
деревня	второй завтрак	яйца	
светофора	обед	омлет	
через улицу	ужин	горчица	
вокзал	официант	соус	
вагон	стол	перец	
купе	меню	соль	
ожидания	на террасе	беф строганов	

Expressions of time ( approx.30)

Days of week, months, numbers, holidays

Objects in common use ( approx.60)

## EXPANSION OF MATERIALS

Note: While this type course offers possibility for a wide variety of teaching techniques, the writers wish to present a sampling of possible methods of expansion:

### I. Introduction

A. Survey the class as to what is known about travel.

1. Develop lists of travel needs.
2. Develop lists of emergency situations likely to occur

B. Survey the class as to what is known about Moscow and Leningrad - and the Soviet Union in general.

1. Develop itinerary for a two week visit to each city. ( see sample itinerary in appendix)
2. Perform research to gain necessary information.
3. Hold discussion for purpose of establishing types of places learners would like to visit.

C. Library research

D. Show films to spur interest. /

### II. Practical language and culture presentation:

A. Audio lingual techniques should be employed for introduction of necessary phrases.

1. Note emphasis on understandable pronunciation rather than mastery.
2. Begin use of SAY IT IN RUSSIAN so that familiarity with the book becomes an aid to the future traveler.



**B. Role Playing:**

This is perhaps the most valuable and frequent method to be employed, in that it offers a variety of activities for the student - listener, speaker, evaluator etc.

The method offers a close-to-real experience for the learner when used to its fullest ( see examples to follow) .

**C. Inductive Method ( for culture)**

This is a time-consuming procedure for the planner, but an extremely valuable experience for the pupil. Capitalizing on the discovery method, the teacher prepares questions designed to stimulate student activity which will produce the predetermined answers or frustration, which will in turn evoke the answers eventually.

**III. Structure**

Structure should be considered an extra-credit, self study activity in connection with this course. A minimum of teacher participation and little or no class time should be utilized for its instruction.

**EXAMPLES OF EXPANSION:**

**I. Introduction of course:**

**Teacher:** You have just stepped off a plane and find yourself in a country where no one speaks your language. You have a ticket to return to the United States in two weeks.

**FIRST ACTIVITY:**

Create a list of what your physical needs will be for the two weeks ahead of you, and another list of what your linguistic needs will be.

You have fifteen minutes - - -

(NOTE - a rash of questions will follow. Probably the best way to handle these questions is to have the questions written on the board, or on a dittoed sheet.)

**SECOND ACTIVITY:**

Compile the lists in a class discussion. It will be necessary to steer the learners on to more pertinent topics if they stray. Remember that this should not be a list developed by the students alone. The teacher's purpose is to create a feeling of discovery on the part of the students. They should not be permitted to create a course on the spur of the moment.

**THIRD ACTIVITY:**

Develop with the class an itinerary to be duplicated

and returned to the class the next day. Make it known that itineraries are not iron clad, but intended for assistance in travel experiences (see sample itinerary in appendix).

II. Practical presentation of material to be learned:

A. Development of Phrase Book

A phrase book is the key to the course, and can be a practical aid to the traveler. Remind students that like a dictionary, it is not always practical to use, but that it serves a valuable function.

B. Order

It is suggested that order for presentation be determined by the established class itinerary.

C. Topic Emphasis

The topics may receive varied emphases depending upon class level and interest.

D. Role playing:

Teacher asks for volunteers to play roles ( or assigns roles when more practical).

Situation: Betty is a traveler who is about to move through the customs procedure. Often there is no opening of bags, but today all luggage is being inspected. Betty's suitcase reveals two dozen nylon hose, and three dozen ball-point pens.

Possibilities: The customs official may choose

to overlook the number of goods; ask about them; or detain Betty for questioning. ( Customs official may be cued by teacher, or role played by teacher.)

Betty may use any number of phrases introduced - She will probably use:

**Additional situations:**

You are lost. This is a policeman.

You have missed your train.

You are looking for the Bolshoi theater.

You are in a restaurant. Order a meal!

You are in G.U.M. - You wish to buy a shirt.

A black-market dealer wants to buy your tie.

etc.

**C. Inductive method:**

**Lesson Outcome:** The churches in Moscow have been used as effective propoganda against religion.

Lead in -- "I wonder how I would go about persuading a large number of people that they were wrong about something. For example, in Russia, there has been an effective campaign against religion. I wonder what their methods are." ( pause to see if there is a comment - if not:)"Do any of you have some ideas?"  
This may produce results - and may not.

(if not) "How do you convince someone that another person is a louse?"

? "show his weak points"?

(if so) "Could this be applied to the church in Russia?"

(if not) What are two ways to decide upon a candidate for election?

? "vote for"? ? "vote against"?

Teacher: "Is it easier to prove the value of a thing, or disprove the value of a thing?"

"If the masses of people are workers or farmers, would they be impressed by the riches of a magnificent cathedral?"

"Wouldn't they be interested in knowing where all the money came from to build it?"

"Is this 'evidence' that the church abused the lower classes?"

"Were the leaders who restored the church buildings in Moscow interested in religion?"

"How can leaders justify elegant subways when being so critical of magnificent churches?"

NOTE: Keep in mind the GOAL or expected OUTCOME, or the conversation will wander to interesting but pointless discussion!

SHORT DIALOGUES  
FOR VOCABULARY DEVELOPMENT

A	B
Вот мой паспорт!	Спасибо.
Где ваш багаж?	Вот мой багаж.
Вот моя виза. Вот он.	А где ваш чемодан?
Дайте, пожалуйста ваше удостоверение о здоровье	Вот оно.
Что в этом чемодане?	Только книги.
В нём тоже книги?	Нет, одежда.
Это одежда? Откройте, пожалуйста!	Нет, подарки.
Где таможня?	Налево.
Помогите! Я потерял вещи.	Какая у вас проблема?
Будьте осторожны! Пожар!	Что случилось?
Воры! Воры! У меня украли всё! Воры!	Медленно, пожалуйста.
Вор! Стоп!	Это не моя вина!
У меня украли багаж! Не знаю.	Кто?
Где уборная? Ах, да. Спасибо.	Там - видите знак? Не за что.
Помогите! Упала.	Что случилось?
Уходите!	Извините, пожалуйста.
Где американское консульство?	Недалеко, около библиотеки.



3. Check on speaking skill - see objective II.B.2

You will be given a situation with three questions related to the situation. Respond in the time limit set by the teacher.

EXAMPLE: You are in a restaurant.

The waiter asks: Какой вы хотите суп?

response -

Waiter : На второе вы хотите котлеты или ветчина?

response -

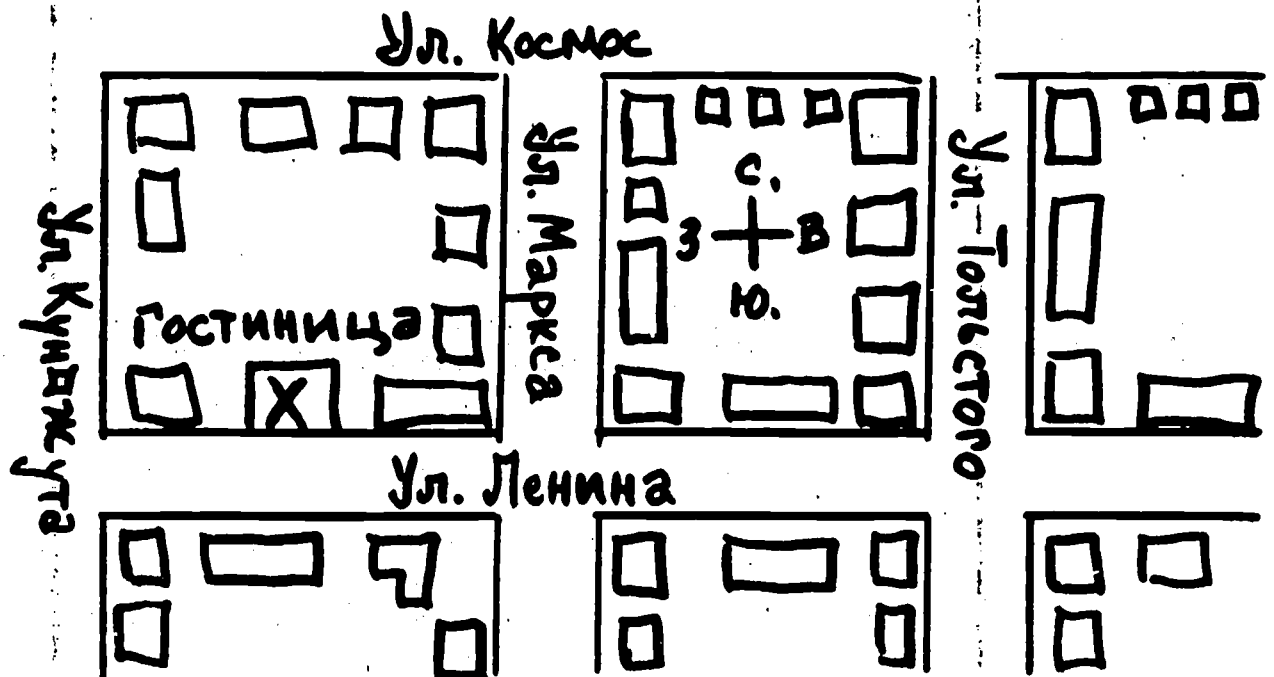
Waiter : И что на сладкое?

response -

4. Check on reading skill - see objective III.A

You have a set of directions to go from the hotel to the museum. You also have a map with streets marked. Match the two proving you can reach your destination by reading the signs and following written instructions.

Иди на восток по улице Ленина до улицы Толстого. Потом налево по улице Толстого. Это последнее здание на левой стороне. Музей на углу.





5. Check on reading skill - see objectives III.B.1

You have before you a map of Moscow. Mark on your map each of the ten stops given you orally.

- |                             |                       |
|-----------------------------|-----------------------|
| 1. Третьяковская галерея    | 6. Большой театр      |
| 2. Красная Площадь          | 7. Цирк               |
| 3. Кремль                   | 8. Улица Горького     |
| 4. Собор Василия Блаженного | 9. Белорусский вокзал |
| 5. ГУМ                      | 10. Стадион "Динамо"  |

6. Check on writing skill - see objective IV.B.

Five expressions will be dictated three times and a pause provided for you to write. If you wish to have any of the expressions repeated, raise your hand.

1. Гостиница "Москва"
2. Музей
3. Стадион "Динамо"
4. стакан молока
5. Помогите!

## SAMPLE ITINERARY

### 1. Moscow

What do we know?

GUM

Film

Clothing

Slides

Markets

Library research

Kiosks

Maps

Opera

### 2. Language needs

### 6. Travel to Leningrad

Arrival

Telephone

Hotel

Modes of travel

Meal

Ticket purchases

Black market

(time for evaluation

Monetary system

and catch up )

### 3. Exploration

### 7. Leningrad

Directions

History

Questions

Library work

City Traffic

Films

Museums

Slides

Galleries

Maps

### 4. Visits

### 8. Touring

Lenin's tomb

Water travel

Kremlin

Hermitage

Exhibits

School

Stadium

University

(Home of athlete

Ballet

### 5. Buying Trip

### 9. Course summary

Purchasing

## REFERENCES

### BOOKS

Froncek, Thomas, ed. The Horizon Book of the Arts of Russia. New York: American Heritage Publishing Co., Inc., 1970.

Grey, Ian. The Horizon History of Russia. New York: American Heritage Publishing Co., Inc., 1970.

Klimenko, Galina. Russia in Pictures. New York: Sterling Publishing Co., Inc., 1967.

Stepanoff, N. C. Say it in Russian. New York: Dover Publications, Inc., 1958

Thayer, Charles W. Life World Library: Russia. New York: Time Incorporated, 1965.

### FILMS

Russian Life Today. Bailey. 19 min. color 1-12593

Russia. IFF 24 min. color 1-31059

The Soviet Union. Grov-Jenn. 18 min. color 1-11929

Moscow and Leningrad. IFB 14 min. color 1-01594  
( in Russian language)

### SLIDES

Available through Foreign Language Consultant  
Lindsey Hopkins Building