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ABSTRACT

This guide for teachers of Russian outlines course objectives and general educational goals. Contents include information on: (1) philosophy and long-range goals, (2) student recruitment, (3) program counseling, (4) English in the classroom, (5) grammar, (6) articulation, (7) independent study, (8) grouping for student-centered work, (9) reading in the second-year class, (10) suggestions for out-of-class activities, (11) rapport building, (12) use of electronic classrooms, (13) evaluation of student performance, (14) some "do's" and "don'ts" in testing, (15) suggestions on how to use a film, (16) accountability and foreign language teaching, (17) progressive development of the four skills, (18) flow chart of Russian courses, (19) suggested content for quarter courses, (20) materials, resources, and equipment for each Russian classroom and department, and (21) several course descriptions. An appendix contains a list of resources and materials. (RL)

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ATLANTA PUBLIC SCHOOLS

RUSSIAN GUIDE

1971

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Foreword

When the Russian curriculum guide was begun, there was only one full-time four-year Russian language sequence in the Atlanta Public School system. Although there is still, as of January 11971, only one full sequence, several other schools have initiated beginning and intermediate courses, and Russian is well on its way toward becoming a popular and permanent part of the curriculum.

Since Russian has been designated nationally as a critical language, many unusual study, travel and work opportunities are now open to American students. In addition, courses in Russian language, literature and history, including major and minor concentrations for the bachelor's degree, are now offered at all Atlanta-area colleges and universities. By adding Russian to the curriculum, the Atlanta Public School system has continued its policy of making new opportunities available to Atlanta students as they become available nationally, and of preparing students to enter college programs at advanced levels.

The basic text presently used in this system is the A-LM Russian series, second edition, levels I through IV (Harcourt, Brace and Jovanovich). Because the student text and accompanying materials for all levels are currently being revised, the Russian curriculum is presently limited to level I (quarters I through IV), most of whose materials have completed. The recorded materials--student practice records, classroom-laboratory tape set and testing set--were not available, but their texts are in the teacher's edition of the student textbook. As the revisions for levels II, III and IV are completed, additions to this guide will follow.

Although the guide is based upon the second edition of A-LM, care has been taken to correlate the lessons with the first edition of A-LM and with several other Russian textbooks currently in use.

Finally, the emphasis upon the performance of specific behavioral objectives within the context of certain topics should provide the Russian teacher with adequate guidance for whatever Russian textbook he uses.

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Foreign Language Teaching in Atlanta

A. Philosophy and Long-range Goals

The study of foreign language has a vital contribution to make in the education of today's youth. The long-range goals of foreign language teaching in Atlanta are as follows:

To enable the student:

1. to comprehend aurally new arrangements of familiar material when spoken at normal tempo and with normal intonation and rhythm
2. to reorganize familiar vocabulary and grammatical forms and to apply them to new situations using pronunciation and intonation in a manner acceptable to a native speaker
3. to read for direct comprehension without constant recourse to a bilingual vocabulary list
4. to express his ideas in writing without conscious reference to English
5. to apply spontaneously the language skills he has learned to new situations
6. to understand the nature of language and that there are certain relationships between English and the foreign language
7. to appreciate the foreign culture for its own merits rather than from the standpoint of Anglo-American culture
8. to recognize the universality of human experience
9. to gain cultural and aesthetic insights for individual growth
10. to evaluate our country's relationships with Russian-speaking nations and to consider our mutual inter-dependence.

B. Who Should Study a Foreign Language?

1. The opportunity to study a foreign language should be open to all students. Goals should be broad enough to allow students of differing abilities and interests to move toward their potential in this area. With such scope available, then all students can sincerely be encouraged to gain the profit and enjoyment from learning another language regardless of their vocational aspirations; moreover, unlike the college bound student, the terminal student may never have the chance for such an experience again.

Foreign Language Teaching in Atlanta (continued)

2. Any student can be attracted to the foreign language curriculum when it is understood that evaluation will focus on individual effort toward reasonable aims rather than on some simple, teacher established standard of achievement.
3. Every student can achieve some degree of success in foreign language study. The fact that he has learned to understand and speak English is a definite empirical indication. We teachers may need to emphasize positively the progress made, reminding students that their mother tongue was not mastered overnight! Opportunities to use what has been learned will provide a growing sense of accomplishment for each individual as well as motivation to continue learning. Since "success breeds success," we shall need to show approval and pride in what has been learned rather than permit students to become frustrated and defeated by all they still have not mastered.

C. How Long Should a Language Be Studied

1. Length of study seems to be the chief determiner of competency in foreign language learning. Therefore, all students should be encouraged to take a longer sequence in one foreign language instead of dividing their time between two. Those with FLES experience should be counseled to continue the same foreign language in secondary school to reap greater gains from the early beginning.
2. The high school department's first objective should be to provide a minimum of four sequential years of study in at least one foreign language.

D. The Place of English in the Foreign Language Classroom

1. If the language objectives listed are accepted as valid goals, then it must follow that most of the instruction be in the foreign language. As little English as possible will be used in the beginning courses, and, as a general rule, none in the advanced courses.
2. Clarity and efficiency may at times require the use of English, especially for test instructions. English would undoubtedly be needed in discussions related to the nature of language learning; these brief sessions would probably be completed in the opening weeks of Level I and could be arranged for the end of periods so as not to break into the "cultural island" being established in the class. Although the presentation of cultural information in the foreign language is preferable when possible, a realistic decision must be made in this regard.

Foreign Language Teaching in Atlanta (continued)

E. The Place of Grammar in Foreign Language Teaching

The objectives listed previously call for the ability to communicate in the language rather than the acquisition of knowledge about the language. Grammatical generalizations are thought of as a means to an end rather than as being important in and of themselves. Accordingly, a pupil's progress in the language must be evaluated in accordance with his ability to understand, speak, read, and write it rather than by his ability to talk about its structure in English. A rule of thumb would be this "Teach only that grammar which is necessary; do not assume that everything is."

Articulation

Our foreign language professional bulletins constantly stress the importance of sequential study, recommending strongly a full four-year program in the secondary school, extension downward into seventh and eighth grades as soon as feasible, and initiation of FLPS to take advantage of the young child's flexible speech organs and adeptness at mimicry. Then on top of this follows the admonition that the total language program must be well articulated! Most of our journals stop there to leave us teachers with the problems of development and coordination.

We have made significant progress in the Atlanta City System in the area of lengthening the foreign language sequence. Various high schools already have four-year program with some fifth and sixth-year study available to a students who began learning language in lower grades. It is hoped that such offerings can be increased to provide Atlanta children with the greatest advantages possible. While this growth continues, however, all teachers need to tackle the very practical issues of articulation in order to assure the benefits that long sequence programming can provide.

The blanket statement "Take the student from where he is" may sound like an over-simplification of the articulation problem; nevertheless, that procedure is precisely what each teacher must attempt to follow. The same circumstance applies even to first-year pupils. Regardless of what grade the beginning point may be, no group of students is homogeneous as to abilities, interests, or motivation! The teacher, then, cannot outline a single course of study to which students will fit; the tailoring must be in the other direction: the course needs to be fashioned to fit the students.

How is such possible with very heterogeneous grouping? The program is even more complicated by the long sequence which brings together young people in varying stages of linguistic development. Perhaps the major saving grace is for the teacher to recognize before he initiates his efforts that he will obviously have no more equalized group at the end of the quarter than at the start. In fact, if he has succeeded in reaching a common plateau, then indeed he has failed because to do so he would definitely have pressed some children beyond their limit or would have slowed progress for others! Again, we need to remind ourselves that these conditions hold true in first-year classes as well as third or fourth year.

The necessary undertaking is to individualize the learning process as much as possible. What does that procedure involve? It means finding different approaches to certain aspects of lessons and allowing added time to try these with some students while others move into broader usage of what they learned faster. It means letting those who have caught on to some facets of the lesson help classmates in groups while you assist others in solving their difficulties or advancing their endeavors. It means evaluating on basic objectives and at the same time allowing those who are ready to do so to extend themselves into levels of work which some students

Articulation (continued)

will not even attempt during the quarter. It means providing many extended experiences, where performance is possible for all, but, not expecting all to reach the same depth.

Impossible? Not at all! Class practice promptly shows who can do what and when. We teachers are quick to diagnose; we need thereafter to take a few horizontal steps before we ask for another move in the vertical direction. Learning a language is not a straight-line operation anyway. The time to use what has been learned is more significant than cramming in the next tense, structure, or vocabulary, regardless of ability to absorb more.

Such a system provides articulation: this is articulation of the program for the student. As he moves to the next level, his teacher can help by passing along notations of what he can presently accomplish in language usage and what he has attempted instead of a single grade average. Intra-departmental discussion can be advantageous in orienting for another year's study. The student himself should be aware of his progress in accomplishing objectives and encouraged to assist the next teacher in quickly adapting to his needs. Why not? Whose business is it if it is not his own! This individual responsibility for learning is exactly what we want to develop.

Independent Study

Independent study programs lasting a quarter or more may be arranged for a student who finds himself unable to schedule one of the regular courses. Although it would be preferable if at all possible to have the student participating with others in the normal sequence, rather than cause him to have a gap in his language study when he would like to continue, the teacher and student might arrange a special program that would allow maintenance of language contact plus use of skills in a profitable way.

Interest, aptitudes, and achievement level of the student as well as the particular situation existing in the school need to be considered carefully by teacher and student to arrive at a plan for independent study. Agreement upon objectives for the quarter will be essential; these aims should be stated precisely in writing, more or less like a contract, so that the student will know what is expected, how progress checks will be made, and what form final evaluation of his endeavors will take.

Attention in the planning should be given especially to activities that would provide opportunities to maintain and to improve listening and speaking skills. The student should not be closeted in some nook with books, paper, and pencil. Although portions of his time may necessarily require individual effort in this manner he should have built into the course occasions for interaction with other young people and with the teacher.

Several proposals for independent study which offer potential in all language skills are listed here for consideration. These may arouse interest or stimulate development of even more ideas on the part of both teacher and student for a valuable independent study program:

1. Peer tutoring for students from less advanced classes in the school.
2. Serving as group leader and teachers aide for more individualized activities in a less advanced class.
3. Providing seventh-grade students in a school where there is no FLIES program with an introduction to foreign language learning activities.*
4. Preparing tapes, visual aides, game adaptations, and other instructional materials, then trying them out with less advanced language students.

*For help in arranging activities, call the foreign language coordinator or the foreign language utilization teacher at WJFV.

Independent Study (continued)

5. Devising a series of short culture capsules and major studies and presenting them at regular intervals to a less advanced class.

Such "quest" type activities could serve to motivate a student to develop his language abilities as he feels responsibility to others in the communicative skills. The multi-directional endeavors may indeed provide a sense of personal satisfaction beyond the completed plan of study itself.

Grouping for Student-Centered Work

Teachers are humourously accused of being the most talkative creatures on earth. Enough truth in that statement prevails to cause us some concern. We know that teacher talk is not considered the best procedure for learning; therefore, it behooves us to check the amount of time we ourselves consume in discussion while students remain silent. We can note the interaction readily enough by spot recording a class session from time to time. We shall certainly hear much repetition and question-answer response; our methodology is geared to those. But will we find opportunities when students speak without the direct stimuli from their teacher? These won't happen, at least not in Russian, unless we arrange class activities to provide time and flexibility.

Even lacking the ideal, individualized study packets or work units, teachers can schedule 10 to 15 minute slots several times per week to permit students to work in groups of two, three, four or more on small tasks.* The change of pace and the focus on student-centered activities prove to be tremendous motivation factors in themselves, in addition to other values of the assignments. The latter can entail great variety within the range of horizontal learning, chances to apply what has been studied in original recombinations or chances to strengthen skills. Perhaps the finest rationale of all for group work is that the lockstep is broken; not everyone does the same activity at once. Then students have something different to share with colleagues, though all were together in the same class.

Skits come to mind as a splendid group project. Writing scripts, planning props or staging, and review of language with appropriate gestures: these are all valid supports for playlets; student interaction is tremendous. Although at times it may be fun to have everybody participating in skits, we teachers may often find it more appealing to have different types of activities running simultaneously, some for later class presentation, some for individual improvement.

* For most activities the teacher will need to designate the groups according to the type of assignment. In some cases only one or two groups would be working apart while the teacher would continue to practice with the remainder of the class. Although bright students may need more opportunities to perform individualized tasks, all should be provided numerous occasions for the different kinds of activities; weaker students should not constantly be doing remedial chores since they perhaps need the motivation of variety beyond the others. As often as possible, these slower students should be mixed in groups containing one or more keen individuals who then can serve as peer helpers. The teacher would vary groupings for each activity. This would produce greater student interaction in general and avoid establishment of cliques.

Grouping for Student-Centered Work (continued)

While one group is preparing a skit, others might be involved in activities like these:

1. Designing and preparing materials for a bulletin board on a cultural aspect, complete with Russian captions (Levels II, III, IV); preparing a bulletin board on the next dialog (I).
2. Preparing a short narrative in Russian utilizing past dictionary-page items to read to the class for comprehension and vocabulary review. This could be read completely first and then reread with blanks for members of the class to supply the key words. (II)
3. Reviewing verb forms orally in short sentences when cued by changing subjects. One who excels in this, or an A-contract student, might serve as leader. This peer teaching might be used as preparatory for a test or for a quick drill presentation for the class. Other structural items might be substituted as needed. (I, II)
4. Drawing up a dialog in English on a topic of class interest which is not covered in the book, having the teacher supply the Russian, and then learning the parts for class presentation with props. (End of I) This would be a welcomed opportunity for pupils who think the book's dialogs are not relevant enough for their taste.
5. Preparing a résumé of a selection and answering oral questions on it so that the whole class will not need to read that particular selection. A practice of any new words should also be given. (II)
6. Making out a practice test for use by the class on recently studied material. (I,II)
7. Writing a recombination narrative for comprehension review or reading by the class. (I, II)
8. Reviewing a reading selection by rewriting its key elements in dialog form for class presentation. (II)
9. Learning dialog lines. (I) A lead student can assist by peer teaching of others who need extra practice.

Grouping for Student-Centered Work (continued)

10. Practicing with a tape under the guidance of the teacher or a lead student. (I, II)
11. Transforming a dialog into a narrative. (I,II)
12. Preparing a group discussion of a reading selection so that the class will not need to read it, but asking general questions to the class afterwards for review of key points. (II)
13. Personalizing conversation with the teacher on a theme recently studied. (I,II,III,IV) This session may provide one of the best occasions for free commenting in more than a single statement, especially if questions remain open-ended.
14. Listening to a taped story or talk and practicing making notes in Russian. (II, III, IV) This can be followed by group discussion or summary through use of notes.
15. Viewing a filmstrip with coordinated tape. (II, III, IV)
16. Taking a practice comprehension test from a tape. (I,II,III,IV) Other types of practice tests could be substituted as needed; the material might be presented on a handout instead of on tape.
17. Listening to taped music typical of some region. A brief commentary on the composer or selections might be provided also on tape or on a handout. (I,II,III,IV)
18. Looking at a series of one artist's pictures and hearing a taped commentary. (I,II,III,IV)
19. Viewing a short filmstrip (or perhaps a series of related photographs), and preparing a suitable dialog. This could then be presented to the class. (I,II,III,IV, depending on selection's potential difficulty)
20. Preparing a culture capsule with visual aids which can be offered to the class. (II,III,IV)
21. Making visual representations to accompany Russian proverbs for display. (I,II,III,IV)
22. Drawing a city plan, with a plaza in the middle, to be used in teaching directions and working out a sample set of directions to initiate the class practice. (I, II)

Grouping for Student-Centered Work

23. Reading aloud the roles from a short play. (III,IV)
24. Working up a group discussion on some custom or traditional observance for class presentation. Comparisons and contrasts with our way of life might also be identified. (II,III,IV)
25. Preparing and taping a newscast based on current events in the Russian world. (III,IV) This could be played in various classes or heard by groups.
26. Investigating the political leadership in the Russian-speaking world through current news magazines to provide a brief oral report. (III, IV)
27. Preparing a series of commercials with pictures of products (II,III, IV) to be announced individually during coming lessons as the teacher changes from one activity to another. This can provide great humor for the whole class.
28. Drawing up a set of items for the class to use in a game; for example, baseball, twenty questions, What's My Line? or Who am I? (II,III,IV)
29. Formulating a scene, given a collection of objects which suggest a theme. (I,II,III,IV) This can be related to the class with the visual cues or dramatized in dialog form.
30. Playing Russian Scrabble, Bingo, or dominoes. (I,II,III,IV)
31. (For a musically talented group) Rehearsing and taping a medley of songs with accompaniment for class enjoyment.
32. (For students interested in dancing--two or three couples). Learning the basic steps to a popular Russian folk dance and rehearsing them with a record in order to demonstrate the steps for the class.
33. Preparing "sales pitches" to "sell" certain items to the class, describing the articles, their uses, their values to the "purchasers", and their cost.

Obviously, such a list could be infinite in the hands of an imaginative teacher. Each of these items also has the potential of great variety in actual subject matter and approach by students; few would turn out to be alike even if all groups did them. This very fact of difference adds spice to the activity, allowing for individual pride in sharing something of self with the group and/or class.

Particular Problem: Reading in the Second-Year Class

After the lively, active, varied first-year foreign language course, why does second year often become the drop-out trap? One of the major reasons may be over emphasis on reading. Teachers see the mass of material available and seem to feel impelled to plow through all of it. No crime would be committed if some of the selections happened to be omitted! After all, reading is supposed to receive only approximately 30% of the time with 30% used for oral work, 30% for listening comprehension, and 10% for writing.

Adherence to this time arrangement in itself can reduce the danger of too much sameness of class activity. In the past some teachers have dedicated whole periods to reading (exercises), excusing this by considering questions and answers as elements of hearing and speaking too. No matter how interesting the reading selections, this same format can only evoke boredom. Variety of treatment must be utilized or some of the reading will simply have to be skipped in favor of other activities.

Foremost to be remembered is the fact that reading at this level should not be content oriented, but should be comprehension skill oriented. The information may be both interesting and appealing; however, but for the student to remember the details is insignificant compared with his developing the skill of reading for general understanding.

Following up each reading selection with questions can be deadly. Why not offer variations?

1. The teacher might call out a question and have the students read silently to find the answer. Then the student who finds the answer asks the next question.
2. Groups might read different selections and offer short summaries orally for the class.
3. (From an assigned narrative) A group might devise a dialog for class presentation.
4. Groups might read different selections. Two teams might be named with a representative from each group. The teacher could ask a series of simple questions, skipping from selection to selection. A team member who read the particular selection would answer; if he failed to do so within the time limit, one in the audience who read that selection could respond, giving a half-point credit to the team of his choice.
5. Pairs of groups might read a selection, one group getting down its own questions to ask the other, which would attempt to anticipate possible questions and prepare for them. Rules could then be reversed with a second selection.

Particular Problem: Reading in the Second-Year Class (continued)

6. The teacher or a student could call out key words from a selection read by the class, having individuals make comments about the words as related to the piece, thereby together giving a short oral review of the major points.
7. Two groups might read separate selections while the teacher and class deal with another activity or reading selection. Then each group would present its material to the class in the following way:
 1. each member would give a 3 or 4 sentence summary of his segment,
 2. the class would skim that portion,
 3. the group member would repeat his paraphrase,
 4. a class member could then add a comment if he felt something important was omitted,
 5. and then the other portions would be handled similarly one by one.
8. Perhaps more valuable would be the use of some of the reading ideas or themes out of their context to inspire related but more personalized oral work or written work. This horizontal technique might also include comprehension practices prepared by the teacher or preferably by certain pupils. Such 2-to-3 minute talks would allow for varying opinions or parallel experiences, all more appealing because of the acquaintance with the live speaker.

Reading, yes! But to develop comprehension skills and as a source for variety, not for content as an end in itself.

Suggestions for Out-of-Class Activities

1. Encourage students to bring in realia. Be sure to display their goodies and comment favorably on them during their class period!
2. Assign minimal, but precise, homework lessons to lower-level classes. Do not ask students to do work that can better be handled in class. Do follow up in class the next day with activity based on any assignment. Do have extra short practices dittoed and available on various problem areas for those who request them or for whom you suggest their benefit. This procedure provides for more individualized help. (If you maintain a copy with answers, students can then check their own work.)
3. Schedule groups to prepare bulletin boards on advanced units so that students can participate in keeping their room attractive and varied, a foreign language "cultural island."
4. Maintain a section of a bulletin board for newspaper clippings, recipes, cartoons, etc. related to the foreign language world.
5. Prepare with students special displays and observances for Foreign Language Week and/or an assembly program to draw attention of the whole student body to the language program.
6. Hold periodical Russian club meetings to develop student leadership and cooperation through preparation of informal, colorful programs to appeal to all. If possible, separate students into a Russian I club and an advanced-level club so that the latter can have most of its activities in the language; also you can invite members of each group to present a highlight from their meeting at the other's session from time to time.
7. Arrange field trips for classes or club members to attend a cultural event, to visit a locale about which they can converse in the language, etc.
8. Set up a tape exchange with a foreign language class in another city to stimulate interest in shared activities and student performance.
9. Establish pen pals for interested students who can then keep the class posted on their correspondence.

Suggestions for Out-of-Class Activities (continued)

10. Have students work on special projects of their own choosing (perhaps from a basic list of suggestions you provide plus their additions) which could be presented to the class at intervals during the year.

Rapport Building

Every year teachers have some classes that seem to work together better than others.

"Third period just makes my day," one will say, or another, "Sixth period is such a let-down after my wonderful fifth-period group."

What accounts for this variation? Since the teacher is the same and the subject matter is similar, our answer seems to be the students; they make the difference. Each student tends to play his own role in building class rapport. This harmonious relationship in learning is more than basic discipline and control; in fact, unless we consider those two terms in the light of students' self-discipline and self-control, they hardly fit the concept of rapport.

Can teachers really do anything to foster rapport, or is it something elusive which may or may not grow? An analysis of that wonderful third or fifth-period class may give clues. Probably present are conditions like this:

1. Each student feels recognized and appreciated by the others. The teacher may have arranged the class in a horseshoe seating design or a semicircle so that everyone can see and hear others with ease.
2. Students are equally free to ask questions, supply answers, or express individual opinions. The teacher has turned to each for comment at regular intervals, thereby showing sincere interest in everyone's participation, not just in his own role as leader.
3. Answers vary at times with individuals so that each feels that he is really adding something to the class. The teacher asks open-ended questions whenever possible to strengthen this aspect.
4. Humor and originality are rewarded with laughter and commendation. The teacher supplies his own share of both, approval which elicits more.
5. Mistakes are not deflating, but are considered trouble spots for added class attention. The teacher permits the whole class to participate in reviewing error correction, thereby relieving the individual making the mistake from feeling that he alone does not know. This face-saving technique reduces embarrassment and allows concentration to focus on learning.

rapport building (continued)

6. Students understand why they are doing certain practices or activities and what benefits they are aiming to gain. The teacher identifies the objectives, helping the students in the self-evaluation process. He provides additional aid, materials, and aid to encourage the students to reach their objectives for themselves.
7. A spirit of helpful fellowship exists. The teacher arranges time within the period for pairs or groups to work together, to help each other, and to enjoy shared efforts. By removing himself from the dominant position, the teacher allows the students to bear part of the responsibility for successful endeavors.
8. The room features different displays, representing the material being studied and the contributions by students, giving the class a feeling of belonging. The teacher has various groups prepare bulletin boards, mobiles, and table arrangements, knowing that their efforts make this their classroom.
9. Students volunteer, showing their interest and willingness to become involved. The teacher knows his students as individuals and plans situations to produce their reactions as individuals.
10. A feeling of anticipation hangs in the air. The teacher always has at least one "pink" activity in mind, something to add sparkle and color to the class session through a slightly different approach to learning, a kind of "happenin'" to recall pleasantly after school.

Such efforts can indeed create class rapport. Just as a smile is catching, the teacher's awareness of others and their need for identity can spread too. Those foreign language names become alive as interaction leads to acceptance of one another, then providing greater desire for communication.

Use of Electronic Classrooms

Few events appeal to a teacher more than that of having all students actively involved in learning. This condition does not exist consistently within a class period since some minds turn off or simply wander as responses from certain classmates are awaited. Lab time, however, is a different proposition. Everybody gets into the act! Each student can listen and respond every minute of the session.

Choral practice in class is valuable since the teacher can employ backward build-up to aid in developing full-sentence repetition, can pause to concentrate on difficult sounds, can slow the pace to achieve accuracy before insisting finally on normal speed. This time also is used to insure comprehension of meaning. However, after this initial work is done, the lab is the place for real learning, for gaining proper intonation and pronunciation. Extended additional choral work may lead to overconfidence and flubbiness as voices blend, but the lab demands articulate practice, heard in the individual's own ears.

Also obvious is the fact that the native speaker on that tape can remain constantly a good model while even the best teacher will tire, losing some of his sparkle, under the continuing endurance test of repetition. The cue is then to shorten the teacher drills and cut on the tape. Segments can simply be replayed as needed.

Teachers sometimes seem to resent the loss of a minute or two for students to get to their headsets. This is about as ridiculous as deciding to walk five miles to work, leaving a five-thousand-dollar car in the garage because opening the garage door is a lot of trouble. That expensive electronic equipment will suffer from disuse comparable to the car. The investment of school money for technological aid must be used for the benefit of the children! What teachers think of as disruption of class routine with changes in desk arrangements may even be wholesome physical movement for young people who have already sat too long in classes!

Use of the lab facilities should be planned everyday for 10 or 20 minutes for first and second-year classes. Advanced-level students will need fewer lab sessions since their pronunciation will require only occasional remedial work. They should, however, be provided use of the lab from time to time as a refresher in intonation patterns. They also can benefit from comprehension checks done by various native-speaking voices; they need the experience of hearing many speakers, not just their teacher and classmates.

Atlanta schools are fortunate in having electronic facilities available to every foreign language class for at least a part of each period. Use of the equipment will be more extensive if teachers set up an automatic half-period shift schedule rather than make week-to-week

Use of Electronic Classrooms (continued)

arrangements. Here is a simple time plan, for example:

Period 2 (10:30-11:20)

- 10:30 - 10:35 Class A in lab; Class B in classroom.
- 10:54 Class B pupil gives lab teacher signal.
- 10:55 Two classes exchange with students walking silently to the right to avoid confusion in the hall and entries.
- 10:56 - 11:20 Class B in lab; Class A in classroom.

Since having the classroom session before lab is preferable, the two teachers should rotate their half-period use of the lab at the middle of the quarter. The teacher with the lab first must prepare the day before the lab work; he may need to use the opening minutes to refresh the students' memory too. Half the period will not be used for lab work anyway. More than about 20 minutes may even be detrimental because insufficient time would remain for other phases of the lesson and students would become weary since lab work is so intensive. No play or lachadaisical attitude can be tolerated during the lab session. The importance of the period must be impressed upon the participants.

What is most essential is that the recorded material be an integral part of the lesson. Preferably, it should be an actual accompaniment of the textbook. With extra channels on the console, the teacher can provide the type of practice needed to individuals rather than force all to respond to the same tape. Playing the same lesson to an entire class is failing to take advantage of the equipment's potential for individualizing instruction. Selection is made easier for the teacher by the short cassette segments and tapes divided into smaller units. Generally, students should not follow textbooks or other printed materials in the lab. When they do, they tend to depend on their eyes rather than their ears. If the recordings are not well arranged, however, sometimes referring to the text will be required. Extra preparation in class with difficult parts can remedy this situation.

The teacher must monitor student responses to evaluate, to encourage, to make corrections, and to diagnose common errors for further emphasis in the classroom. If the mistake made is minor, interruption may not be necessary since the student may correct himself as the drill continues; besides, the student would miss a portion of the exercise while being corrected. The student ought to be corrected immediately if continuation would establish a bad form.

Evaluating in the lab everyday should be expected. Students work more conscientiously when they realize that their efforts are significant. Although one response is indecisive, the large number considered throughout the quarter can give an accurate appraisal of oral performance. This composite evaluation should be equated with big tests

Use of Electronic Classrooms (continued)

because it represents a most important area of the work. The major strength of the lab facility is that it allows all students to speak simultaneously many more times than would be possible in the regular classroom. Although the teacher can mark only one person at a time, as he becomes more adept in the lab, he will find that he can hear and evaluate more responses in the lab than he could possibly manage in the classroom. Grades, by the way, should be considered from the "satisfactory" level up or down, not from perfect and down.

A seating chart is necessary. This avoids confusion on entering the electronic classroom. Students can then go promptly to their places and begin without delay. The teacher should have his material marked and ready to put on the console so that work can begin immediately. Efficiency on the teacher's part is conducive to proper procedure.

The seating chart, if divided into blocks per pupil, can double for grading as well. The scale (something like this: 0-superior, 1-good, 2-satisfactory, 3-poor, 4 unsatisfactory or no response) should be visible for rapid reference. If the teacher is neat, he can probably use one chart for a month or more. The basic outline can be mimeographed for all foreign language teachers; each can fill in names, etc. per class assignment. Class sheets can be stapled together in the left-hand corner, folded left to right for convenience, and taken to the lab with the teacher's manual or text. They must not be lost! Disturbances, or discipline problems, are lessened by planned arrangement of seating. Placing girls between boys or quiet pupils between rambunctious ones is a good idea. The arrangement need not be varied unless the teacher feels that moving a student is advisable; in such case, a simple reassignment should be made after class without fanfare. Since lab work is not designed for interaction of the students, they should not choose their seats in the lab.

Actual testing in the lab is limited. Multiple-choice comprehension tests may be the best procedure. If test items are spaced properly, students can write short answers or fill in blanks. Totally oral tests are impossible without recorders. At times, however, the teacher may want to utilize lab time for short individual conversation tests. He can then assign a lead student to the console to monitor and assist (but not to grade!), thus permitting the teacher to chat with individuals. With his questions already prepared in a list, the teacher can elicit an adequate number of responses from a student within a minute or two; during several successive days he can arrange to do his oral testing of the whole class.

Use of Electronic Classrooms (continued)

Needless to say, all lab work should be done in the foreign language. Materials taped by native speakers are more suitable, but special exercises to meet particular needs can be very advantageous even though recorded by a non-native. The main point to remember is that the lab serves best to perfect through drill the items already presented in the classroom. Completely new elements should not be offered in the lab. Students should know exactly what is expected of them in advance so that they will proceed to practice with confidence and to benefit fully from the time spent.

Not to be forgotten either are the definite advantages of the lab for the teacher. He can rest his voice and listen to evaluate thoughtfully his students' oral process!

Evaluation of Student Performance

"If only we didn't have to give grades!" is the frustrated cry of many teachers. We know that some students will show up badly when compared with others in the class; then they will lose their sense of pride in what they have learned, beginning the downward journey to defeat. Our colleagues in educational psychology bluntly tell us that grades are our most vicious act.

We attempt to improve in what our schools still consider a necessary evil by being sure that we "test what we teach," that we avoid "throwing students curves" on tests. Even so, we recognize that some pupils cannot absorb or implement what has been presented at the same rate as others; given more time and practice, less pressure, they can achieve satisfactory results.

How can we remedy this condition? Here are a few thoughts for consideration:

1. Test less; evaluate more! We can discover weaknesses and strengths if we provide ample oral practice in class. Since oral work is much faster than the written form, we can give far more extensive experience with problem points before we attempt to grade performance.
2. Many short written check-ups on specific items can help students identify for themselves what points they need to concentrate on more. Then testing for credit on these can be administered when both teacher and student feel ready; no rule prevents a teacher from allowing students to take minor tests at different times, and the grade book shows quickly which quizzes are still outstanding. More flexibility in scheduling tests can provide some students with the extra time to learn; they can feel more responsibility for the study because they have some choice in the matter. This procedure fits beautifully with the idea of performance objectives, our master outline which lets students know precisely what it is they are to learn.
3. Why should we not revamp our testing system if we believe that it has been defeating to some in the past? On the upper end of the pyramid, is there any reason why we can't allow better students who can manage anything we dish out to contract for their "A's" by submitting to more complex testing?

Again, our educational psychologists remind us that challenge and competition (which should be competition against one's own potential, not others) is rewarding only to those who think they can succeed with it. Then we can let them make that choice for themselves through contracting for the more difficult assignments and tests.

Evaluation of Student Performance (continued)

4. Our tests at best meet only about .7 validity, according to experts in tests and measurements. We simply do not have the time or the experience to become very precise in this area; more time is needed for teaching and we are not willing to use it excessively for preparing scientific tests. Then knowing these things, we should not overrate our testing program! For us tests should be mainly a way of diagnosing where we need to strengthen our teaching.
5. Our aim is to keep students moving forward. If our tests only shake students' confidence, making them believe that they have learned very little, then we would be better off not to give them at all. Everyone feels that he could help a student learn more of a foreign language if the student returned for another year of it. Perhaps that fact should be foremost in our thinking so that we do not test people right out of the program.

Some Do's and Don'ts in Testing

1. Do let students know what types of items will be included on the test. Do give practice with samples in advance so that students can evaluate their own readiness.
2. Do present instructions in English unless you are absolutely sure that everyone will understand; don't permit students to become up tight for fear of doing the wrong thing.
3. Do provide many short item tests on different particular skills during the quarter, keeping the skills in proportion to your emphasis for the level.
4. Don't give numerous full-period tests, but when you do, measure all four skills and include something on culture too, whenever appropriate. Do be sure such a test is a worthy, positive experience, meriting the valuable time it consumes.
5. Don't say lines like these: "Pay attention now! This is important because we are going to have it on the test." "All right, if you don't want to pay attention, we'll just have a test on this." Don't use tests to threaten. Dependence on tests and grades as motivation lessens the value of learning per se.

Some Do's and Don'ts in Testing (continued)

6. Do begin tests with the simplest items and gradually proceed to the more difficult ones.
7. Do test what has been taught, including simple recall elements as well as rearrangements of pre-learned material.
8. Do avoid tongue-twisters and absurdities, but do deal with problem sounds and structures.
9. In setting up multiple-choice items, do include at least one distractor, two plausible but incorrect items, and only one, unambiguous right answer.
10. Do present, when appropriate, a couple or so of examples of open-ended questions to allow for at least some individuality.
11. Do help students to feel a sense of personal responsibility for their own work.
12. And do smile and look relaxed! Don't transfer tension by appearing so dead serious about your test! This won't be your last chance to provide a test or theirs to take one.

Suggestions on How to Use a Film

1. Good film utilization requires prior activities
 - a. Difficult words and expressions are thoroughly drilled in advance, preferably with the help of visual aids such as slides, overhead transparencies, pictures or filmstrips. (In some cases the film producer makes a tape available for this purpose including not only the sound track but supportive drill material.) Essential structures should be drilled for rapid and easy student recognition; this will tend to minimize student discouragement as the class views the film and listens to the sound track.

SUGGESTIONS ON HOW TO USE A FILM (continued)

1. b. The content of the film can be dealt with in advance by drawing the student's attention to the main points of interest. This may be done by presenting the highlights of the film through a series of appropriate questions and answers. Some films can be used several times by drawing attention to different areas of content during each showing. Also, by alerting the students in advance to certain aspects of the foreign culture you can be assured that they will see things that they otherwise would miss. (For example, in a luncheon scene you may point out that the fork is held in the left hand, a fact which otherwise might not be noticed.)
2. Techniques for presenting the film are these:
 - a. Make certain that maximum room darkening is achieved.
 - b. Have as large a screen as possible available.
 - c. Obtain the best possible quality of loud speakers. (Best results can be achieved by having large, high quality loud speakers located in front near the screen. Also, in many language laboratories it is possible to jack the sound track in through the console so that the students may hear through their headsets while turning down the volume of the student microphone. This provides maximum quality of sound while minimizing the machine noise.) Ideally all motion pictures would be projected through a glass partition so that the noise of the projector would be reduced to a minimum.
 - d. Short films can be shown twice in succession to enable the students to verify the impressions gained during the first showing.
3. Activities which may follow the showing of a foreign language film are these:
 - a. The teacher may administer a short quiz using true-false, matching, or multiple choice questions.
 - b. The film may be run with switch on silent and the students may be asked to take brief notes in the foreign language describing some of the main impressions which the film conveys.
 - c. The film may be run with the switch on silent and students may be asked to provide a narration which they record onto tape. (Naturally, this requires a laboratory with student recorders in all positions.)
 - d. The students may be asked to write a short composition in response to a series of questions which the teacher asks orally.
 - e. With films on the foreign culture and way of life, students may be asked to list behaviors which contrast sharply with those with which they are familiar in the American culture.
 - f. The students may be asked to write a brief summarization of the storyline or content of the film.

SUGGESTIONS ON HOW TO USE A FILM (Continued)

NOTE: The type of follow-up which is intended should be carefully explained to the student before work with the film is begun. It should be strongly emphasized that the film is an integral part of his instruction and not "a day off at the movies." The teacher should have decided very specifically what the film is supposed to accomplish and should communicate this fact to the students. Ordinarily a film should have one or two main purposes. According to the nature of the film the focus may be any one of the following: (1) to study the customs of the people, (2) to stimulate appreciation of art and literature, (3) to study the effects of history on the people whose language is being studied, (4) to consider the effect of geography on the social and economic conditions of the people, (5) to provide listening practice, (6) to build new vocabulary or to reinforce prelearned vocabulary items, (7) to present new structures or to reinforce prelearned structures, and (8) to stimulate other activities requiring active use of the language such as speaking or writing exercises.

Generally the teacher should not try to combine all of these objectives in one film. It would be much better to select a few of the activities which are most appropriate for a given film. Most important, the student should know in advance which objectives the teacher has decided to focus on.

4. Films with English sound track can be used as follows:
 - a. The film can be viewed first with the English commentary.
 - b. The teacher can then show the film silently supplying a foreign language commentary.
 - c. In advanced courses students can be supplied with basic vocabulary and can create their own commentaries which, in some cases, can be taped and played back in coordination with the film showing.
5. Basic considerations for using all films are these:
 - a. All films should be previewed in advance by a teacher to determine suitability and manner of utilization. (A teacher in the area of business education once ordered a film on filing for her girls in an office practice class only to find that the film was intended for industrial arts and showed the techniques of using different files for metal and wood.)
 - b. Films which reinforce ethnocentric prejudices should be avoided.

(Note: Many films are available from both the city and the state audio-visual departments. Consult catalogues. Additionally, a list of films is included in the appendix.)

Accountability and Foreign Language Teaching

Much has been said and written about accountability in recent educational programs. The pro's and con's of its implementation will continue to be debated all the way from the national convention platforms to the local teachers' lounges. Even through the maze of verbiage, we foreign language teachers can sift pertinent philosophy to apply to our own endeavors.

1. First, we recognize that our prime responsibility is to our students. Although foreign language is our field, the subject matter itself has to be secondary to the individual's development via this medium.
2. Certainly we intend to see that every student has a more positive attitude toward foreign language after studying it than he had before the opportunity to attend our classes!
3. "Every kid a winner" can be the case when we emphasize individual progress instead of applying normal curve tactics or insisting on unrealistic goals.
4. Perhaps we in our foreign language frame of reference can find accountability more tenable than can some other curriculum areas since we can identify rather precisely the skills we are attempting to develop. We can, through our performance objectives, which are a kind of criterion base for evaluation, determine specific results in the learning process.
5. We can diagnose weakness and "recycle" the material; our methodology calls for regular reentry.
6. With our electronic classroom equipment, we can arrange for extensive individualized practice. The lab lessons can be geared to individual needs, allowing remedial work for some, horizontal learning for some, and even new or advanced work for those who demonstrate readiness.
7. By assigning different activities to small groups, we can avoid too much teacher talk and permit more student action. Such work we have intended to do anyway to meet our reinforcement and recombination needs. At the same time we can see that these assignments fit demands for individualization plus building in opportunities for peer teaching.
8. When the accountability experts speak of the fact that all testing does not have to be with pencil and paper, we emit a resounding "amen" because we are accustomed to evaluating oral responses. This, however, is a reminder to us not to overrate written work, but to see that our grades reflect our audio-lingual emphasis parallel to our classwork and to our guide's flow chart on skill development ratio per level.

Accountability and Foreign Language Teaching (continued)

9. We may feel qualms at saying, "If the student does not learn, the teacher fails the course," but we do utilize a variety of techniques to accomplish our task of facilitating the learning. We even employ specific techniques to avoid a student's embarrassment, to supply many correct answers giving him additional means for catching on!
10. Relevance is one of our strong points. Our dialogs deal with current topics suitable to the maturity and interests of our pupils. Readings include variety. Perhaps we need to allow more students' selection to assure their involvement and to provide more personalization even if that forces us to skip some stories, nevertheless, much material is available to us to permit a high degree of relevance.

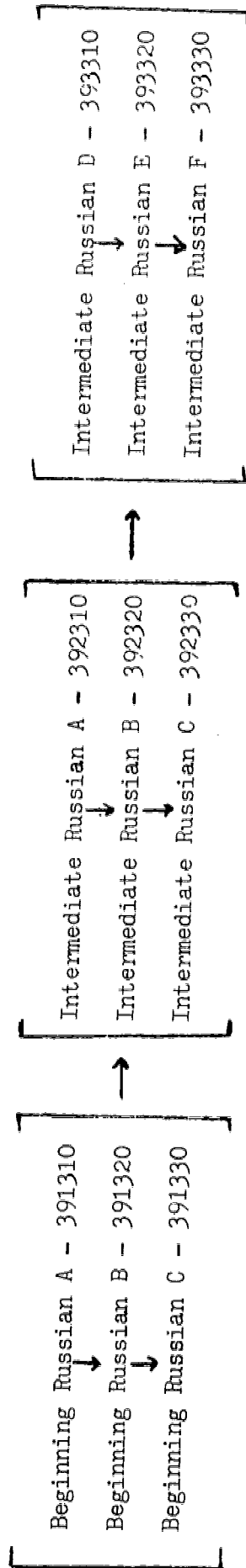
We can even provide those educational "happenings" which Dr. Leon Lessinger, the father of accountability, includes to insure aesthetic growth beyond all the audited objectives. Our inviting native speakers to visit class gives youngsters the language for real, complete with cultural mores and gestures. Field trips to Russian restaurants or to programs by artists add color and dimension. Yet we consider these only basic essentials in our efforts toward cultural awareness.

This enumeration shows that we foreign language teachers can afford to stick our necks out and to hold ourselves accountable. We have the chief ingredients for success. Our program is already developed consistently; we just need to focus our attention more on what is resulting from the students' standpoint. In the final analysis, we agree that it's their performance that counts!

FLOW CHART OF THE PROGRESSIVE DEVELOPMENT OF THE FOUR SKILLS

Quarters 1 - 4	Quarters 5 and 6	Quarters 7 - 9	Advanced Quarters
50% Hearing	30% Hearing	20% Hearing	15% Hearing
30% Speaking	30% Speaking	30% Speaking	20% Speaking
15% Reading	30% Reading	35% Reading	45% Reading
5% Writing	10% Writing	15% Writing	20% Writing

FLOW CHART OF RUSSIAN COURSES



Russian - Compressed Contents for Quarter Courses

Beginning Russian A - 391310	Units 1 - 4	ALM Russian Level 1 (1969 edition)
Beginning Russian B - 391320	Units 5 - 7	ALM Russian Level 1 (1969 edition)
Beginning Russian C - 391330	Units 8 - 11	ALM Russian Level 1 (1969 edition)
Intermediate Russian A - 392310	Units 12 - 15	ALM Russian Level 1 (1969 edition)
Intermediate Russian B - 392320		ALM Russian Level 2 (1969 edition)
Intermediate Russian C - 392330		ALM Russian Level 2 (1969 edition)
Intermediate Russian D - 393310		ALM Russian Level 2 (1969 edition)
Intermediate Russian E - 393320		ALM Russian Level 2 (1969 edition)
Intermediate Russian F - 393330		ALM Russian Level 2 (1969 edition)

Materials, Resources and Equipment-for each Russian classroom and department

- I. Essential for each classroom
 - A. Basic texts: Appropriate levels of A-LM Russian - Revised Editions
 - B. Teacher reference: A-LM (Teacher's edition) -
Harcourt, Brace, and World
 - C. Tapes and Prepared tests
 - 1. Tapes to accompany each book
(Available from A.V. Dept., Instructional Services Center)
 - D. Appropriate reading materials for students
 - E. Maps:
 - 1. Soviet Union
 - 2. Moscow
 - 3. Leningrad
 - F. Equipment
 - 1. Tape recorder
(30 position electronic classroom highly recommended)
 - G. Supplementary materials
 - 1. Appropriate visual aids, including those contained in the
A-LM Russian program.
 - 2. Russian-English dictionary
- II. Essential for each department
 - A. Reference books for teachers
 - 1. Teacher's edition - all levels
 - 2. Other useful references (See Appendix)
 - 3. MLA selective list of materials
 - B. Russian dictionaries
 - C. Record player, film and filmstrip projectors
- III. Highly recommended for classroom
 - A. Language Lab or Electronic Classroom
- IV. Highly recommended for Department
 - A. Tapes to supplementary texts
 - B. Additional reference books for teachers

RUSSIAN DEPARTMENT

Course No. 391310

Beginning Russian A

Description of Course:

A course to begin the development of the skills of understanding and speaking Russian. Some attention is given to reading and writing. The language skills are developed through vocabulary and structures related to the following topics: names, friends and family, formal and familiar address, salutations, introductions, numbers 1 - 10 -- counting, addition, subtraction, telephone calls and sports.

Administrative Requirements:

- 1) A maximum of 30 students - 25 recommended
- 2) An electronic classroom with 30 positions highly recommended
- 3) A tape recorder in the classroom
- 4) A world map and map of Russia in the classroom
- 5) Sufficient number of textbooks, student exercise books, practice records, and student test booklets for the students
- 6) Access to a record player, film and filmstrip projector, and other audio-visual aids
- 7) Related recorded tapes and visual aids for the teacher
- 8) Daily classes

Course recommended for any student who expresses an interest in and a desire to learn Russian.

Objectives of Course

The student is able:

- 1) to discriminate the sounds of Russian audially
- 2) to reproduce the sounds of Russian adequately
- 3) to imitate native Russian intonation patterns
- 4) to manipulate orally Russian language patterns related to topics studied
 - a) to make required structural changes in pattern practices
 - b) to respond appropriately in oral form to questions
 - c) to ask directed questions
 - d) to recombine learned structures and vocabulary in conversation
- 5) to recognize and reproduce the Russian alphabet
- 6) to recognize visually selected sentences mastered orally
- 7) to identify some cognates in the vocabulary
- 8) to read aloud selected sentences mastered orally
- 9) to reproduce in written form sentences learned orally
- 10) to comprehend short, connected oral or written prose based on learned material
- 11) to manipulate a few selected structures in written exercises
- 12) to locate Russia on a world map
- 13) to demonstrate an awareness that although some structures are parallel, languages cannot be equated word for word
- 14) to demonstrate an awareness that social customs and courtesies are different in various countries
- 15) to identify appropriate ways of learning a second language

Suggested Content

Phonology, Morphology, Syntax, Vocabulary and Culture as outlined on the following pages.

From Basic Text
ALM Russian Level I, Second Edition (1969)
Harcourt, Brace and Jovanovich, Inc.
Units 1-4 (1969 edition)
and other resources and materials.

Beginning Russian A 391310

Suggested Resources, Materials, Media, Methods, Activities

List of Resources and Materials:*

ALM Russian Level I (1969)

Harcourt, Brace and Jovanovich, Inc.

ALM Russian Level I (1961)

Harcourt, Brace and World, Inc.

Russian Through Pictures, Book I

Washington Square Press

Look and Learn Russian

Dell Publishing Co.

Learning Russian, Book I

Progress Publishers, Moscow

Basic Russian, Books I and II (1957)

Pitman Publishing Co.

Basic Russian, Book I (1960)

Pitman Publishing Co.

Simplified Russian Grammar

Pitman Publishing Co.

Modern Russian, Book I

Harcourt, Brace and World, Inc.

Russian As We Speak It

Moscow Publishing House of Literature in Foreign Languages

Dictionary of Spoken Russian

Dover Press

Russian-English Dictionary

Soviet Encyclopaedia Publishing House

"Why Study Foreign Languages?"

Slides and audio-tape

"Why Study Russian?"

Pamphlet

Maps - World

Soviet Union

Moscow

Films and filmstrips in Russian and English

*See appendix for specific references

Beginning Russian A 391310

Methods, Activities:

- 1) "Why Study Foreign Languages?"
 - a) Have bulletin board representing various occupations in which a foreign language may be useful.
 - b) Include pamphlets in a reading display, especially referring students to "Why Study Russian" by Helen Jakobson.
 - c) Relate current events to language.
 - d) Invite Russian visitors. Professors at Atlanta University, Agnes Scott College, Emory University, Georgia Tech and Georgia State University are excellent sources as natives and as liaison between high school and college Russian language study.
 - e) Point out Russian words easily recognizable as cognates.

- 2) Methodology
 - a) Discuss how students learned their native language. Direct their attention now and throughout the quarter to the language learning process younger siblings and neighbors are now engaged in.
 - b) Discuss the ways in which learning a new language will parallel native language learning and the ways in which already knowing one language will facilitate learning another. For example, point out that when they begin to talk, children cannot be understood at first, later they can be understood with effort on the part of the listener, and, finally, close approximation of utterances is usually followed by complete mastery so that a person can be understood by any speaker of American English. Emphasize that this development will occur, but at a faster rate, since students are at a more mature level of physical and intellectual growth.
 - c) Point out the most obvious of the structural differences students will encounter during Quarter I (for example, absence of definite and indefinite articles and present tense of verb to be) and discuss what difficulties a Russian might therefore have learning English.
 - d) Explain purposes of listening attentively, memorizing dialogs, doing pattern practices, etc.
 - e) Explain what will be expected of student, type of "homework" and study habits.
 - f) Explain the general language learning principle of learning sounds before learning graphic symbols. Discuss the additional problem of learning the Cyrillic alphabet.
 - g) Explain language performance as the measure of language proficiency. Review with students the behavioral objectives for the quarter and how students will be expected to demonstrate their proficiency in achieving these objectives.

- 3) The basic text of A-IM Russian Level II, second edition, and accompanying materials include: student text, student exercise book, practice record set (dialogs and supplements), student test booklet, teacher's edition of text, 7 1/2 i.p.s. full-track classroom-laboratory tape set, cue cards, dialog and supplement posters, teacher's test manual, and testing tape set. Of these, cue cards, all tape sets, and practice records were in production in October 1970 and not yet available.

Beginning Russian A 391310

Methods, Activities (Continued):

- 4) Texts should not be issued until after the first week. Units I and II are designed so that students are gradually introduced to the printed and written alphabet and, by the end of Unit II, are reading and writing basic sentences and dialogs begun orally during the first week.
- 5) Of particular importance to the beginning teacher are the following topics in the Introduction to the teacher's edition; General Classroom Procedures, Unit Organization and Teaching Suggestions, and Sample Lesson Plan. The organization and teaching section contains suggestions for moving each section of a unit to another. The sample lesson plan for Unit II, while moving more rapidly than many classes will be able to manage, does indicate when to present and how to coordinate the sections of a unit.
- 6) A new feature of the second edition, the Listening and Speaking Program, constitutes Unit I and is an integral part of all subsequent units. The exercises in this program provide necessary work on specific comprehension and pronunciation problems, and should not be considered merely as supplementary material. The appropriate point to introduce each exercise is marked in red in the units of the teacher's edition. Forms for these exercises make up Part I of the student exercise book. The entire content of the Listening and Speaking program is contained in the teacher's edition, pages T23-T101, and is recorded in the classroom laboratory tape set.
- 7) Part II of the student exercise book contains writing exercises which are coordinated with the student text beginning with Unit III. These exercises are meant to supplement the writing materials provided in the text throughout the structure drills, and should be assigned to individual students as the need arises.
- 8) Accompanying the basic text materials is a Level I testing program, consisting of a) a series of listening-reading-writing tests beginning with Unit III; b) a series of speaking tests beginning with Unit III; and c) a mid-text and a final listening-reading-writing test after Units VII and IX respectively. The teacher's test manual contains the script of the taped tests (making it possible to administer the tests without tapes), a reproduction of each page of the student test booklet, and a key for each test along with scoring suggestions.
Teacher-made tests and quizzes administered as a unit progresses are advisable.
- 9) Use dialog posters to introduce new dialogs or narratives. By talking about the characters in the dialogs, the teacher presents third person verb forms to the listener thus preparing the student to comprehend shifts in person and to make these shifts when speaking. This poster work, before and during student memorization of the dialog, eliminates some of the inflexibility caused by mere mimicry.

Methods, Activities (Continued):

- 10) Issue practice records as soon as dialog poster work begins. Some students find it more comfortable to learn a few lines thoroughly before learning the next lines, while others prefer to work on half or all of a dialog at once, gradually mastering the whole segment. Practice records afford each student the opportunity to memorize the dialog in the manner which suits him best.

In addition, practice records free the teacher to spend class time working on specific pronunciation problems or structure drills rather than on the drilling of dialog lines.
- 11) The "Notes" section of the student text explains linguistic and cultural differences on which the basic dialog or narrative and supplement are based.
- 12) The supplement and vocabulary exercises add phrases which could also have been used in the dialogs and narratives, providing a variety of possible rejoinders in order to broaden the students' ability to respond. Teach part 1 of the dialog, supplement and vocabulary exercises together, then move to part 2 of each.

Flash cards, stick figures, and any other appropriate visual materials should be used to prod the student toward the goal of varying every utterance he has learned within the limits of the morphology and syntax to which he has been exposed.

The dialog variations and other exercises in the recombination material at the end of each unit provide the teacher with an opportunity to check student progress toward this goal. Narratives and dialogs in the section can be used, first, as listening comprehension material, then as oral reading material.
- 13) Explain to students that by giving the student a general rule or a structure within which he can vary responses already memorized in the dialog, the grammar section eliminates the limits on his ability to convey his ideas freely.
- 14) Presentation and direction of structure drills can present problems of when to move from repetition to more complex drills, how to combine group and individual response, and how best to move from drill-type oral language behavior to natural oral language behavior using the same structures. Some help with these problems is given in the section of the introduction (teacher's edition) entitled Structure Drills, pages T11-14. The description of each kind of drill and directions for directing it are especially valuable for teachers new at constructing their own drills.
- 15) Each new grammatical point should be introduced using material found in the teacher's edition under Teacher Presentation of Structures, pages T102-T128. The page number for each presentation appears at the appropriate point in the teacher's edition of the basic text.

Beginning Russian A 391310

Methods, Activities (Continued):

- 16) Free substitution drills make excellent warm-up or review exercises. The teacher can be certain of eliciting desired response if a few rules are set up. For example, at least six different appropriate changes in one slot could be required before repetitions were allowed or the next slot became eligible for change.
- 17) The captioned color photographs which abound in the basic text provide an excellent stimulus for discussion of non-political cultural differences.

Contents - Beginning Russian A 391310

Skills - Concepts	Phonology	Morphology
LISTENING:	<ol style="list-style-type: none"> 1) all vowels and all consonants; unstressed <u>o</u> and <u>e</u>; voiced and voiceless consonants 2) recognizing sounds unfamiliar to English like <u>ы</u>, <u>х</u> 3) sound problems: <u>е</u>, <u>ё</u>, <u>и</u>, <u>й</u>, <u>ь</u> 4) distinguishing between. <ol style="list-style-type: none"> a) palatalized and non-palatalized consonants; b) hard and soft consonants; c) Russian and American cognates; d) declarative and interrogative intonation; 5) understanding oral dialogs 6) distinguishing between: <ol style="list-style-type: none"> a) formal and familiar address; b) number and gender of short-form adjectives; c) number, gender and person of first conjugation present tense verbs 	<p><u>All dialogs and all drills:</u></p> <p><u>Verb Forms:</u></p> <ol style="list-style-type: none"> 1) absence of present tense of <u>БЫТЬ</u> 2) present tense of first conjugation verbs <p><u>Nouns:</u> Nominative case of cognates and other proper and common nouns</p> <p><u>Pronouns:</u> Nominative case - singular and plural of personal pronouns</p> <p><u>Adjectives:</u></p> <ol style="list-style-type: none"> 1) absence of definite and indefinite articles 2) masculine, feminine, singular and plural of short-form adjectives
SPEAKING:	<ol style="list-style-type: none"> 1) all vowels and all consonants; unstressed <u>o</u> and <u>e</u>; voiced and voiceless consonants; 2) adequately reproducing: <ol style="list-style-type: none"> a) sounds unfamiliar to English like <u>ы</u>, <u>х</u>; b) words containing <u>е</u>, <u>ё</u>, <u>и</u>, <u>й</u>, <u>ь</u>; c) the Russian sounds in cognates shared with English; d) declarative and interrogative intonations; e) palatalized and non-palatalized consonants; f) hard and soft consonants 3) reproducing dialogs orally from memory 4) proper use of formal and familiar address 5) showing distinctions of number and gender of short-form adjectives 6) showing distinction of number, gender and person of first conjugation present tense verbs by sound manipulation. 	<p><u>Adverbs:</u></p> <ol style="list-style-type: none"> 1) adverbs of destination: <u>куда</u> 2) adverbs of location: <u>где</u>, <u>там</u>, <u>тут</u>, <u>здесь</u>, <u>далеко</u>, <u>недалеко</u>, <u>близко</u> 3) adverbs of time: <u>когда</u>, <u>завтра</u>, <u>вечером</u>, <u>сегодня</u> <p><u>Prepositions:</u> <u>в</u> and <u>на</u></p> <p><u>Conjunctions:</u> <u>а</u> and <u>и</u></p> <p><u>Numbers:</u> Nominative case of numbers 1 - 10</p>

S C	Syntax	Vocabulary	Culture
L	<p><u>Sentence Order:</u></p> <ol style="list-style-type: none"> 1) use of destination adverb, with omission of expected verb of motion, to show destination 2) omission of possessives when they can be inferred from context 3) position of adverbs (usually preceding verbs) 4) absence of present tense forms of verb <u>to be</u> 	<p>In context of the topics:</p> <p>Names; friends; family; formal and informal address; salutations; introductions; numbers 1-10: counting, addition, subtraction; telephone calls; and sports</p>	<p>Introduction to Russian culture through the large number of photographs and their captions, explanatory notes, and content of dialogs and narratives.</p> <p>Also included is a special section entitled "Glimpses of the U.S.S.R.," which includes these topics:</p> <ul style="list-style-type: none"> map of U.S.S.R Historical Landmarks The Land and the People Everyday Life Leisure Time The Younger Generation
S	SAME AS LISTENING	<p>Verbs, nouns, pronouns, adjectives, adverbs, prepositions and conjunctions pertaining to the topics listed above.</p>	<p>In addition: books, maps, magazines, tapes, records, films, etc. should be used to awaken and sustain interest in derivation of the Cyrillic alphabet, use of the Cyrillic alphabet by Slavic peoples, Russian names (concept of patronymic), familiar and formal address, courtesy patterns.</p>

Contents (Continued) Beginning Russian A 391310

Skills - Concepts	Phonology	Morphology
READING:	<ol style="list-style-type: none"> 1) all vowels and all consonants; unstressed <u>o</u> and <u>e</u>; voiced and voiceless consonants 2) recognizing and reading aloud: <ol style="list-style-type: none"> a) sounds unfamiliar to English; b) words containing <u>e</u>, <u>ё</u>, <u>и</u>, <u>й</u>, <u>ь</u>; c) palatalized and non-palatalized consonants; d) hard and soft consonants; e) Russian sounds in cognates shared with English 3) adequately distinguishing, when reading aloud, between declarative and interrogative intonations 4) reading aloud dialogs with proper intonation and stress 5) distinguishing, when reading aloud, between formal and familiar address 6) distinguishing number and gender of short-form adjectives when reading aloud 7) reading accurately the person, number and gender distinctions of present tense first conjugation verbs 	<p><u>Selected</u> dialogs and drills</p> <p>The same morphological items in <u>Listening</u> and <u>Speaking</u></p>
WRITING:	<ol style="list-style-type: none"> 1) all vowels and consonants including the following difficulties: letters which begin with hooks, small letters like <u>к</u> which do not rise in height to the size of capitals, some Russian letters which are difficult to distinguish from each other; the spelling of words containing unstressed <u>o</u> and <u>e</u> as well as voiced and voiceless consonants 2) reproducing on paper sounds unfamiliar to English 3) reproducing on paper "hard" and "soft" vowels 4) accurately spelling the Russian version of some cognates shared with English 5) accurately punctuating interrogative sentences with question marks and declarative sentences with periods <p>(continued on next page)</p>	

Contents - Beginning Russian A 391310

S C	Syntax	Vocabulary	Culture
R	SAME AS LISTENING, SPEAKING, READING AND WRITING	SAME AS FOR SPEAKING	SAME AS LISTENING, SPEAKING, READING AND WRITING
W		Selected lexical items from dialogs and structure drills	

Contents (Continued) Beginning Russian A 391310

Skills - Concepts	Phonology	Morphology
<p>WRITING: (cont.)</p>	<ol style="list-style-type: none"> 6) copying selected dialogs 7) showing, in written form, the difference between formal and familiar address 8) distinguishing, in written form, the number and gender of short-form adjectives 9) accurately spelling the differences in number, gender, and person of selected first conjugation present tense verbs 	
<p>CONCEPT:</p>	<ol style="list-style-type: none"> 1) "The alphabet is not the language but rather a set of letters used to represent the sounds of the language." (p. 3 of text) 2) The Cyrillic alphabet has some letters whose sounds and forms are almost like English, some letters whose sounds and forms are completely foreign to English, and still other letters whose forms are like English but have completely different sounds. 3) "A cognate is a word in one language that is similar in sound, form and meaning to a word in another language." (p. 13 of text) English and Russian share some cognates. 4) Certain sounds indicate distinctions in number and gender, formal and familiar address. 	<ol style="list-style-type: none"> 1) Nouns agree with each other, with verb forms, and with short-form adjectives in number, gender and case. 2) There is one verb form for each person and number in the present tense. 3) There is a distinction between verbs and adverbs which show destination and those which show location.

S. C	SYNTAX	VOCABULARY	CULTURE
W			
C	<p>Word order differs from English in several ways, especially with adverbs and in questions.</p>	<ol style="list-style-type: none"> 1) Since languages are made of words, one must grasp meanings -- in context and separately -- without conscious reference to English. 2) Though some structures are parallel, languages cannot be equated word for word. 	<p>Cultural items are an integral part of a language. In learning a language one must recognize and use culturally accepted forms. This is demonstrated first quarter in</p> <ol style="list-style-type: none"> a) use of patronymics and, b) familiar and formal patterns of address.

Suggested Content

Unit I:

- 1) Page T6 of the Introduction in the teacher's edition suggests five points students need to be apprised of on the first day of class concerning the nature of language learning.
- 2) The student text does not contain the content of Unit I. Instead, there is a one-page discussion entitled "Pronouncing Russian" which emphasizes the following points:
 - a) English sounds strike the Russian ear as "peculiar" just as Russian sounds strike our ear.
 - b) Language is first of all listening and speaking, then reading and writing. We follow this sequence as we learn Russian.
 - c) Since Russian is written in the Cyrillic alphabet, learning these unfamiliar symbols will be delayed a week while the new sounds are being introduced.
- 3) The content of Unit I, which includes listening and speaking exercises and the suggested points at which to introduce basic sentences and dialogs is in the teacher's edition, pp. T23-T39.

UNIT II:

- 1) Discussion of the derivation of the Cyrillic alphabet.
- 2) Lessons 1 through 8: reading and writing the Cyrillic alphabet; Russian words, primarily cognates.
- 3) Lessons 9 and 10: Basic Sentences and Dialogs: speaking, reading and writing.
- 4) Intonation for questions, statements.

Suggested Resources, Materials, Media, Methods, Activities

Unit I:

- 1) Students do not learn the Cyrillic alphabet during the first week. However, a large wall chart of the alphabet, printed and written, should hang in a place where all students can refer to it easily when they begin learning the alphabet.
- 2) During the first week when textbooks are not used, students can be introduced to the Russian sound system
 - a) informally, by learning to pronounce their assigned Russian names and those of their classmates, and
 - b) formally, in Unit I of the teacher's edition.
- 3) The format for Unit I, pages T23-T39 of the teacher's edition smoothly integrates the introduction of sounds with the learning of the basic sentences and dialogs to be read and written in Unit II. This format should be followed with little deviation.
- 4) Students begin listening and speaking exercises in Part I of the Student Exercise Book.

UNIT II:

- 1) Refer throughout Unit II to paragraphs 2, 3, and 4 on page 3 to remind students of techniques for studying phonology without interference from the new alphabet.
- 2) Regular dictation of a few words from the Unit II Handwriting Practices in Lessons 5, 6, 7, and 8 and of the handwritten dialog in Lessons 9 and 10 (of the Basic Text) impresses upon the student early the necessity for accurately matching sounds and symbols.

Suggested Content

Suggested Resources, Materials,
Media, Methods, Activities

- 3) Learning Russian, Book I, lessons one through thirteen offer the teacher invaluable reference material for work with sound-letter correspondence throughout Units II, III and IV.

Cross-section drawings of lip, mouth, and tongue placement are found on pages 10, 13, 15, 25, and 32 of Learning Russian. These can be copied on large posters and referred to by students and teacher during sound drills.

- 4) Simplified Russian Grammar, pages 4 and 5, provides larger-than-life written alphabets whose parts are numbered to show the sequence of stroke. There should be enough copies of this book and of Basic Russian Book I, which contains smaller versions of the same diagrams, for students to share as they practice their handwriting.

In addition, Basic Russian Book I provides, on pages 2-9, a more gradual introduction to the linking of Russian letters and more detailed attention to common handwriting errors. These pages provide an important intermediate step before the Handwriting Practice sections begin in Lesson 5 of Unit II.

Refer to the photograph opposite page 3 showing Soviet children practicing their handwriting in copy books. Point out that "individualistic" styles are not acceptable in Russian writing as they are in English writing; uniformity is expected.

Suggested Content

Suggested Resources, Materials,
Media, Methods, Activities

UNIT II (Continued)

5) Excellent references for the teacher in explaining hard and soft consonants and "hard" and "soft" vowels are a) Learning Russian Book I, lessons 1-3, 5-7, and 9-13; and b) the Introduction in Simplified Russian Grammar.

6) After the first week, when reading and writing have begun, continue to spend most of the class time on oral work. While lessons 1 through 8 are being mastered, there are enough varieties of basic sentences, dialogs and exercises for oral work throughout the unit.

Should students have mastered all the oral material before reading and writing lessons are completed, some oral time could be occupied by introducing the basic dialog of Unit III through teacher narration using appropriate dialog posters.

7) Song: Russian version of "Brother John, Are You Sleeping?" Basic Russian Book I, 1959 edition, p. 217.

UNIT III:

- 1) familiar vs. formal address
- 2) number and gender - short-form adjectives
- 3) numbers 1-10, addition and subtraction
- 4) unstressed o and e

UNIT III:

- 1) Dialog and supplement posters can also be used for number and gender drills.
- 2) Stress the cultural importance of formal vs. familiar address. Well-meaning American friendliness might be misunderstood as over-familiarity.
- 3) Point out that short-form adjectives are used with higher frequency than long-form adjectives in every day speech.
- 4) Use flash cards for addition and subtraction drills.

Suggested Content

Suggested Resources, Materials,
Media, Methods, Activities

UNIT III: (Continued)

- 5) Learning Russian Book I, lessons 4 and 8 contain additional explanatory material on unstressed о and е as well as а and я. Emphasize the fact that most Russian words have only one primary stress, and that stressing the wrong syllable may completely alter the meaning of a word.
- 6) Show students how writing structure drills already mastered orally reinforces sound-letter correspondence, and is the initial step toward expressing oneself correctly in writing.
- 7) Begin using writing drills in Part II of the Student Exercise Book as supplementary work for individuals and class as needed.

UNIT IV:

- 1) the present tense
- 2) first conjugation verbs
- 3) the spelling of voiced and voiceless consonants.

UNIT IV:

- 1) Dialog and supplement posters for Unit IV.
- 2) Point out that unlike modern English, modern Russian and other languages still have a present tense verb form for each person and number.
- 3) Additional first conjugation verb drills in A-IM Russian Level I, 1961 edition, Units III and IV.
- 4) Learning Russian Book I, lessons 3, 12 and 13 have additional exercises.
- 5) Song: "Volga Boatman's Song," Basic Russian Book I, 1961 edition, p. 264.

RUSSIAN DEPARTMENT

Course No. 391320

Beginning Russian I

Description of Course:

A course to continue the development of the skills of understanding and speaking with some attention given to reading and writing. The language skills are developed through vocabulary and structures related to the following topics: foods, clothing, traveling and sightseeing, radio and television.

Administrative Requirements:

- 1) A maximum of 30 students (25 recommended)
- 2) An electronic classroom with 30 positions highly recommended
- 3) A tape recorder in the classroom
- 4) A map of Russia, of Moscow and of Leningrad in the classroom
- 5) Access to a record player, film and filmstrip projector and other audio-visual aids
- 6) Sufficient number of textbooks, student exercise books, practice records and student test booklets for the students
- 7) Recorded tapes and visual aids for the teacher
- 8) Daily classes

Course recommended for any student who has successfully completed Beginning Russian A and desires to continue his study of Russian

or

any student who demonstrates ability to perform adequately the objectives stated in Beginning Russian A.

Objectives of Course

Suggested Content

The student is able:

- 1) to reproduce the sounds of Russian accurately
- 2) to imitate native Russian intonation patterns
- 3) to manipulate orally Russian language patterns
 - a) to make required changes in structure in pattern practices
 - b) to respond appropriately to questions
 - c) to ask directed questions
 - d) to recombine learned structures and vocabulary in conversation
- 4) to recognize visually and to read aloud sentences mastered orally
- 5) to reproduce in written form selected sentences learned orally
- 6) to manipulate structures in written exercises
- 7) to comprehend short, connected, oral and written prose based on learned material
- 8) to demonstrate acceptance of complete structures in comprehension as conveying meaning without consciously analyzing these structures
- 9) to use more accurately those structures which are different from related structures of his native language
- 10) to list some social customs and courtesies of Russian people which are different from his own

Phonology, Morphology, Syntax, Vocabulary and Culture as outlined on the following page.

from

Basic Text - ALM Russian, Level I Second Ed. (1960), Harcourt, Brace and Jovanovich, Inc. Units 5 - 7 (1969 ed.) and other resources and materials

Beginning Russian B 391320

Suggested Resources, Materials, Media, Methods, Activities

List of Resources and Materials*

A-LM Russian Level I (1969)
Harcourt, Brace and Jovanovich, Inc.

Maps -
World
Soviet Union

A-LM Russian Level I (1961)
Harcourt, Brace and World, Inc.

Basic Russian, Books I and II (1959)
Pitman Publishing Co.

Basic Russian, Book I (1969)
Pitman Publishing Co.

Modern Russian, Book I
Harcourt, Brace and World, Inc.

Russian As We Speak It
Moscow - Publishing House of
Literature in Foreign Languages

Dictionary of Spoken Russian
Dover Press

Russian-English Dictionary
Soviet Encyclopaedia Publishing House

*see appendix for specific references

Methods, Activities:

- 1) Continue to discuss educational and vocational opportunities available to foreign language students in general and to Russian language students specifically.
- 2) Continue to relate current events to language, encouraging students to use the maps available in the classroom.
- 3) Continue to teach supplement and dialog lines together, coordinating each half of the dialog with the corresponding half of the supplement, and checking comprehension with the corresponding half of the vocabulary exercises.
- 4) Continue to treat the listening and speaking exercises as an essential part of each unit.
- 5) Use free substitution and conversation stimulus drills as warm-ups at the beginning of class.
- 6) Place more and more emphasis on students' ability to use recombination materials effectively at the end of a unit.

Beginning Russian B - 391320

Suggested Content

Unit V:

- 1) gender of nouns
- 2) possessive and possessive interrogative pronouns
- 3) possessive expressions using у plus genitive case of personal pronouns
- 4) snack foods
- 5) the particle же

Unit VI:

- 1) second conjugation verbs
- 2) plural of nouns
- 3) distinction between adverbs of location and adverbs of destination

Unit VII:

- 1) relatives other than immediate family
- 2) nominative singular and plural of long-form adjectives
- 3) nominative singular and plural of demonstrative pronouns

Suggested Resources, Materials,
Media, Methods, Activities

Unit V:

- 1) Dialog and supplement posters and noun-pronoun agreement drills
- 2) Addition drills available in A-LM Russian Level I, 1961 edition, Unit II pp. 10-12, on gender agreement of nouns and possessive pronouns
- 3) Beginning with Unit V, writing drills require more flexibility of response since they include free substitution and sentence construction as well as item substitution

Unit VI:

- 1) Dialog and supplement posters for Unit VI
- 2) Consonant changes in the first and second conjugations require extra oral work and follow-up dictations to check spelling
- 3) Additional second conjugation verb drills, pp. 46-48, 1961 edition of A-LM Russian Level I
- 4) Shift of stress in singular and plural nouns requires intensive oral drilling, followed by testing of words in pairs
- 5) Emphasize that changes in stress must be recognized aurally before they can be reproduced. Improper stress may alter the number, case or meaning of a noun.
- 6) Understanding the distinction between adverbs of destination and location prepares the student for verbs of motion.

Unit VII:

- 1) Dialog and supplement posters for Unit VII
- 2) Have students describe relatives and acquaintances using the adjectives denoting personal characteristics in the Supplement. This reinforces adjective-noun agreement in a freer language situation than structure drills

Suggested Content

Unit VII (Cont.)

Suggested Resources, Materials,
Media, Methods, Activities

Unit VII (Cont.):

- 3) Contrast the sentence position of short-form and long-form adjectives. Return often to antonym drills.
- 4) Additional drills on demonstratives and other adjectives in Unit 7, 1961 ed. of A-IM Russian Level I.
- 5) Review nominative singular and plural of nouns, pronouns and adjectives.

Skills - Concepts	Phonology	Morphology
LISTENING:	<ol style="list-style-type: none"> 1) particle <u>же</u> 2) greater skill in recognizing distinctions of intonation in varying kinds of sentences 3) increasing skill in distinguishing between voiced and voiceless consonants and palatalized and non-palatalized consonants 4) shifting of stress in singular and plural nouns 	<p><u>Verb Forms:</u></p> <ol style="list-style-type: none"> 1) present tense of second conjugation verbs 2) additional present tense first conjugation verbs <p><u>Nouns:</u></p> <ol style="list-style-type: none"> 1) gender - formal presentation of the concepts of masculine, feminine and neuter 2) plural nouns 3) some Russian nouns which are always plural, and others which are always singular
SPEAKING:	<ol style="list-style-type: none"> 1) particle <u>же</u> 2) greater skill in expressing distinctions of intonation in varying kinds of sentences 3) increasing spoken differentiation between voiced and voiceless consonants and palatalized and non-palatalized consonants 4) shifting of stress in pronunciation of singular and plural nouns 	<p><u>Pronouns:</u></p> <ol style="list-style-type: none"> 1) possessive pronouns - nominative case, singular and plural 2) demonstrative pronouns - nominative case, singular and plural
READING:	<ol style="list-style-type: none"> 1) all sounds 2) recognizing and reading aloud all items listed in <u>Listening</u> and <u>Speaking</u> 	<p><u>Adjectives:</u></p> <ol style="list-style-type: none"> 1) neuter singular of short-form adjectives 2) masculine, feminine and neuter, singular and plural of long-form adjectives
WRITING:	<ol style="list-style-type: none"> 1) showing spelling differences in person, number and gender in second conjugation present tense verbs 2) consonant changes in the spelling of second conjugation present tense verbs 3) spelling rules for the plural of nouns after <u>К</u>, <u>Г</u>, <u>Х</u>, <u>Ж</u>, <u>Ч</u>, <u>Ш</u>, <u>Щ</u> 	<p><u>Adverbs:</u> destination adverb <u>ТУДА</u></p> <p><u>Prepositions:</u> genitive case preposition <u>У</u></p>
CONCEPT:	<p>An expansion of the same concepts as quarter one with special emphasis on Russian and English differences in sounds and stress.</p>	<ol style="list-style-type: none"> 1) There are two conjugations of present tense Russian verbs. 2) There are two kinds of adjectives: short-form adj. always used as predicate adj. and long form adj. 3) Noun forms vary to show gender and number. 4) Some Russian nouns are always plural, while others are always singular.

RUSSIAN DEPARTMENT

Course No. 36133C

Beginning Russian

Description of Course:

A course to increase facility in the skills of understanding and speaking with some attention given to reading and writing. The language skills are developed through vocabulary and structures related to the following topics: school, relatives, colors, Moscow, Leningrad, famous Russian writers, days of the week, occupations, weather, and summer camp.

Administrative Requirements:

- 1) A maximum of 30 students (25 recommended)
- 2) An electronic classroom with thirty positions highly recommended
- 3) A tape recorder in the classroom
- 4) A map of Russia, of Moscow and of Leningrad in the classroom
- 5) Access to a record player, film and filmstrip projector and other audio-visual aids
- 6) Sufficient number of textbooks, student exercise books, practice records and student test booklets for the students
- 7) Recorded tapes and visual aids for the teacher
- 8) Daily classes

Course recommended for any student who has successfully completed Beginning Russian B and desires to continue his study of Russian

or

any student who demonstrates ability to perform adequately the objectives stated in Beginning Russian B.

Objectives of Course

The student is able:

- 1) to discriminate and reproduce all the sounds of Russian with adequate control
- 2) to approximate native intonation patterns in longer sentences
- 3) to manipulate orally Russian language patterns studied
 - a) to make required changes in structure in pattern practices
 - b) to respond appropriately to questions
 - c) to ask directed questions
 - d) to recombine learned structures and vocabulary in conversation
- 4) to recognize visually and to read aloud sentences mastered orally
- 5) to reproduce in written form selected sentences learned orally
- 6) to manipulate structures in written exercises
- 7) to respond accurately in written form to questions based on dialogs
- 8) to write structured paragraphs
- 9) to comprehend somewhat longer selections (oral and written) based on learned material
- 10) to locate on a map of Russia Moscow, Leningrad and Irkutsk.

Suggested Content

Phonology, Morphology, Syntax, Vocabulary and Culture as outlined on the following pages.

From Basic Text

ALM Russian Level I, Second Ed. (1969) Harcourt, Brace and Jovanovich, Inc.

Units 9 - 11 (1969 ed.) and other resources and materials

Beginning Russian C - 391330

Suggested Resources, Materials, Media, Methods, Activities.

List of Resources and Materials:*

A-LM Russian Level I (1969)
Harcourt, Brace and World, Inc.

Filmstrip Series:
"The Soviet Union"

A-LM Russian Level I (1961)
Harcourt, Brace and World, Inc.

Films:

"Moscow and Leningrad"

"Rest and Leisure in the U.S.S.R."

A-LM Russian Level II (1961)
Harcourt, Brace and World, Inc.

Maps:

World

Soviet Union

Moscow

Basic Russian, Books I and II (1959)
Pitman Publishing Co.

Basic Russian, Book I (1969)
Pitman Publishing Co.

Modern Russian, Book I
Harcourt, Brace and World, Inc.

Graded Russian Readers, Part I
The MacMillan Co.

Russian As We Speak It
Moscow-Publishing House of Literature in Foreign Languages

Dictionary of Spoken Russian
Dover Press

Russian-English Dictionary
Soviet Encyclopedia Publishing House

*see appendix for specific references

Methods, Activities:

- 1) Prod students to express themselves in free, sustained monologues and conversations using visual and other stimuli. Although attempts to express ideas in English rather than Russian structures should be immediately corrected, only glaring grammatical errors should cause any other interruptions to student attempts to express themselves on topics covered in the text and supplementary materials.
- 2) Encourage close attention during writing exercises to the many morphological changes necessitated by a) declension of nouns, pronouns and adjectives, and b) conjugation of verbs.
- 3) Cut off sound and have the more able students supply narrative for films and filmstrips that have been shown several times.
- 4) Have Modern Russian, Book I, Graded Russian Readers, Part I and Russian As We Speak It on prominent display in a reading corner. Let students discover for themselves passages referring to the subjects in the text and other supplementary materials. A few copies of each should be available for students to check out.

Skills - Concepts	Phonology	Morphology Syntax
LISTENING:	1) all sounds 2) patterns of intonation 3) recognition of one-letter prepositions in liaison with nouns and demonstrative pronouns	<u>Verb Forms:</u> 1) present tense of irregular verbs <u>ХОТЕТЬ</u> and <u>МОЧЬ</u> 2) past tense of verbs 3) impersonal verb form <u>ЕСТЬ</u> <u>Nouns, pronouns, adjectives:</u> 1) accusative case singular and plural 2) genitive case singular and plural <u>Prepositions:</u> 1) <u>В</u> and <u>НА</u> with the accusative case 2) <u>У</u> , <u>НАСЧЁТ</u> , <u>ОКОЛО</u> , <u>ПОСЛЕ</u> , <u>ДО</u> with the genitive case <u>Expressions:</u> 1) expressions of time with the accusative case 2) expressions of quantity with the genitive case <u>Word Position:</u> 1) direct objects in sentences 2) time expressions in sentences 3) position of impersonal verb form <u>ЕСТЬ</u> in statements and questions 4) position of particle <u>НЕ</u> before verb when a negative expression like <u>НИЧЕГО</u> is used
SPEAKING:	1) all sounds 2) patterns of intonation in speaking and reading aloud 3) improved liaison of one-letter prepositions and nouns or demonstrative pronouns	(Continued from previous row)
READING:		(Continued from previous row)
WRITING:	Increasing mastery in spelling of sound - letter correspondence problems	Orthographical changes to show changes in number, gender and case of nouns, pronouns and adjectives, and in person and number of verbs
CONCEPT:	Russian and English differ considerably in sounds, intonation, and orthography.	1) Word forms change as their functions change in sentences. 2) Adjectives agree in number, gender and case with the nouns to which they refer. 3) The double negative is unacceptable in standard English, but mandatory in standard Russian.

Suggested Content

Unit VIII:

- 1) articles of clothing
- 2) colors
- 3) elementary and high school courses taken by Russian students
- 4) accusative singular of nouns, pronouns and adjectives

Unit IX:

- 1) Russian writers
- 2) historic sites in Moscow
- 3) days of the week
- 4) present tense of irregular verbs ХОТЕТЬ and МОЧЬ
- 5) past tense of verbs
- 6) В and НА with the accusative case
- 7) time expressions with the accusative case
- 8) accusative case declension of last names

Suggested Resources, Materials,
Media, Methods, Activities

Unit VIII:

- 1) Dialog and supplement posters used for drill work in accusative case as well as for reinforcing learning of dialog.
- 2) Russian school customs can be contrasted with American school customs -- number of school days a week (6), grade levels at which certain courses are begun, importance of education in a child's life. Point out that long hours of study are taken for granted by the youngest Russian child.
- 3) A longer, but similar, version of this narrative in Unit 7, 1961 edition of A-LM Russian, Level I provides excellent supplementary material for accelerated students.
- 4) Review with class the fact that English once had many cases and still retains three. Explain how in Russian, endings signal the job a word is doing in the sentence. Review all instances of accusative already encountered by students in dialogs and supplements of Units I-VIII.
- 5) For additional accusative singular drills, see Units V and VI of 1961 edition, A-LM Russian Level I and Unit XVI of 1961 edition, A-LM Russian Level II.

Unit IX:

- 1) Dialog and supplement posters for Unit IX.
- 2) For accelerated students the Basic Text in Unit XXI of 1961 edition, A-LM Russian, Level II offers additional material on historic sites in Moscow. This unit also includes a map and several photographs of Moscow. A wall map of Moscow would also be useful.

Suggested Content

Unit IX: (Continued)

Suggested Resources, Materials,
Media, Methods, Activities

Unit IX: (Continued)

- 2) For slower students there is a very short, simple piece on Moscow on page 210 of Basic Russian, Book I (1959 edition) and dialogs about Moscow in Basic Russian, Book II (1959 edition), pages 17 and 37, with photographs pages 25-36 and 157-169.
- 3) Assign short biographical reports on Lermontov, Pushkin, Tolstoy and Dostoevsky. Interested students may wish to read in translation some of the well known works of these men.
- 4) Show a) color-slide-record program: "Soviet Union," and b) film: "Moscow and Leningrad."
- 5) Additional past tense drills in Unit IX and X, 1961 edition of A-IM Russian Level I.
- 6) Additional drills on Е and НА with the accusative case and time expressions on pages 50-52, 1961 edition of A-IM.
- 7) Continue throughout the unit to use the antonym and synonym drills for adjectives and adverbs found in the vocabulary exercise. Also, the writing drill at the end of Unit IX structure drills requires antonym and synonym substitution.
- 8) Pay close attention to students' ability to do Paragraph Rewrite at the end of Unit VIII and Free Substitution at the end of Unit IX, since writing is less structured

Unit X:

- 1) impersonal verb form ЕСТЬ
- 2) impersonal expressions МОЖНО, НЕЛЬЗЯ
- 3) double negative: particle НЕ before verb when a negative expression like НИЧЕГО is used
- 4) genitive singular and plural of nouns

Unit X:

- 1) Dialog and supplement posters for Unit X.
- 2) Supplementary reading material on shopping and presents for accelerated students in the dialog of Unit VIII, 1961 ed. of A-IM Russian Level I and the Basic Sentences and Text of 65 Unit XVII, 1961 edition of A-IM Russian, Level II.

Suggested Content

Unit X: (Continued)

- 5) genitive singular of possessive and demonstrative pronouns
- 6) genitive case with expressions of quantity

Unit XI:

- 1) summer camp
- 2) ехать vs идти
- 3) accusative plural of nouns
- 4) genitive and accusative plural of adjectives
- 5) prepositions with the genitive case

Suggested Resources, Materials,
Media, Methods, Activities

Unit X: (Continued)

- 3) Additional drills on genitive singular of nouns and pronouns in Units IV and VI of 1961 edition of Level I, of genitive plural of nouns and genitive singular of adjectives in Units XV and XVI of 1961 edition of Level II.
- 4) Beginning with Unit X, the student must write in a less rigidly structured situation -- dialog construction from a given narrative. This requires greater control of written forms and assumes the ability to shift easily from third person to first and second persons. Some discussion of shifting from narrative to conversation may help alert the student to what is required of him.

Unit XI:

- 1) Dialog and supplement posters for Unit XI.
- 2) Supplementary listening comprehension and reading material: on camp, other summer activities, and the Crimean--Basic Sentences, Text, and Reading Selections of Unit XV, 1961 edition of A-IM Russian Level II. Also, dialog on Yalta in Basic Russian, Book II (1959 edition), p. 50.
- 3) Film: "Rest and Leisure in the U.S.S.R."
- 4) Review possessive expressions using у plus the genitive case in the Supplement of Unit V before adding the other prepositions.
- 5) Additional drills:
 - a) accusative plural of nouns: pp. 49-52, 1961 edition of Level II.

Beginning Russian C - 391330

Suggested Content

Unit XI: (Continued)

Suggested Resources, Materials
Media, Methods, Activities

Unit XI: (Continued)

5) continued

- b) genitive and accusative plural of adjectives -- pp. 71-83, 1961 edition of Level II.
- c) prepositions with the genitive case -- p. 36, 1961 edition of Level I and pp. 53-54, 1961 edition of Level II.
- 6) Writing drills on verbs of motion in Stilman's Russian Verbs of Motion.

RUSSIAN DEPARTMENT

Course No. 392310

Intermediate Russian A

Description of Course:

A course to further develop the skills of understanding and speaking and to expand reading and writing skills as tools of communication. The language skills are developed through vocabulary and structures relating to the following topics: winter sports, months of the year, seasons, Moscow, Leningrad, final examinations and grades, numbers 11 - 100, telling time, using Russian currency, expressions of time, holidays, the zoo, famous Russian writers.

Administrative Requirements:

- 1) A maximum of 30 students (25 recommended)
- 2) An electronic classroom with thirty positions highly recommended
- 3) A tape recorder in the classroom
- 4) A map of Russia, of Moscow and of Leningrad in the classroom
- 5) Access to a record player, film and filmstrip projector and other audio-visual aids
- 6) Sufficient number of textbooks, student exercise books, practice records and student test booklets for the students
- 7) Recorded tapes and visual aids for the teacher
- 8) Daily classes

Course recommended for any student who has successfully completed Beginning Russian C and desires to continue his study of Russian

or

any student who demonstrates ability to perform adequately the objectives stated in Beginning Russian C.

Intermediate Russian A 392310

Objectives of Course

The student is able:

- 1) to respond consistently in Russian
- 2) to manipulate orally Russian language patterns studied:
 - a) to make required changes in structure in pattern practices
 - b) to respond appropriately to questions
 - c) to ask directed questions
 - d) to recombine, with more frequency and ease, cumulative learned structures and vocabulary in conversation
- 3) to recognize visually and read aloud sentences mastered orally
- 4) to reproduce in written form sentences learned orally
- 5) to manipulate structures in written exercises
- 6) to respond accurately in written form to questions based on dialogs
- 7) to write structured paragraphs
- 8) to read and comprehend prose and poetry selections with some unfamiliar words understood from context
- 9) to comprehend and manipulate with greater ease structures which differ markedly from English
- 10) to locate on a map the capitals of some of the Republics of the Soviet Union
- 11) to name several demographic variations that exist within the Soviet Union

Suggested Content

Phonology, Morphology, Syntax
Vocabulary and Culture as outlined
on the following pages

From Basic Text

ALM Russian, Level I, Second Ed.
(1969) Harcourt, Brace and
Jovanovich, Inc.

Units 12 - 15 (1969 ed.) and
other resources and materials

Intermediate Russian A- 392310

Suggested Resources, Materials, Media, Methods, Activities

List of Resources and Materials:*

A-IM Russian Level I (1969)
Harcourt, Brace and Jovanovich, Inc.

Maps: World
Soviet Union
Moscow
Leningrad

A-IM Russian Level I (1961)
Harcourt, Brace and World, Inc.

A-IM Russian Level II (1961)
Harcourt, Brace and World, Inc.

Basic Russian, Books I and II (1959)
Pitman Publishing Co.

Basic Russian, Book I (1969)
Pitman Publishing Co.

Modern Russian, Book I
Harcourt, Brace and World, Inc.

Graded Russian Readers, Parts I and II
The MacMillan Co.

Russian As We Speak It
Moscow-Publishing House of Literature in Foreign Languages

201 Russian Verbs
Educational Series, Inc.

Russian Verbs of Motion
King's Crown Press

Heath Russian Verb Wheel
D. C. Heath and Co.

Kometa
Scholastic Magazines, Inc.

Dictionary of Spoken Russian
Dover Press

Russian-English Dictionary
Soviet Encyclopedia Publishing House

Films: "Moscow and Leningrad"
"Rest and Leisure in the U.S.S.R."
"From Moscow to Baikal"
"Science, Technology and Art in the U.S.S.R."

*see appendix for specific references

Intermediate Russian A - 392310

Methods, Activities

- 1) Continue to follow suggestions for previous quarters.
- 2) Since this quarter ends Level I work, every effort should be made to review phonology, morphology, syntax, vocabulary and cultural material covered in all four quarters. While some formal review is recommended, the most telling indication of the students' successful mastery of structures will be their ability to converse with the teacher and with each other in Russian with some freedom on the subjects about which they have read, and their ability to write in a more limited manner about these topics, demonstrating an awareness of morphological changes as indications of changes in syntax.
- 3) Some Level II materials have been introduced as supplementary work starting with Beginning Russian C. Therefore, students should have some idea of what will be required of them in Level II.
- 4) Begin subscription to Kometa for each student in Intermediate Russian A. If school money is unavailable, student subscription rates are within financial reach of most students.

Contents - Intermediate Russian A 392310

Skills - Concepts	Phonology	Morphology	Syntax
LISTENING:	Increased comprehension of <ol style="list-style-type: none"> 1) all sounds and patterns of intonation 2) utterances of increased length and speed 3) utterances containing liaison of final consonant (especially <u>т</u>) with initial vowel of following word 	<u>Verb Forms:</u> <ol style="list-style-type: none"> 1) aspects of verbs - present and past tense of imperfective and perfective verbs; future tense of perfective verbs 2) modal words <u>надо, можно, нельзя</u>, and impersonal expressions 	
SPEAKING:	<ol style="list-style-type: none"> 1) all sounds and patterns of intonation 2) proper liaison of final consonant (especially; <u>т</u>) with initial vowel of following word when speaking or reading aloud 	<u>Nouns, pronouns, adjectives:</u> <ol style="list-style-type: none"> 1) locative case singular and plural 2) dative case singular and plural 3) instrumental case singular and plural 4) nominative and genitive cases of nouns after numbers 	
READING:		<u>Prepositions:</u> <ol style="list-style-type: none"> 1) <u>о, в</u> and <u>на</u> with the locative case 2) <u>к</u> and <u>по</u> with the dative case 3) <u>с, над, под, за, перед</u> with the instrumental case <u>Word position:</u> <ol style="list-style-type: none"> 1) indirect objects in sentences 2) impersonal expressions with modal words 3) word order in sentences containing <u>нравиться</u> 	
WRITING:	Increased mastery of spelling of sound-letter correspondence problems		
CONCEPT:	Russian sounds, intonation and orthography must be mastered if one is to communicate effectively in the language.	<ol style="list-style-type: none"> 1) Expansion of concepts in morphology and syntax section of Beginning Russian C. 2) Russian verbs exist in pairs. For any given action there are two verbs, each of which describes that action from a different point of view or aspect. 	

Suggested Content

Unit XII:

- 1) seasons
- 2) months of the year
- 3) locative singular and plural nouns
- 4) locative case with the prepositions В and На
- 5) В or На plus accusative signals destination; В or На plus locative signals location
- 6) locative singular and plural of adjectives and pronouns
- 7) nominative, genitive, accusative and locative cases of personal and interrogative pronouns--summary chart
- 8) preposition В plus locative case with months of the year

Unit XIII:

- 1) numbers 11-100
- 2) telling time on the hour
- 3) counting and using Soviet currency
- 4) aspects of verbs I (imperfective and perfective present and past)

Suggested Resources, Materials, Media, Methods, Activities

Unit XII:

- 1) Dialog and supplement posters for Unit XII and from any of the other units which will provide opportunities for free response in drills on the cases.
- 2) Review adverbs of destination and location, Unit VI, in preparation for drills on В and На with the locative and accusative cases.
- 3) Additional drills on locative case and uses: Units VIII and IX of Level I, and Unit XIX, pp. 187-192, of Level II, 1961 editions.
- 4) For accelerated students who find the narrative at the end of Unit XII easy, for cultural information about the historic sites of Leningrad, and for general practice in listening and reading comprehension: Reading Selection, pp. 91-95, Unit XVI, Level II, 1961 ed.
Also good as supplement: a dialog about Leningrad, p.3, Basic Russian, Book II, 1959 edition.
A wall map of Leningrad would be useful; a smaller map can be found on p. 90, Level II, 1961 edition.
- 5) After reading aloud the poem in the Recombination Material, discuss the difference in word order for the sake of meter and rhyme. Find parallels in English language poems familiar in the class.
- 6) Assign biographical reading on Marshak.

Unit XIII:

- 1) Dialog and supplement posters for Unit XIII.
- 2) Supplementary material on examination, grades and preparation for the university: 1961 edition of A-IM Russian, Level II, pp. 132-136 and pp. 311-316.

Suggested Content

Unit XIII: (Continued)

- 5) nouns with numbers --
nominative and genitive
cases
- 6) expressions of time

Unit XIV:

- 1) aspects of verbs II (imper-
fective and perfective present
and future)
- 2) dative singular and plural
of nouns, personal and inter-
rogative pronouns and adject-
ives
- 3) prepositions with the dative
case

Suggested Resources, Materials,
Media, Methods, Activities

Unit XIII: (Continued)

- 3) Use large cardboard clock
with movable hands for
drills on telling time.
- 4) The concept of aspectual
verb pairs will be completely
foreign to students. Stress
the precision with which
Russian verbs pinpoint
beginning, duration and
completion of action, the
amount of time information
carried in the verbs them-
selves rather than other
words in the sentence. The
necessity for mastering the
use of aspectual pairs can-
not be emphasized too strongly
to the student.
- 5) Additional drills on nouns
with numbers and expressions
of time: pp. 41-49, 1961
edition of Level II.

Unit XIV:

- 1) Dialog and supplement posters
for Unit XIV.
- 2) Supplementary listening com-
prehension and reading mate-
rial for accelerated students:
Dialog and Dialog Adaptation of
Unit XII, found in 1961 edi-
tion of either Level I or
Level II, A-IM.
- 3) Additional drills on present,
past and future of aspectual
pairs: Basic Sentences, pp.
137-142, and Structure Drills,
pp. 146-159 of Unit XVIII;
Structure Drills pp. 176-186,
Unit XIX -- 1961 edition of
Level II, A-IM.
- 4) Additional drills on dative
case: Units XII and XXIII
1961 edition of Level II,
A-IM.
- 5) Require memorization of the
poem by Marshak in the Re-
combination Narrative.

Suggested Content

Unit XV:

- 1) instrumental singular and plural of nouns, pronouns and adjectives
- 2) prepositions with the instrumental case

Suggested Resources, Materials,
Media, Methods, Activities

Unit XV:

- 1) Dialog posters for Unit XV.
- 2) Requiring students to answer questions about the poem forces them to switch from the poetic syntax they are reading to the syntax of everyday speech.
- 3) Additional drills on instrumental case: Units X and XII of Level I A-LM and Unit XXI of Level II, 1961 editions.
- 4) Review all cases and the concept of case.
- 5) Review aspectual pairs.
- 6) The minimum biographical information that each student should know about Marshak is that he is a popular Russian children's poet whose poems are memorized and recited by even very small children.

A P P E N D I X

LIST OF RESOURCES AND MATERIALS

I. Textbooks:

1. Basic Text -
A-IM Russian Level I, Harcourt, Brace and Jovanovich, Inc., 1969.
2. A-IM Russian Level I, Harcourt, Brace and World, Inc., 1961.
3. A-IM Russian Level II, Harcourt, Brace and World, Inc., 1961.
4. A-IM Russian Level III, Harcourt, Brace and World, Inc., 1965.
5. A-IM Russian Level IV, Harcourt, Brace and World, Inc., 1965.
6. Birkiett. A Modern Russian Course, Oxford University Press, 1956.
7. Dawson, Bidwell and Humesky. Modern Russian, Books I and II, Harcourt, Brace and World, Inc., 1964.
8. Dewey and Messereau. Reading and Translating Contemporary Russian, Pitman Publishing Corp., 1963.
9. Fairbanks and Leeds. Basic Conversational Russian, Holt, Rinehart and Winston, 1964.
10. Fayer. Basic Russian, Books I and II, Pitman Publishing Corp., 1959.
11. Fayer. Basic Russian, Book I, Pitman Publishing Corp., 1969.
12. Fayer. Simplified Russian Grammar, Pressman and Pressman, Pitman Publishing Corp., 1957.
13. Khavronina. Russian As We Speak It
14. Ornstein and Howes. Elements of Russian, Allyn and Bacon, Inc., 1964.
15. Potapova. Learning Russian, Books I-IV, Progress Publishers, Moscow.

II. Supplementary and Reference Materials:

1. A Phrase and Sentence Dictionary of Spoken Russian, Russian-English, English-Russian, Dover Publications, Inc., 1958.
2. A Russian Songbook, Vintage Russian Library, 1962.
3. Encyclopedia Britannica Review of Foreign Language Education, Volumes I and II, Encyclopedia Britannica, Inc., 1968, 1969.
4. Films of the U.S.S.R., catalogue, Brandon Films, 1960.
5. Filmstrip Series: "The Soviet Union - 'The Country and Its' People,' 'Housing,' 'Food and Clothing,' 'Transportation and Communication,'" Four filmstrips, two records, scripts and study guides. Filmstrip House, Inc.
6. Four Russian-Language Teaching Films: "Moscow and Leningrad," "Rest and Leisure in the U.S.S.R.," "From Moscow to Baikal," "Science, Technology, and Art in the U.S.S.R." Teacher's manual includes English translation of film narrations and key to exercises in student manual; student manual contains script of Russian narration and comprehension exercises. International Film Bureau, Inc. Film rental \$7.50 each from Florida State University A-V Center.
7. Getting Along in Russian, Pei et.al., Bautam Books, 1961.
8. Graded Russian Readers, Books I-V, D.C. Heath and Co., 1961.
9. Graded Russian Readers, Parts I, II and III, The MacMillan Co., 1963.
10. Graphic Russian Grammar, Jones, Charles E. Merrill Books, Inc., 1962.
11. Guided Tours of the World: Soviet Union, Color slides, record and test, Columbia Record Co., Inc.
12. Heath Russian Verb Wheel, Nennsburg and Barber, D.C. Heath and Co., 1963.
13. Kometa, Russian language magazine published nine times a school year for Russian students of all levels. Scholastic Magazines, Inc.
14. Life World Library: Russia, Time Incorporated, 1965.
15. Look and Learn Russian, Pressman, Dell Publishing Co., 1962.
16. Modern Foreign Languages: A Counselor's Guide, Bulletin 1960, no.20, U.S. Department of Health, Education and Welfare.

II. Supplementary and Reference Materials (cont.)

17. 'Quinto Lingo, Magazine published monthly by Rodale Press.
18. Russian-English Dictionary, Soviet Encyclopedia Publishing House (Moscow), 1969.
19. Russian Pattern Drills, Kamenov, Electronic Teaching Laboratories, 1962.
20. Russian Pattern Drills-Script, Jaszczun et. al., Prentice-Hall, Inc., 1965.
21. Russian Songbook, The Thrift Press, 1947.
22. Russian Through Pictures, Book I, Richards et. al., Washington Square Press, Inc., 1961.
23. 201 Russian Verbs, Davis, Barron's Educational Series, 1968.
24. Russian Verbs of Motion, Stilman, King's Crown Press, 1956.
25. Say It in Russian, Slepanoff, Dover Publications, Inc., 1958.
26. Teach Yourself Russian, Fourman, Fawcett Publications Inc., 1964.
27. "The Russian Packet", Russian language reading material, games, etc. compiled annually by Claire Walker, Friends School, Baltimore, Maryland.
28. Visual-Education Russian Vocabulary Cards, Visual Education Association, Inc.
29. "Why Study Foreign Languages?" Slides and audio-tape, American Council on the Teaching of Foreign Languages (ACTFL)
30. "Why Study Russian?" pamphlet, Yakobson, American Association of Teachers of Slavic and East European Languages (AATSEEL).

III. Professional Journals

1. AATSEEL Newsletter, monthly publication of AATSEEL.
2. Foreign Language Annals, quarterly publication of ACTFL.
3. Foreign Language Beacon, quarterly publication of Georgia State University's Department of Foreign Languages and the Georgia State Department of Education's Foreign Language Consultants in cooperation with ACTFL.
4. PMLA, quarterly publication of the Modern Language Association.
5. The Arch, quarterly publication of the Foreign Language Association of Georgia.
6. The Slavic and East European Journal, quarterly publications of AATSEEL.

LETTER SUPPLIES A-L BACKGROUND

Foreign language departments utilizing audio-lingual materials and methodology can avoid much confusion and ill-advised criticism by sending an introductory letter to parents of first-year pupils during the opening weeks of school.

Offered here is a sample of the type of letter, which may be sent home with the student. It may be modified as desired.

_____ (Language Department)
School Address
Date

Dear Parent:

We are delighted to welcome your youngster to the study of one of the most exciting courses in our curriculum. The foreign language program at _____ High School is much improved over what you and I were able to study back when we were in school. We read, conjugated and translated. Your youngster will have the opportunity to accomplish much more than that.

Today's _____ (language) program is made to meet today's needs. _____ High School is proud to be among those forward looking schools in Georgia which are following the new state-recommended foreign language curriculum. We have adopted audio-lingual materials and teaching techniques. Our objectives are to develop these language skills in this order: understanding, speaking, reading and writing.

During the first year we shall spend well over half of our class time developing the first two skills. The purpose is to establish the new sound system. Our students must learn to pronounce the words and phrases in the second language, not to say them with English sounds. To accomplish this goal, much practice with careful listening and repetition will be necessary. Encourage your youngster to give his full attention and effort to this drill work because outside of class he probably will not have much opportunity to hear good _____ (language).

Your youngster will actually come home speaking _____ (language). He should be able to greet you and make a few comments in well-pronounced _____ (language) even during the first week. However, don't ask him "What's the word for fork?" or "How do you say 'I like steak'." He can't say what we have not studied; he can't pull _____ (language) out of the air. He can't learn everything at once, and would become frustrated if he could not say what you wanted. Do let him use the phrases he has learned. Be enthusiastic and interested. This practice speaking at home can help solidify the learning.

For the first several weeks we shall not give homework from the text. We do not want the students to see _____ (language) until the new sound system is set. If they try to read too early, it would sound like _____ ("Spenglish" or "Frenghish," etc.) Thus homework during this period will take other forms.

LETTER SUPPLIES A-L BACKGROUND (continued)

After about a month your youngster should indeed bring his _____ (language) book home each night. He will need to practice saying aloud his assignment; also he will read the material and learn to write it. He should spend at least 30 minutes on his lesson each night: a 15-minute period in the afternoon or early evening and another 15-minute period later or in the morning before school. Mastering a foreign language takes daily study.

In class the students will be graded on their oral work everyday and will have numerous short quizzes plus regular unit tests. Thus home study will make a big difference. It is essential to keep up. If one gets behind, he must then work twice as hard to catch up. Absences will hurt. The student will have to double his efforts, practice after school in the electronic classroom, and check with the teacher on any difficulties.

By the way, our electronic classroom is a great asset in the study of _____ (language). Your youngster can hear native speakers on the audio tapes and use them for a model. Thus the chances are that _____ (language) will be a course in success.

We hope that your youngster will enjoy our program and will continue his study throughout high school. Four years of _____ (language) will be necessary to develop proficiency in the language. It is certainly better to have four years of only one modern language than two years each of two different modern languages. We spent quite a number of years learning English; real bilingualism will take time. However, your youngster's knowledge of a foreign language will open up to him many vocational opportunities, as well as an understanding of people of another culture. Let's make this a fine beginning.

Teacher's Signature

Principal's Signature

Return this signed to the teacher, please.

I have read your letter, and understand the aims, and shall encourage _____ (name of student) to prepare his assignments each day.

Further comments: _____

Parent's Signature