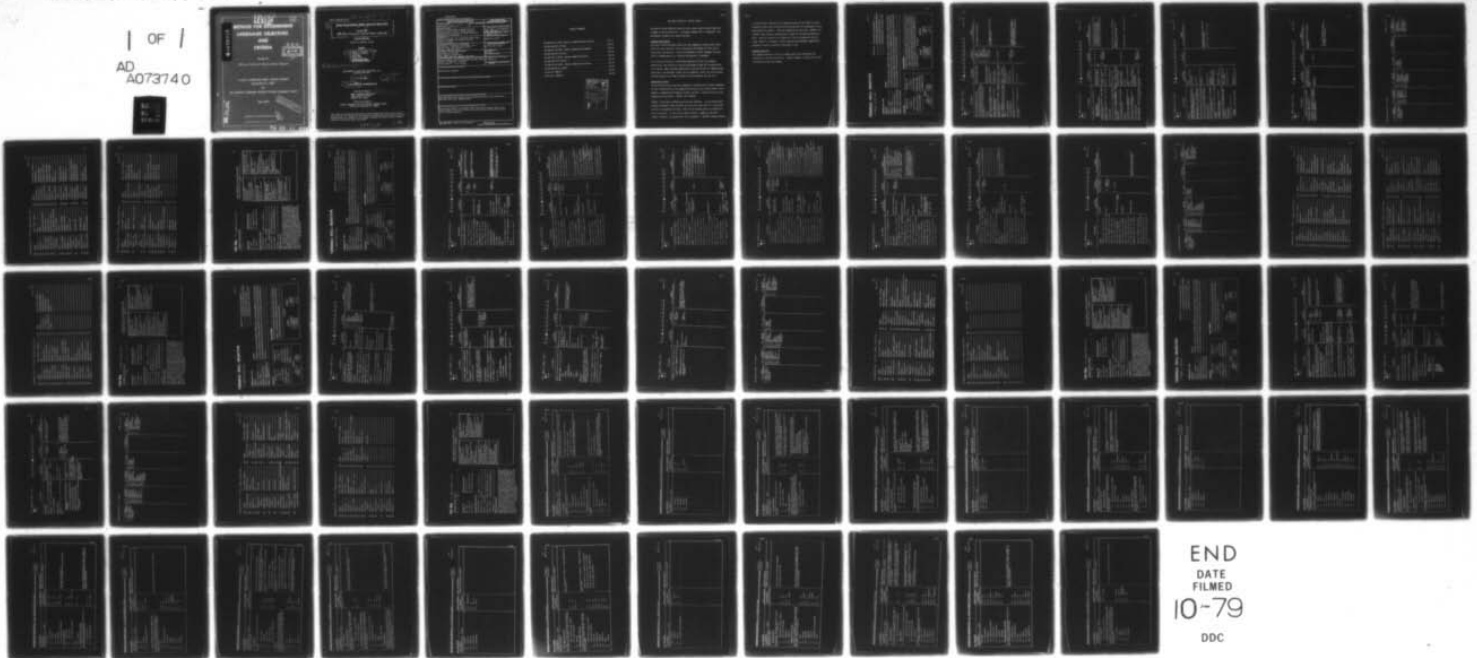


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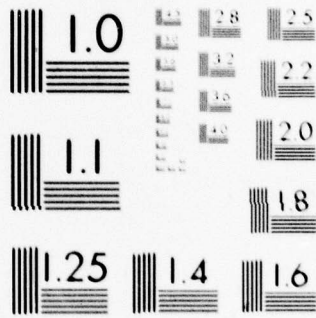
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**METHOD FOR DETERMINING  
LANGUAGE OBJECTIVES  
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VOLUME XII

05B RADIO SPECIALIST SPECIAL FORCES (RUSSIAN)

A study conducted under contract number  
DAAG39-77-C-0197

for

The Defense Language Institute Foreign Language Center

May 1979

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Midtown Plaza, 700 East Water Street, Syracuse, New York 13210

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Report A005-WU 35114

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

VOLUME XII.

OSB RADIO SPECIALIST SPECIAL FORCES (RUSSIAN)

Contract Monitor

Francis A. Cartier, DLIFLC

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Development & Evaluation Associates, Inc.  
Syracuse, New York

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HARRY DIAMOND LABORATORIES  
2800 Powder Mill Road  
Adelphi, MD 20783

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This volume presents the Terminal Skill Objectives, Mapping Sheets, and Enabling Objectives for 05B Radio Specialist Special Forces as performed in the Russian language.		

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## 05B RADIO SPECIALIST, SPECIAL FORCES

The Special Forces 05B Radio Specialist has a wide range of duties requiring a number of specialized skills. A foreign language skill is required in the performance of some of his duties and tasks.

### Language Requirements

The Special Forces 05B Radio Specialist uses language in face-to-face conversation for basic survival, social intercourse with members of the G Force, instructing, and advising. Aside from immediate survival language, the capability to communicate as an instructor and advisor is paramount.

As an advisor/instructor, the 05B Radio Specialist tailors the content, organization, and training or briefing techniques to meet the characteristics of his group. When training communications security officers or communications technicians, the 05B makes liberal use of schematics, TO/Es, and line drawings. Platform lectures and formal briefings are the exception; not the rule.

### Communicative Tasks

The priority job tasks requiring language are concerned with briefing commanders on their responsibilities for communication security and training other G Force members in communications methods, factors, and nets. These job tasks use two communicative activities: "BRIEFS" and "TEACHES".

"BRIEFS" covers both information and decision briefings. In an unconventional warfare environment these briefings are much less formal than in a traditional military or governmental setting. Much of any briefing tends to be memorized prior to delivery. In the case of Special Forces, a number of questions, answers, concerns, and explanations can be expected. "TEACHES" probably demands

a slightly higher capability with language because of the number of verbal interactions that occur during training and the need for explanatory clarity about technical subjects. These two communicative activities, "BRIEFS" and "TEACHES" form the basic organizational scheme for the Enabling Objectives (EOs). When the Terminal Skill Objectives (TSOs) are mapped on the EOs, either "BRIEFS" or "TEACHES" provide organized and developed communicative strategies leading to mastery of the specific TSOs.

#### Language Functions

The language functions critical to communicative task performance are referenced in the TSOs and the EOs. Example elements in Russian are listed in the Russian Functions Catalog.

# TERMINAL SKILL OBJECTIVE

No. 05B.SF / S.3.01 / RU

DOCUMENTATION: FM 31-21 Special Forces Operation  
FM 31-20 Special Forces Operational Techniques  
Task Analysis, 10th SFG, Ft. Devens  
Interview/Survey Data: DLI Work Unit 35114

## COMMUNICATIVE TASK

### COMPONENTS

Role  Advisor  
 Com Act  Briefs  
 Audience  Group/Individual  
 Topics  Security, Communications  
 Purpose  Security consciousness

### STATEMENT

The student in the role of "ADVISOR" "BRIEFS" others in the Russian language in a face-to-face situation on a group or individual basis on the responsibilities of commanders and their staffs for communications security in developing a communications program, conducting communications training, and monitoring communications for the purpose of producing leaders who are security conscious.

## CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
4 hours	15 min.
Materials/Equipment	Materials/Equipment
dictionary, glossary of	blackboard and chalk.
military terms, textbooks	1 to 3 persons acting as a commander and staff

### REGISTER

Speech	Print
<input type="checkbox"/> techno-jargon	<input type="checkbox"/> technical
<input type="checkbox"/> formal	<input type="checkbox"/> literary
<input checked="" type="checkbox"/> colloquial	<input type="checkbox"/> informal

## MacroSTANDARDS

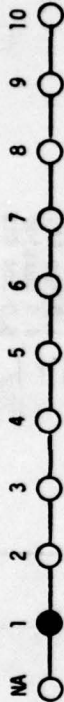
DESCRIPTION The student will conduct a briefing using key vocabulary and language functions as defined in T.04 & T.05 of this task. The concepts of security, communications program, and training program must be transmitted in the Russian language. Five questions asked by the commander must be answered correctly.

### LPM INDICES

Functions	Vocabulary
<input checked="" type="checkbox"/> 1.0 Fact Info	<input checked="" type="checkbox"/> military
<input checked="" type="checkbox"/> 2.0 Intell Att	<input type="checkbox"/> technical
<input type="checkbox"/> 3.0 Emo Att	<input type="checkbox"/> other
<input type="checkbox"/> 4.0 Suasion	
<input type="checkbox"/> 5.0 Soc Rit	
<input type="checkbox"/> 6.0 Man Comm	See T.04

TSO

E0



**TASK SCENARIO**

Advice to the commander and his staff  
 The student will play the role of an advisor. He will be speaking to a commander and his staff. He will tell them about the responsibilities of the commander and his staff with respect to communication.

SECURITY

Constant analysis and evaluation of communications is absolutely necessary.

Methods of communications must be changed to meet operational priorities.

Whenever possible, electronic methods of communication are not used.

Radios and telephones are rarely used. Commanders must assume that the enemy intercepts every signal.

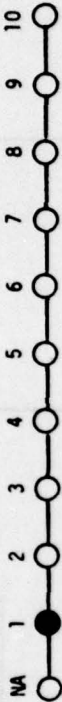
SYSTEMS OF COMMUNICATION

Internal Communications

Direct communication between all groups is not possible.

Direct communication, for security reasons, is not desirable.

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	Culture/References/Supplements
Совет командир и его личному составу штаба	5.5.1 introduce oneself 3.7 express intention 6.2 sequence communication 6.3 refocus/adjust communication 1.1 identify state factua 1.2 information	The student will gain attention.
Обеспечение скрытности работы средств связи постоянный анализ и оценка связи средства связи порядоч срочности когда возможно, электрические средства связи радио телефоны предполагать, что противник перехватывает каждый сигнал Системы связи внутренняя связь непосредственная связь обеспечение	3.10 importance          1.1 identify 1.2 state factual information	The student will state the reason/ need for a COMSEC briefing.          The student will provide background on systems of communication. (Direct communication should never be used, if the unit is to maintain its operations.)



TSO

EO

TASK SCENARIO

COMMENTS  
Culture/References/Supplements

FUNCTIONS  
Major Descriptors

KEY TERMS  
Vocabulary Items

Direct communication is difficult because of:  
physical distance  
separate activities  
Limited means of communication  
 Commanders should use messengers, visual signals,  
 and audible signals.  
Operations and coordination are done at periodic  
 meetings or visits.  
Auxiliary Groups  
 Auxiliary groups are freer than querrilla forces.  
 Auxiliary groups are highly compartmented. There-  
 fore, communication with them is difficult at the  
command level.  
 Auxiliary groups can establish courier routes  
 and provide courier service.  
Underground  
 There should be only limited contact with the  
 underground at the command level.  
 Those who work in the underground are always  
 worried about all forms of security.  
External Communications  
 Control and support. Special Forces will supply  
 these. Special Forces will ensure supplies and

The student must be able to explain all technical terms by providing simple definitions, giving examples and non-examples, and making comparisons.

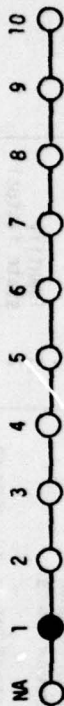
2.12.1 difficulty  
 1.1 identify  
 1.2 state factual information

расстояние, дистанция  
 отдельные действия  
 ограниченные средства связи  
 посыльный, зрительные  
 звуковые сигналы  
 операция взаимодействие  
 вспомогательные группы  
 партизанский отряд  
 жить совершенно изолиро-  
 ванно от других отделов  
 командные инстанции  
 курьерский маршрут  
 курьерская служба  
 подполье  
 ограниченное сопряжено-  
 вание  
 работать в подполье  
 безопасность, охранение,  
 и обеспечение  
 внешняя связь  
 управление и поддержка  
 снабжение

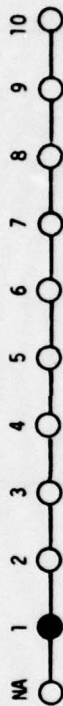
Auxiliary groups are freer in movement only.  
 Communication is usually impossible or  
 forbidden, not just difficult

2.5.1 capability

подпольные ячейки - underground cells



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>assistance.</u></p> <p><u>Link-up communications.</u> After the area is in friendly hands, radiotelephone will probably be used to coordinate tactical operations.</p> <p><u>Radiocommunications.</u> Still the commander must assume that the enemy intercepts every signal.</p> <p><u>Preparation and supervision of training programs.</u> (The student will brief the commander and his staff on a communications program and training.)</p> <p><u>COMMUNICATIONS PROGRAM</u></p> <p>The communications program should use <u>messenger, visual, and audible signals</u> only.</p> <p>The communications network should follow a <u>chain of command.</u></p> <p>The communications officer will be <u>busy and should have no other duties.</u></p> <p>The commander is always responsible for <u>security.</u> His communications officer should be a most trusted person.</p>	<p>помощь</p> <p>соединительная связь</p> <p>радиотелефон</p> <p>радиосвязь</p> <p>подготовка и контроль</p> <p>тренировки</p> <p>программа связи</p> <p>посыльный</p> <p>зрительные сигналы</p> <p>звуковые сигналы</p> <p>командные инстанции</p> <p>начальник связи</p> <p>занятый обязанностями</p> <p>ответственный за обеспечение (охранения)</p> <p>благонадежный</p> <p>программа подготовки</p> <p>обеспечение</p> <p>посыльные, зрительные, и звуковые системы</p>		<p>The student will provide information on <u>communications programs.</u></p> <p>Audible signals are rarely desirable.</p>
<p><u>TRAINING PROGRAM</u></p> <p>The training program should stress:</p> <p><u>security messenger, visual and audible systems</u></p>			



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>organized cells and the chain of command</u></p> <p><u>MONITORING THE COMMUNICATIONS NET</u></p> <p>The commander is responsible for constant monitoring of the communications net. <u>Loose talk</u> is dangerous. Enemy agents try to get into the communications system first.</p>	<p>организованные ячейки и командные инстанции</p> <p>следить за работой сети связи</p> <p>болтливость</p> <p>тайный агент</p>	<p>4.5 warnings</p>	<p>The student will <u>provide guidance on monitoring.</u></p> <p>*This is an information briefing. The student will give a brief summary and answer five questions.</p>

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information	2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.7 intention 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.5 warnings 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communications 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	advice	совет	<input checked="" type="checkbox"/>	coordination	взаимодействие
<input checked="" type="checkbox"/>	assistance	помощь	<input checked="" type="checkbox"/>	carrier routes	курьерский маршрут
<input type="checkbox"/>	assume	предполагать/предположить	<input checked="" type="checkbox"/>	courier service	курьерская служба
<input checked="" type="checkbox"/>	audible signals	звуковые сигналы	<input checked="" type="checkbox"/>	direct communication	непосредственная связь
<input type="checkbox"/>	audible system	звуковая система	<input checked="" type="checkbox"/>	distance	дистанция, расстояние
<input checked="" type="checkbox"/>	auxiliary groups	вспомогательные группы	<input checked="" type="checkbox"/>	electronic methods	электронные средства
<input checked="" type="checkbox"/>	be highly com- partmented	жить совершенно изолированно от других отделов	<input type="checkbox"/>	evaluation	оценка
<input type="checkbox"/>	busy	занятый	<input checked="" type="checkbox"/>	external communica- tions	внешняя связь
<input checked="" type="checkbox"/>	chain of command	командные инстанции	<input checked="" type="checkbox"/>	querrilla forces	партизанский отряд
<input type="checkbox"/>	command level	командная инстанция	<input checked="" type="checkbox"/>	intercept	перехватывать
<input checked="" type="checkbox"/>	commander	командир	<input checked="" type="checkbox"/>	internal communica- tions	внутренняя связь
<input checked="" type="checkbox"/>	communications	начальник связи	<input checked="" type="checkbox"/>	limited contact	ограниченное соприкоснове- ние
<input checked="" type="checkbox"/>	officer		<input checked="" type="checkbox"/>	limited means	ограниченные средства
<input type="checkbox"/>	communications	программа связи	<input type="checkbox"/>	link-up communica- tions	соединительная связь
<input type="checkbox"/>	program	постоянный анализ	<input type="checkbox"/>	loose talk	болтливость
<input checked="" type="checkbox"/>	constant analysis	управление	<input type="checkbox"/>	messenger system	посыльная система
<input checked="" type="checkbox"/>	control	контроль тренировок	<input checked="" type="checkbox"/>		

LPM Vocabulary Indices for ISO No. 05B.SF / S.3.01 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	messengers	посыльные	<input checked="" type="checkbox"/>	security	охранение
<input checked="" type="checkbox"/>	methods of communication	средства связи	<input type="checkbox"/>	separate activities	отдельные действия
<input checked="" type="checkbox"/>	monitor the communications	следить за работой сети связи	<input type="checkbox"/>	staff	личный состав штаба
<input type="checkbox"/>	net		<input checked="" type="checkbox"/>	supplies	снабжение
<input type="checkbox"/>	operation	операция	<input checked="" type="checkbox"/>	support	поддержка
<input type="checkbox"/>	operational priorities	порядок срочности	<input checked="" type="checkbox"/>	system of communication	система связи
<input checked="" type="checkbox"/>	organized cells	организованные ячейки	<input type="checkbox"/>	telephone	телефон
<input checked="" type="checkbox"/>	preparation	подготовка	<input checked="" type="checkbox"/>	training program	программа подготовки
<input checked="" type="checkbox"/>	radio	радио	<input checked="" type="checkbox"/>	underground	подпольная организация, подполье
<input checked="" type="checkbox"/>	radio communications	радиосвязь	<input checked="" type="checkbox"/>	visual signals	зрительные сигналы
<input checked="" type="checkbox"/>	radiotelephone	радиотелефон	<input type="checkbox"/>	visual system	зрительная система
<input checked="" type="checkbox"/>	responsible for security	ответственный за обеспечение	<input type="checkbox"/>	work in the underground	работать в подполье
<input type="checkbox"/>	secret agent	тайный агент	<input type="checkbox"/>	ground	
<input checked="" type="checkbox"/>	security	безопасность	<input type="checkbox"/>		
<input type="checkbox"/>	security	обеспечение	<input type="checkbox"/>		

# TSO Map

TSO 05B.SF / S.3.01 / RU

M.01

## RECOMMENDED TRAINING SEQUENCE

NA ① 2 3 4 5 6 7 8 9 10

### SEQUENCE TYPE

- linear
- hierarchical
- solitary

### PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

### REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Brief S.3/1-6

Functions Catalog: Russian

Rolebooks: Advisor (Russian)

Special Vocabulary: See TSO 05B.SF/S.3.01/RU: T.04

Technical Documents: FM 31-21 Special Forces Operational

### Techniques

### DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, though often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

## ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "BRIEF"

<p><b>STATING THE PROBLEM (NEED OR REASON)</b> Gain attention 3.7/5.1/5.5.1/6.1.1/6.2/6.3 Clarify/State the problem 1.1/1.2/2.1.1/2.1.2/2.6/2.7.1/ 2.7.2/2.11/3.10.1</p>	<p><b>RECOMMENDING REQUIRED ACTIONS</b> 4.1/4.4/4.5/4.7/2.4.1/2.4.2/ 2.5.1/2.5.2/2.12.1/2.12.2/2.13/ 3.2.1/3.2.2/3.11</p>
<p><b>INTRODUCING KEY TERMS</b> Define required terms 1.1/1.2/2.6 Provide special definitions 1.1/1.2</p>	<p><b>PROVIDING COMMUNICATIVE GUIDANCE</b> Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/ 2.5.2/2.7.1/2.7.2/2.12.1/2.12.2/ 2.13/3.5/3.9.1/3.10.1/3.10.2</p>
<p><b>REPORTING FINDINGS AND/OR BACKGROUND INFORMATION</b> Order events chronologically 1.1/1.2/6.2 Order events according to significance 1.1/1.2/2.6/2.8/2.13/3.2.1/ 3.10.1/3.10.2/6.2</p>	<p><b>MONITOR PRESENTATION</b> 6.4/6.5/6.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.2/3.10.1/ 3.10.2 Provide supportive correction; recommend; caution 2.10.1/2.10.2/3.2.1/4.7/4.1/4.2/ 4.4/4.5 Close 5.10</p>
<p><b>LISTING ALTERNATIVE SOLUTIONS</b> Report optimal alternative 1.1/1.2/2.5.1/2.6/3.2.1/3.6/ 3.9.1 Report other alternatives 1.1/1.2/2.5.1/2.5.2/3.2.1/3.2.2/ 3.9.1/3.9.2</p>	

# TERMINAL SKILL OBJECTIVE

XII-12

No. 05B.SF / C.8.01 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations  
FM 31-20 Special Forces Operational Techniques  
Task Analysis, 10th SFG, Ft. Devens  
Interview/Survey Data: DLI Work Unit 35114

## COMMUNICATIVE TASK

### COMPONENTS

- Role Instructor
- Com Act Teaches
- Audience Group/Individual
- Topics Communications methods
- Purpose Train comm specialists

### STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Russian language in a face-to-face situation on a group or individual basis the different methods of communication by describing the advantages and disadvantages of wire, radio, messenger, visual, audible, and animal communications for the purpose of training communications specialists.

## CONDITIONS

PREPARATION TIME	<u>4 hours</u>	PERFORMANCE TIME	<u>20 min.</u>
Materials/Equipment	<u>dictionary, technical terms, FM 31-20</u>	Materials/Equipment	<u>chalkboard and chalk,</u>
			<u>1-5 persons acting as trainees</u>
REGISTER		REGISTER	
<u>Speech</u>	<u>techno-jargon</u>	<u>Print</u>	<u>technical</u>
<u>formal</u>	<u>colloquial</u>	<u>literary</u>	<u>informal</u>

## MacroSTANDARDS

DESCRIPTION The student will present an informal lesson on communication methods. The lesson will be interrupted with a question on each subtopic. The student will answer each question correctly.

LPM INDICES	
Functions	Vocabulary
<u>X</u> 1.0 Fact Info	<u>—</u> military
<u>X</u> 2.0 Intell Att	<u>X</u> technical
<u>X</u> 3.0 Emo Att	<u>—</u> other
<u>X</u> 4.0 Suasion	<u>—</u>
<u>—</u> 5.0 Soc Rit	<u>—</u>
<u>—</u> 6.0 Man Comm	<u>See T.04</u>



**TASK SCENARIO**

Selecting Methods of Communication

Good day. I am your instructor for this lesson. My name is \_\_\_\_\_.

Now we are going to talk about communications. We must decide what means of communication are best for our area of operations. There are five methods of communication available to us within the Guerilla force:

Messenger Communication

Wire Communications

Visual Signals

Sound Signals

Animals

Two additional methods that we can use are the radio and local communication systems.

Communications within our area will

**KEY TERMS**  
Vocabulary Items

коммуникация ; связь

средства связи

организация связи

связь посыльными

проводная связь

зрительная сигнализация

звуковая сигнализация

животное

способ, метод

радио местная система коммуникации

**FUNCTIONS**  
Major Descriptors

5.1 greet

5.5.1 introduce oneself

3.7 express intention

6.2 sequence communications

**COMMENTS**  
Culture/References/Supplements

The student will gain the attention of the group.

The student will attempt to motivate the group.

The student will follow the steps in the Enabling Objectives sequence (see EO C.8.1 thru C.8.4).

Animals are probably not a good idea. They are, however, a possible option.



TASK SCENARIO

depend on a number of things: the size of our Guerilla force; the activities of the enemy force; and our proficiency with the various methods of communication.

Messenger

The primary method of communication for a Guerilla force is the messenger.

The messenger has five advantages:

A messenger is very good security against security violations. This means that the other forces cannot intercept our signals easily.

A messenger can memorize messages.

A messenger can carry a clean text.

The text does not have to be in code. Therefore, the message can be sent quickly.

A messenger can carry several messages at one time for different units or missions

KEY TERMS  
Vocabulary Items

численность

специальная подготовка

почтовый

преимущество

хорошая защита от нарушения обеспечения

перехватывать

заучивать наизусть

текст

за кодированный

FUNCTIONS  
Major Descriptors

1.1 identify state factual information

1.2 information

6.1.1 interrupt

1.1 identify

1.2 state facts

2.5.1 sarability

COMMENTS  
Culture/References/Supplements

Supplementary vocabulary

сomm officer начальник связи

сomm platoon взвод связи

message center пункт сбора, ПК

message relay point промежуточный пункт связи

comm net сеть связи

counter intelligence контрразведка

countersign пароль, пропуск

supply service служба снабжения

supply system система снабжения

intelligence service служба разведывательная

intelligence obtained материал добытый

intelligence net сеть связи

intelligence net органов разведки

security безопасность, охранение

security measures меры обеспечения



**TASK SCENARIO**

The messenger is a secure means of communication. Security is the most important consideration. The radio, although faster than a messenger, is more easily compromised. It is not as secure. The radio can be intercepted or  jammed by the other forces. The advantage of speed must be balanced against the criticality of security. When we do use the radio, we must consider the kind of text and how long it will take the enemy to react, if they intercept it. For example, just before a raid a message may be intercepted by the enemy, but the enemy would not have enough time to react effectively. Another problem with the radio is training and maintenance. Personnel must be trained to use the radio. Spare parts and batteries are

**KEY TERMS**  
Vocabulary Items

способ связи, средства связи

срывать, компрометировать  
перехватывать  
создавать активные радиопомехи

радиодонесение

подготовка  
техническое обслуживание и ремонт  
запасная деталь батареи

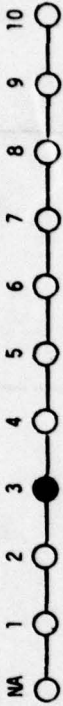
**FUNCTIONS**  
Major Descriptors

4.5 warnings

4.6 instructions/directions/commands

**COMMENTS**  
Culture/References/Supplements

radio net радиосеть  
countermeasure противомера  
grid system сеточный контур  
monitor (radio) включаться в радиосеть  
для проверки применима,  
подслушивать радио-  
передачи,  
вести радиоперехват



TASK SCENARIO

KEY TERMS  
Vocabulary Items

FUNCTIONS  
Major Descriptors

COMMENTS  
Culture/References/Supplements

often hard to get.

Wire Communications

Early in our Guerilla operations the telephone can be used extensively. Between an outpost and the base command is an example. During an ambush the telephone can be used to warn of an approaching convoy or train. This particular phone can be used with a single metallic conductor connecting a section of barbed wire fence, an unused telephone line, or even a railroad track can serve as a conductor. The conductor must be insulated from the ground. The other terminal must be connected to a good ground connection (grounded). The use of field phones is safe. On the other hand, the use of the local telephone is not safe. If you have to use the local

проводная связь  
проволочный связь

боевое охранение  
базовое командование  
предупреждать  
колонна, (поезд)

проводник колючая  
проволока  
телефонная линия  
рельс, рельсовый путь  
путь

изолирован

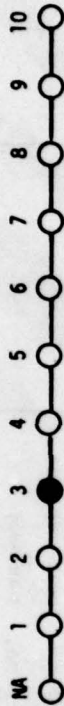
заземленный

полевой телефон безо-  
пасный  
общественный телефон

6.1.1 interrupt  
1.1 identify  
1.2 state factual  
information

2.5.1 capability

routine repairs текущий ремонт  
preventive maintenance профилактический ремонт  
technical training техническая выучка,  
telephone buzzer телефонный зуммер  
telephone headset телефонный шлем  
headset наушники  
telephone wire телефонный провод  
telephone operator телефонист  
telephone message сообщение по телефону  
telephone call вызов по телефону  
telecommunications электросвязь  
дальняя связь  
circuit цепь, линия (связи)  
receiving circuit цепь поступающего  
transmitting circuit цепь послышки вызова  
wire cutter ножницы для резки проволоки  
wire laying прокладка линии  
wire telephone проволочный телефон  
wire system проволочная сеть связи,



TSO No. 05B.SF / C.8.01 / RU

TSO

EO

TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>telephone system, your <u>conversations</u> must sound innocent.</p> <p><u>Visual Signals</u></p> <p><u>Visuals signals</u> can be used in many ways.</p> <p>Use your <u>imagination</u>. Planning for visual signals is the important part. <u>Flashlights</u> and <u>flashlight signals</u> can be used at night. Sunlight reflected from a <u>mirror</u> by day. Flashing lights, however, require the learning of a <u>signal code</u> or set of signals. Another use of visual signals can be as simple as a <u>housewife</u> arranging <u>clothes</u> on a <u>clothesline</u> in some <u>predetermined signal</u> to serve as a <u>warning signal</u>. <u>Light</u>, <u>smoke</u>, <u>fire</u>, or a person walking along a road at a specified time. Normal actions are the guide to using visual signals.</p>	<p>беседа</p> <p>зрительная сигнализация</p> <p>зрительный сигнал</p> <p>карманный фонарь</p> <p>сигнал ручным фонариком</p> <p>зеркало</p> <p>таблица связи</p> <p>хозяйка</p> <p>белье бельевая веревка</p> <p>условный сигнал, предупредительный сигнал</p> <p>сигнал оповещения</p> <p>свет, дым, огонь</p>	<p>signal flag</p> <p>сигнальный флаг, флажок</p> <p>signal</p> <p>сигнал, знак</p> <p>signalman</p> <p>сигнальщик</p> <p>signal gun</p> <p>ракетный пистолет</p> <p>signal lamp</p> <p>сигнальная лампа</p> <p>smoke signal</p> <p>дымовой сигнал</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The student must be able to explain all technical terms, by providing simple definitions, giving examples and non-examples, and making comparisons.</p> </div>



TASK SCENARIO

COMMENTS  
Culture/References/Supplements

FUNCTIONS  
Major Descriptors

KEY TERMS  
Vocabulary Items

Another method of visual signals is flags.  
 Signal flags are used for semaphore or WICWAG. Semaphore is a flag position code. The flags are held in different positions to indicate different letters of the alphabet. WICWAG is the method of sending Morse code by flags.  
Sound Signals  
Sound signals are an easy and efficient communication method. Particularly in a raid or ambush, whistles can be used to coordinate various actions in the objective areas. Horns are good warning devices. Another sound signal is the booby trap. The booby trap inflicts casualties upon the enemy as well as warning of enemy approach.

флажок  
 семафор  
 буква  
 азбука  
 азбука Морзе  
 звуковая сигнализация  
 звуковой сигнал  
 свистулька  
 рожок  
 ловушка, мина-сюрприз  
 потери, раненые

{.} identify state factual information  
 1.12.1 ease

signal code book СИГНАЛЬНАЯ КНИГА  
 security patrol охраняющий дозор  
 sentry часовая



TASK SCENARIO

KEY TERMS  
Vocabulary Items

FUNCTIONS  
Major Descriptors

COMMENTS  
Culture/References/Supplements

Animals

Animals are also an effective method of communication. Dogs can be easily trained, they are dependable, and they can carry light loads. However, dogs are more likely to get caught or diverted than another animal--the homing pigeon. Homing pigeons require a few days to acquaint themselves with the new loft area. So if homing pigeons are used, our Guerilla base should be in one place for a fairly long period. Very cold weather also hampers the use of pigeons. These are the methods of communication available to us in our Guerilla environment. Now we shall be developing a plan to set up the most effective communication system for us.

животное

собака

голубь связи, почтовый голубь

голубятня

холодная погода

6.1.1 interrupt

1.1 identify state factual  
1.2 information

4.5 warnings

Animals are rarely used.

The student will provide a complete summary, and review main points.

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 forgetting 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 indifference	4.1 suggests 4.2 requests 4.5 warnings 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communication 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input type="checkbox"/>	advantage	преимущество	<input checked="" type="checkbox"/>	existing facilities	существующие средства
<input checked="" type="checkbox"/>	alphabet	азбука	<input checked="" type="checkbox"/>	field phone	полевой телефон
<input type="checkbox"/>	animal	животное	<input checked="" type="checkbox"/>	fire	огонь
<input type="checkbox"/>	barbed wire	колючая проволока	<input checked="" type="checkbox"/>	flag	флажок
<input checked="" type="checkbox"/>	base command	базовое командование	<input checked="" type="checkbox"/>	flashlight	карманный фонарь
<input checked="" type="checkbox"/>	battery	батарея	<input checked="" type="checkbox"/>	flashlight signals	сигналы ручным фонариком
<input checked="" type="checkbox"/>	booby trap	ловушка, мина-сюрприз	<input type="checkbox"/>	ground return	однопроводная линия
<input checked="" type="checkbox"/>	casualty	потеря	<input type="checkbox"/>	circuit	
<input type="checkbox"/>	clothes	белье	<input type="checkbox"/>	ground return	однопроводная связь
<input type="checkbox"/>	clothesline	бельевая веревка	<input checked="" type="checkbox"/>	circuits	
<input checked="" type="checkbox"/>	cold weather	холодная погода	<input checked="" type="checkbox"/>	grounded	заземленный
<input checked="" type="checkbox"/>	communication	связь, коммуникация	<input type="checkbox"/>	homing pigeon	голубь связи
<input checked="" type="checkbox"/>	compromise	срывать, компрометировать	<input type="checkbox"/>	homing pigeon	почтовый голубь
<input checked="" type="checkbox"/>	conductor	проводник	<input type="checkbox"/>	horn	рожок
<input checked="" type="checkbox"/>	conversation	беседа	<input type="checkbox"/>	housewife	хозяйка
<input checked="" type="checkbox"/>	convoy	колона	<input checked="" type="checkbox"/>	in code	за кодированный
<input checked="" type="checkbox"/>	countermeasures	противомеры связи	<input checked="" type="checkbox"/>	inherent security	свойственный обеспечение
<input checked="" type="checkbox"/>	defense	защита	<input type="checkbox"/>	insulated	изолированный
<input type="checkbox"/>	dog	собака	<input checked="" type="checkbox"/>	intelligence	разведка

LPM Vocabulary Indices for TSO No. 05B-SF / C.8.01 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
/X	intelligence net	сеть связи разведки	/	mirror	зеркало
/X	international Morse code	международный код Морзе	/X	Morse Code	азбука Морзе
/X	intercept	перехватывать	/X	outpost	боевое охранение
/X	jam	создавать активные радиопомехи	/X	predetermined	условный сигнал
/X	letter (alphabet)	буква	/	signal	специальная подготовка
/X	light	свет	/X	proficiency	радио
/X	local communication	местная система связи	/X	radio	радиодонесение
/X	local phone	общественный телефон	/	railroad track	рельс, рельсовый путь
/	loft (for pigeons)	голубятня	/X	safe	безопасный
/X	maintenance	техническое обслуживание и ремонт	/X	security violation	нарушение обеспечения
/X	means of communication	средства связи	/X	security warning	радиосеть оповещения
/	memorize	заучивать наизусть	/X	net	семафор
/X	messenger	посыльный	/X	semaphore	семафор
/X	messenger communication	связь посыльными	/X	signal code	таблица связи
/X	cation	способ, метод	/X	signal flags	сигнальные флажки
/X	method	способ, метод	/X	signal gun	ракетный пистолет
			/X	signal lamps	сигнальные лампы
			/X	size	численность

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	smoke	дым	<input checked="" type="checkbox"/>	wigwag	сигнализация флажками
<input checked="" type="checkbox"/>	sound signal	звуковой сигнал	<input checked="" type="checkbox"/>	wire circuits	линия проводной связи
<input type="checkbox"/>	sound signals	звуковая сигнализация	<input type="checkbox"/>	wire circuits	проводочные цепи
<input type="checkbox"/>	spare parts	запасная часть	<input checked="" type="checkbox"/>	wire communications	проводная связь
<input checked="" type="checkbox"/>	state of training	положение готовности	<input type="checkbox"/>	wounded	раненый
<input checked="" type="checkbox"/>	state of training	степень подготовки	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	supply net	система снабжения	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	telephone	телефон	<input type="checkbox"/>		
<input type="checkbox"/>	telephone earpiece	наушник, головной телефон	<input type="checkbox"/>		
<input type="checkbox"/>	telephone earpiece	раковина телефонной трубки	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	telephone line	телефонная линия	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	text	текст	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	train (military)	эшелон	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	training	подготовка	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	visual signal	зрительный сигнал	<input type="checkbox"/>		
<input type="checkbox"/>	visual signals	артельная сигнализация	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	warn	предупредить	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	warning signal	предупредительный сигнал	<input type="checkbox"/>		
<input type="checkbox"/>	whistle	свистулька	<input type="checkbox"/>		

# TSO Map

TSO 05B.SF / C.8.01 / RU

M.01

X11-24

## RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 6 7 8 9 10

### SEQUENCE TYPE

- linear
- hierarchical
- solitary

### PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

### REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Teach C.8 / 1-4

Functions Catalog: Russian

Rolebooks: Instructor(Russian)

Special Vocabulary: See 05B.SF/C.8.01/RU: I.04

Technical Documents: FM 31-20 Special Forces Operational

Techniques

### DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

## ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

<p><b>INTRODUCING THE SUBJECT</b> Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7 Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2</p>	<p><b>PROVIDE COMMUNICATIVE GUIDANCE</b> Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7</p>
<p><b>DEVELOPING THE SUBJECT</b> Identify/define main points 1.1/1.1/3.10.1 Explain/support main points 1.1.1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6</p>	
<p><b>CONCLUDING THE LESSON</b> Recall main points 1.1.1.2/2.3.1/2.3.2 Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7</p>	

# TERMINAL SKILL OBJECTIVE

No. 05B.SF / C.8.02 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations  
FM 31-20 Special Forces Operational Techniques  
Task Analysis, 10th SFG, Ft. Devens  
Interview/Survey Data? DLI Work Unit 35114

## COMMUNICATIVE TASK

### COMPONENTS

Role  Instructor  
Com Act  Teaches  
Audience  Group/Individual  
Topics  Communication nets  
Purpose  Training communications  
 specialists

### STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Russian language in a face-to-face situation on a group or individual basis the types of communications nets used by guerrilla forces by describing internal and external communications nets, their functions, and uses for the purpose of training communications specialists.

## CONDITIONS

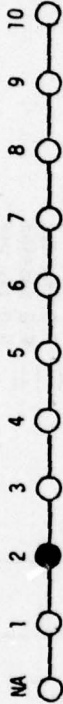
PREPARATION TIME	PERFORMANCE TIME
<input type="checkbox"/> 1 hour	<input type="checkbox"/> 15 min.
Materials/Equipment dictionary, technical terms, FM 31-20	Materials/Equipment chalkboard and chalk, 1-5 persons to act as trainees
<u>REGISTER</u>	
Speech	Print
<input type="checkbox"/> techno-jargon	<input type="checkbox"/> technical
<input type="checkbox"/> formal	<input type="checkbox"/> literary
<input checked="" type="checkbox"/> colloquial	<input type="checkbox"/> informal

## MacroSTANDARDS

DESCRIPTION The student will present an informal lesson on communicative methods. The lesson will be interrupted with a question on each subtopic. The student will answer each question correctly.

### LPM INDICES

Functions	Vocabulary
<input checked="" type="checkbox"/> 1.0 Fact Info	military
<input checked="" type="checkbox"/> 2.0 Intell Att	<input checked="" type="checkbox"/> technical
<input type="checkbox"/> 3.0 Emo Att	<input type="checkbox"/> other
<input checked="" type="checkbox"/> 4.0 Suasion	
<input type="checkbox"/> 5.0 Soc Rit	
<input type="checkbox"/> 6.0 Man Comm	See T.04



TASK SCENARIO

TYPES OF COMMUNICATION NETS

The student will teach staff members the two types of communication nets. As an advisor, the student will brief the commander on the importance of an internal security net.

Lateral Net

The gerrilla communications net is mainly a support net. Direct support. Support personnel work almost all the time. Therefore, the communications officer should have no other duties. He and the commander are responsible for security.

The lateral net will be used to coordinate with the other units, obtain supplies, and support all normal activities.

The net should be made up of individual groups. Each group should be an isolated unit. There is a definite procedure (line) of communication.

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	Culture/References/Supplements
типы сетей связи  советник  сеть связи по фронту, лектовая связь сеть партизанской связи непосредственная поддержка	5.1 greet 5.5.1 introduce oneself 3.7 express intention 6.2 sequence communication 6.3 refocus/adjust communication 1.1 identify 1.2 state factual information	The student will gain attention, motivate, and state the objectives of the lesson. (The two types of communication nets.)
начальник связи обязанности обеспечение  согласовывать действия предметы снабжения нормальные действия  жить совершенно изолированно от других отделов приёмов	6.1.1 interrupt	The student will follow the steps in the Enabling Objectives (see EO C.8.1 - EO C.8.9)



TSO

EO

**TASK SCENARIO**

This chain of command includes emergency procedures. A communications unit may only contact its authorized unit. This makes it difficult for a compromise of security.

The student shows a diagram of a communications net. The diagram points out the order, direction, and authorization for communications activity within the net.

Security Warning Net

This communications net is one direction only. The subordinate reports to his superior, who, in turn, reports to his superior.

This net is used:

- to warn of enemy approach
- for intelligence
- to move large bodies of troops

The communications observer observes enemy

**KEY TERMS**  
Vocabulary Items

командные инстанции  
порядок действия в чрезвычайной обстановке  
штабный

сеть оповещения

односторонняя связь

подчиненный  
высший начальник  
докладывать

предупредить о подходе противника для разведки

передвижение войск

наблюдатель

**FUNCTIONS**  
Major Descriptors

6.1.1 interrupt

1.1 identify  
1.2 state factual information

**COMMENTS**  
Culture/References/Supplements

The student must be able to explain all technical terms by providing simple definitions, giving examples and non-examples, and making comparisons.



TSO No. 058.SF / C.B.02 / RU  
 TSO  
 EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>activity</u>. He must report to his superior with an <u>enemy contact report</u>. This report includes:</p> <p><u>Size</u>  <u>Activity</u>  <u>Location/Direction</u>  <u>Uniform</u>  <u>Time</u>  <u>Equipment</u></p> <p><u>Internal Net</u></p> <p>The student, as an advisor, takes the commander aside and briefs him on the need for an internal security net. Purpose: to provide security for G-force commander and his staff.</p>	<p>действие противника                      донесение об обнаружении противника                      численность/размер                      действие                      местоположение/направление                      форма                      время                      оборудование                      внутренняя связь</p>	<p>2.8 obligation</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;">                     6.1.1 interrupt                      1.1 identify                      1.2 state factual information                 </div>	<p>The student will be able to define the parts of an <u>enemy contact report</u> and give examples and non-examples.</p>
<p>This net consists of <u>signals</u> or <u>words</u> known only to the <u>commander</u> and his staff. When anyone within this net gives a particular signal or says a particular word or <u>phrase</u>, it is a <u>warning</u>.</p>	<p>сигнал                      командир и его личный состав штаба                      фраза, выражение предупреждения</p>		



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TASK SCENARIO

The members of the internal net then know that:  
 the situation is dangerous and they should leave  
 a compromise of security has taken place  
 a particular member of the force is an enemy agent

KEY TERMS  
Vocabulary Items

опасный  
 срыв обеспечения  
 член  
 тайный агент

FUNCTIONS  
Major Descriptors

1.1 identify state factual information  
 1.2  
 6.2 sequence communication

COMMENTS  
Culture/References/Supplements

The student will give a brief summary comparing a lateral net with an internal. The student will emphasize similarities and differences.

LPM Functional Indices for "Teaches"

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suation	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 forgetting 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.5 warnings 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communication 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input type="checkbox"/>	activity	действие	<input checked="" type="checkbox"/>	enemy activity	действие противника
<input checked="" type="checkbox"/>	advisor	советник	<input checked="" type="checkbox"/>	enemy contact	донесение об обнаружении противника
<input checked="" type="checkbox"/>	authorized	разрешенный		report	
<input type="checkbox"/>	authorized	штатный	<input checked="" type="checkbox"/>	equipment	оборудование
<input checked="" type="checkbox"/>	be an isolated unit	жить совершенно изолированно	<input type="checkbox"/>	expression	выражение
		от других отделов	<input checked="" type="checkbox"/>	guerrilla comm net	сеть партизанской связи
<input checked="" type="checkbox"/>	chain of command	командные инстанции	<input checked="" type="checkbox"/>	intelligence	разведка
<input checked="" type="checkbox"/>	commander	командир	<input checked="" type="checkbox"/>	internal net	внутренняя связь, внутренняя сеть связи
<input checked="" type="checkbox"/>	communications	начальник связи	<input checked="" type="checkbox"/>	lateral net	локтевая связь, локтевая сеть связи
	officer		<input checked="" type="checkbox"/>	location	местоположение
<input checked="" type="checkbox"/>	compromise of	срыв обеспечения	<input type="checkbox"/>	member	член
	security		<input checked="" type="checkbox"/>	normal activities	нормальные действия
<input checked="" type="checkbox"/>	coordinate	согласовывать действия	<input checked="" type="checkbox"/>	observe	наблюдать
<input checked="" type="checkbox"/>	dangerous	опасный	<input checked="" type="checkbox"/>	one direction	односторонняя связь
<input checked="" type="checkbox"/>	direct support	непосредственная поддержка		communication	
<input checked="" type="checkbox"/>	direction	направление	<input type="checkbox"/>	phrase	фраза
<input checked="" type="checkbox"/>	duty	обязанность	<input checked="" type="checkbox"/>	procedure	порядок действия
<input checked="" type="checkbox"/>	emergency pro-	порядок действия в чрезвычайной	<input checked="" type="checkbox"/>	report	докладывать
	cedures	обстановке	<input checked="" type="checkbox"/>	secret agent	тайный агент



M.01

**TSO Map** TSO 05B.SF / C.8.02 / RU

RECOMMENDED TRAINING SEQUENCE

NA 1 ② 3 4 5 6 7 8 9 10

SEQUENCE TYPE  
 linear  
 hierarchical  
 solitary

PRIMARY DECISION FACTOR  
 job criticality  
 dependent relationship  
 independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Teach C.8/ 1-4

Functions Catalog: Russian

Rolebooks: Instructor

Special Vocabulary: See ISO 05B.SF/C.8.02/RU: T.04

Technical Documents: FM 31-20 Special Forces Operational Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

<p><b>INTRODUCING THE SUBJECT</b>                  Gain attention                  3.7/5.5.1/6.1.1/6.2/6.3                  Motivate                  2.6/2.8/3.1.1/3.4/3.10.1/4.1                  State learning objectives                  1.1/1.2                  Provide overview of activities and/or procedures                  1.1/1.2/3.7                  Explain evaluation                  2.8/2.5.1/2.5.2/3.2.1/3.2.2</p>	<p><b>PROVIDE COMMUNICATIVE GUIDANCE</b>                  Encourage questions                  6.9                  Answer questions                  1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/                  2.10.2/2.12.1/2.12.2/2.13/3.1.1/                  3.1.2/3.6/3.10.1/3.10.2/4.7                  Acknowledge emotional attitudes                  3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/                  3.3.2/3.10.1/3.10.2                  Provide supportive correction; recommend; caution                  3.2.1/4.1/4.2/4.5/4.7</p>
<p><b>DEVELOPING THE SUBJECT</b>                  Identify/define main points                  1.1/1.1/3.10.1                  Explain/support main points                  1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/                  2.6/2.8/3.10.1/4.1/4.5/4.6</p>	
<p><b>CONCLUDING THE LESSON</b>                  Recall main points                  1.1/1.2/2.3.1/2.3.2                  Recommend courses of action                  2.6/2.8/3.10.1/4.1/4.4/4.6/4.7</p>	

# TERMINAL SKILL OBJECTIVE

No. 05B.SF / C.8.03/ RU

DOCUMENTATION: FM 31-21 Special Forces Operations  
FM 31-20 Special Forces Operational Techniques  
Task Analysis, 10th SFG, Ft. Devens  
Interview/Survey Data: DLI Work Unit 35114

## COMMUNICATIVE TASK

### COMPONENTS

### STATEMENT

Role  Instructor  
 Com Act  Teaches  
 Audience  Group/Individual  
 Topics  Communications factors  
 Purpose  Train comm specialists

The student in the role of "INSTRUCTOR" "TEACHES" others in the Russian language in a face-to-face situation on a group or individual basis the factors and criteria for selecting the appropriate communications methods in an unconventional warfare environment for the purpose of training communications specialists and staff.

## CONDITIONS

PREPARATION TIME  2 hours  
 PERFORMANCE TIME  10 min.  
 Materials/Equipment Materials/Equipment  
dictionary, technical chalkboard and chalk,  
terms, FM 31-20 1-5 persons as trainees

REGISTER

Speech	Print
<input type="checkbox"/> techno-jargon	<input type="checkbox"/> technical
<input type="checkbox"/> formal	<input type="checkbox"/> literary
<input checked="" type="checkbox"/> colloquial	<input type="checkbox"/> informal

## MacroSTANDARDS

DESCRIPTION The student will present an informal lesson on communication methods. The lesson will be interrupted with a question on each subtopic. The student will answer each question correctly.

LPM INDICES

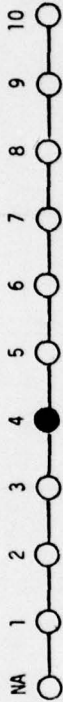
Functions	Vocabulary
x 1.0 Fact Info	military
x 2.0 Intell Att	<input checked="" type="checkbox"/> technical
x 3.0 Emo Att	<input type="checkbox"/> other
x 4.0 Suasion	
5.0 Soc Rit	
6.0 Man Comm	See T.04



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Identification of appropriate communications methods:</u></p> <p><u>The Critical Factors</u></p> <p>The student will explain the factors in identifying the appropriate communications methods according to the following outline or equivalent:</p> <p><u>ENEMY COUNTERMEASURES (COMMUNICATION)</u></p> <p><u>Electronic Countermeasures (ECM)</u></p> <p>The enemy can <u>jam</u>, <u>monitor</u>, or <u>locate guerrilla units</u> when <u>electronic means of communication</u> are used. This means no <u>radio or telephonic communications</u>.</p>	<p>Определение соответствующих систем связи</p> <p>угрожающие факторы</p> <p>радиоразведка</p> <p>радиопротиводействие</p> <p>создавать активные помехи</p> <p>следить за работой сети</p> <p>обнаруживать партизанские группы</p> <p>радиосвязь или телефонная связь</p>	<p>5.1 greet</p> <p>5.5.1 introduce oneself</p> <p>1.1 identify</p> <p>1.2 state factual information</p> <p>2.5.1 capability</p>	<p>The student will gain attention, motivate, and state the objective of the lesson.</p> <p>The student will develop main points of Enemy Countermeasures.</p>
<p>Enemy has <u>radio direction finders</u>, <u>jamming equipment</u>, and the ability to monitor both radio and telephone communications.</p> <p>The enemy has <u>air reconnaissance</u>. They can see <u>antennae</u>, <u>personnel movement</u>, and <u>equipment</u>.</p> <p><u>Enemy agents</u> always try to become part of the</p>	<p>радиопеленгаторы</p> <p>средства для активных помех</p> <p>воздушная разведка</p> <p>антенна, движение личного состава и снаряжение</p> <p>тайный агент</p>	<p>1.1 identify</p> <p>1.2 state factual information</p> <p>2.5.1 capability</p> <p>1.1 identify</p> <p>1.2 state factual information</p> <p>2.5.1 capability</p>	<p>*The student must be able to define all technical terms by providing simple definitions, giving examples, and non-examples, and making comparisons.</p>



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>communications network.</u></p> <p>Patrols can locate communication centers. They can <u>destroy</u> them or <u>observe in secret.</u></p> <p>The enemy has many <u>intelligence analysts.</u></p> <p><u>Existing Facilities</u></p> <p>The student will report on existing facilities by discussing such factors as the following:                      trained personnel                      local terrain features  <u>electronic communications equipment</u></p> <p>radio                      ground return circuits  <u>field phones</u></p> <p>other communications equipment</p> <p>signal flags  <u>flashlights</u>  <u>signal lamps</u>  <u>messengers</u>  <u>whistles</u>  <u>horns</u></p>	<p>сеть связи</p> <p>патруль, разведывательная группа</p> <p>уничтожить</p> <p>наблюдать скрыто</p> <p>специалист по анализу данных разведки</p> <p>существующие средства</p> <p>электрические средства</p> <p>радио</p> <p>однопроводная линия</p> <p>полевой телефон</p> <p>сигнальный флажок</p> <p>фонарик</p> <p>сигнальная лампа</p> <p>почтовый свистулька</p> <p>рожок</p>	<p>2.5.1 capability</p> <p>1.1 identify</p> <p>1.1 identify</p> <p>1.2 state factual information</p>	<p>The student will develop the main points of existing facilities. This means that a previous inspection of facilities has been made. A realistic write-up of existing facilities should be given the student prior to lesson preparation.</p> <p>The student will recommend changes or modifications in existing facilities.</p>



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 T.02  
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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Signal Support</u>                      Special Forces will provide all <u>electronic communications</u>. We shall obtain <u>supplies and support</u> from higher <u>headquarters</u>.</p> <p><u>State of Training</u>                      Personnel have all, some, or none of the following:  <u>knowledge of communication techniques and procedures</u>  <u>skill with Morse code, semaphore and code motivation for communications work</u>  <u>knowledge of communications networks</u>  <u>knowledge of security measures, precautions, and procedures</u></p>	<p>обеспечение техническими средствами связи                      электронная связь                      снабжение поддержка                      штаб                      степень подготовки                      личный состав                      знание способов связи и приёмов                      сноровка в азбуке Морзе, семафоре и других кодах                      готовность работать связистом по собственному побуждению                      знание сетей связи                      меры обеспечения против действия противника,                      меры предосторожности                      приёмы</p>	<p>1.2 state factual information</p> <p>1.1 identify                      1.2 state facts                      2.5.1 capability                      2.6 need                      2.13 belief/opinion                      4.1 suggest</p>	<p>The student will point out that SF will provide signal support.</p> <p>The student will report on the state of training. (A realistic write-up of the state of training that is compatible with the write-up on existing facilities is also required.) The student will provide a plan for insuring training and mission readiness.</p>

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 forgetting 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.5 warnings 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communication 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input type="checkbox"/>	air reconnaissance	воздушная разведка	<input checked="" type="checkbox"/>	electronic counter-	радиопротиводействие
<input checked="" type="checkbox"/>	antenna	антенна		measures	
<input type="checkbox"/>	appropriate	соответствующий	<input checked="" type="checkbox"/>	equipment	снаряжение
<input checked="" type="checkbox"/>	code	код	<input checked="" type="checkbox"/>	existing facilities	существующие средства
<input checked="" type="checkbox"/>	communication	сеть связи	<input type="checkbox"/>	field phone	полевой телефон
	network		<input checked="" type="checkbox"/>	flashlight	фонарик
<input checked="" type="checkbox"/>	communication	способы связи	<input type="checkbox"/>	ground-return cir-	однопроводная линия
	techniques			cuit	
<input checked="" type="checkbox"/>	communication	система связи	<input checked="" type="checkbox"/>	guerrilla unit	партизанская группа
	methods		<input checked="" type="checkbox"/>	headquarters	штаб
<input checked="" type="checkbox"/>	communications	система связи	<input type="checkbox"/>	horn	рожок
	system		<input checked="" type="checkbox"/>	identification	опознавание
<input type="checkbox"/>	countermeasures	радиоразведка, радиопротиводействие	<input checked="" type="checkbox"/>	intelligence	специалист по анализу данных
<input checked="" type="checkbox"/>	critical factor	угрожающий фактор		analyst	разведки
<input type="checkbox"/>	destroy	уничтожать	<input checked="" type="checkbox"/>	jam	создавать активные помехи, заглушать
<input checked="" type="checkbox"/>	electronic communi-	электронная связь	<input checked="" type="checkbox"/>	jamming equipment	средства для радиопомех
	cations		<input type="checkbox"/>	knowledge	знание
<input checked="" type="checkbox"/>	electronic communi-	средства электронной связи	<input checked="" type="checkbox"/>	locate	обнаруживать
	cations equipment		<input checked="" type="checkbox"/>	messenger	почтовый

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
/x/	monitor	следить за работой сети	/x/	skill	сноровка
/x/	Morse code	азбука Морзе	/x/	signal flag	сигнальный флажок
/	motivation	собственное побуждение	/x/	signal lamp	сигнальная лампа
/x/	movement	движение	/x/	signal support	обеспечение техническими средствами связи
/x/	observe in secret	наблюдать в тайне скрыто	/x/	State of Training	степень подготовки
/x/	patrol	дозор	/x/	supplies	снабжение
/x/	patrol	патруль	/x/	support	поддержка
/x/	personnel	личный состав	/x/	telephonic communi-	телефонная связь
/x/	precautionary	меры предосторожности		cations	
	measures			whistle	свистулька
/x/	procedures	приёмы			
/x/	radio	радио			
/x/	radio communica-	радиосвязь			
	tions				
/x/	radio direction	радиопеленгатор			
	finder				
/x/	secret agent	тайный агент			
/x/	security measures	меры обеспечения			
/x/	semaphore	семафор			

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**TSO Map** TSO 05B\_SF / C.8.03 / RU

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- linear
- hierarchical
- solitary

PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8/ 1-4  
 Functions Catalog: Russian  
 Rolebooks: Instructor  
 Special Vocabulary: See TSO 05B\_SF/C.8.03/RU: T.04  
 Technical Documents: EM 31-20 Special Forces Operational

Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

<p><b>INTRODUCING THE SUBJECT</b>                  Gain attention                  3.7/5.5.1/6.1.1/6.2/6.3                  Motivate                  2.6/2.8/3.1.1/3.4/3.10.1/4.1                  State learning objectives                  1.1/1.2                  Provide overview of activities and/or procedures                  1.1/1.2/3.7                  Explain evaluation                  2.8/2.5.1/2.5.2/3.2.1/3.2.2</p>	<p><b>PROVIDE COMMUNICATIVE GUIDANCE</b>                  Encourage questions                  6.9                  Answer questions                  1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7                  Acknowledge emotional attitudes                  3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2                  Provide supportive correction; recommend; caution                  3.2.1/4.1/4.2/4.5/4.7</p>	
<p><b>DEVELOPING THE SUBJECT</b>                  Identify/define main points                  1.1/1.3.10.1                  Explain/support main points                  1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6</p>		
<p><b>CONCLUDING THE LESSON</b>                  Recall main points                  1.1/1.2/2.3.1/2.3.2                  Recommend courses of action                  2.6/2.8/3.10.1/4.1/4.4/4.6/4.7</p>		

RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>STATING THE PROBLEM (NEED OR REASON)</p> <p>A. <u>Gain attention</u></p> <p>The student will use the language to gain the listeners' attention by using functions:</p> <p>5.1 greet</p> <p>5.5.1 introduce (oneself)</p> <p>3.7 express intention</p> <p>6.1.1 interrupt</p> <p>6.2 sequence communication</p> <p>6.3 refocus or adjust communication</p> <p>b. <u>Clarify/state the problem/purpose</u></p> <p>The student will be able to state any problem by using functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>2.1.1 agreement</p> <p>2.1.2 disagreement</p> <p>2.6 need</p>	<p>5.1: 1/2</p> <p>5.5.1: 1/3</p> <p>3.7: 2-6/8</p> <p>6.1.1: 1/4/6</p> <p>6.2: 1-3/5/6</p> <p>6.3: 2/4/7/8</p>	<p>If the briefing is classified, a routine statement should be written for the student to memorize.</p> <p>The student must have control of such phrases as:</p> <p>"May I have your attention, please."</p> <p>"If everyone is ready, let's be seated."</p> <p>The student will use the appropriate Rolebook to employ phrases that establishes his/her intended style or register.</p> <p>The student must have a facility with such phrases as:</p> <p>"The problem is as follows...."</p> <p>"This is the problem before us."</p> <p>The capability to gain attention and state problems or objectives is used in some form in a variety of SPEAKING and SPEAKING/LISTENING skill activities. It should be thoroughly mastered.</p>

E.01

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**ENABLING OBJECTIVE** S.3-1 STATING THE PROBLEM (NEED OR REASON)

RUSSIAN

**SKILL DEVELOPMENT**

**MACROSTANDARDS**

**Communicative Activity**

**"BRIEFS"**

2.7.1 certainty

2.7.2 uncertainty

2.11 awareness

2.8 obligation

3.10.1 importance

**LINGUISTIC KNOWLEDGES**

**MicroSTANDARDS**

**(Functional Elements)**

2.7.1: 1-8

2.7.2: 1-5

2.11: 2

2.8: 2-5/7/9-11

3.10.1: 1-7

**COMMUNICATIVE PRACTICE**

**COMMENTS AND ADDITIONAL INFORMATION**

RUSSIAN

**ENABLING OBJECTIVE S.3-2 INTRODUCING KEY TERMS**

XII-44

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p><b>INTRODUCING KEY TERMS</b></p> <p>A. <u>Define required terms</u></p> <p>The student will define the required terms using functions:</p> <p>1.1 identify object, persons, processes</p> <p>1.2 state factual information</p> <p>2.6 need</p> <p>B. <u>Provide special definitions</u></p> <p>The student will provide special definitions for terms, labels, concepts by stating verbal definitions, giving examples, giving non-examples, providing comparisons and contrasts, and identifying characteristics of the concept. The student will use functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p>	<p>1.1: 1-16</p> <p>1.2: 1/2</p> <p>2.6: 1-4/7</p>	<p>This is a most critical set of communicative acts with respect to description and explanation. The process of transmitting factual information, a factual message, from speaker to listener involving new information conceptually is a necessary learning step in job-oriented communication.</p> <p>This may be best approached by helping the student develop a skill for presenting and teaching concepts.</p> <p>The student must learn to define terms and concepts by:</p> <ul style="list-style-type: none"> <li>*identifying relevant characteristics of the concept</li> <li>*describe the functions or relations with respect to the concept</li> <li>*provide a verbal definition</li> <li>*give examples of the concept</li> <li>*give non-examples of the concept</li> <li>*provide comparisons and contrasts</li> </ul> <p>The student must have a facility with:</p> <ul style="list-style-type: none"> <li>*if, then constructions</li> <li>*comparative degree constructions using <u>like</u>, <u>similar</u>, <u>opposite of</u>, <u>as</u>, <u>as</u>, etc.</li> </ul>

RUSSIAN

**ENABLING OBJECTIVE** S.3-3 REPORTING FINDINGS AND/OR BACKGROUND INFORMATION

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity "BRIEFS"	Microstandards (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p><b>REPORTING FINDINGS AND/OR BACKGROUND INFORMATION</b></p> <p><b>A. Order events chronologically</b></p> <p>The student will order events according to time by using functions:</p> <ul style="list-style-type: none"> <li>6.2 sequence communication</li> <li>1.1 identify objects, persons, processes</li> <li>1.2 state factual information</li> </ul>	<ul style="list-style-type: none"> <li>6.2: 1/2/3/5/6</li> <li>1.1: 1-16</li> <li>1.2: 1/2</li> </ul>	<p>The student will identify the order as time-based. S/he must have a capability of employing statements of time such as the following:</p> <ul style="list-style-type: none"> <li>"On July, 4th, 1976..."</li> <li>"On Monday"</li> <li>"At nine o'clock on Tuesday"</li> <li>"After that"</li> <li>"The next thing that happened"</li> <li>"The next day"</li> <li>"Next week"</li> <li>"Last year"</li> <li>"Two days from now"</li> </ul>
<p><b>B. Order events according to significance</b></p> <p>The student will order information according to importance or significance using the following functions:</p> <ul style="list-style-type: none"> <li>6.2 sequence communication</li> <li>1.1 identify objects, persons, processes</li> <li>1.2 state factual information</li> <li>2.6 need</li> <li>2.8 obligation</li> </ul>	<ul style="list-style-type: none"> <li>6.2: 1/2/3/5/6</li> <li>1.1: 1-16</li> <li>1.2: 1/2</li> <li>2.6: 1-4/7</li> <li>2.8: 2-5/7/9-11</li> </ul>	<p>The student will identify the ordering as significance-based. For example, "We shall take up four points in order of their impact on this project."</p> <p>The student must learn to develop significance-based orderings in a variety of ways. Orderings can be according to impact, cause and effect, hierarchical, etc.</p> <p>*If the briefing is a decision briefing, the student will employ EO's S.3.4 and 3.3-5.</p>

**ENABLING OBJECTIVE S.3-3 REPORTING FINDINGS AND/OR BACKGROUND INFORMATION**

**RUSSIAN**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance	3.10.2: 1/4-6/8	
2.13 belief/opinion	2.13: 1-12	

RUSSIAN

**ENABLING OBJECTIVE S.3-4 LISTING ALTERNATIVE SOLUTIONS**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "BRIEFS"</p> <p>LISTING ALTERNATIVE SOLUTIONS</p> <p>A. <u>Report optimal alternative</u></p> <p>The student will report that alternative that s/he intends to recommend first. The student will use the following functions:</p> <ul style="list-style-type: none"> <li>1.1 identify objects, persons, processes</li> <li>1.2 state factual information</li> <li>2.5.1 capability</li> <li>2.6 need</li> <li>3.2.1 satisfaction</li> <li>3.6 preference</li> <li>3.9.1 approval</li> </ul> <p>B. <u>Report other alternatives</u></p> <p>The student will report each alternative including capabilities and incapacibilities. The student will use functions:</p> <ul style="list-style-type: none"> <li>1.1 identify objects, persons, processes</li> <li>1.2 state factual information</li> <li>2.5.1 capability</li> </ul>	<p>MicroSTANDARDS (Functional Elements)</p> <ul style="list-style-type: none"> <li>1.1: 1-16</li> <li>1.2: 1/2</li> <li>2.5.1: 1-4/6-8/10-12</li> <li>2.6: 1-4/7</li> <li>3.2.1: 5-9/11-13</li> <li>3.6: 1-5/8</li> <li>3.9.1: 1-5</li> </ul>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>Briefings do not save the best for last. The optimal solution is given first.</p> <p>The student will also tell how many alternatives s/he has identified. For example, "I have identified four possible alternatives. First, ...."</p> <p>When giving alternatives always lay out the pros and cons for each alternative.</p>

**ENABLING OBJECTIVE S.3-4 LISTING ALTERNATIVE SOLUTIONS**

**RUSSIAN**

**SKILL DEVELOPMENT**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.5.2 incapability	2.5.2: 1-6	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	
3.9.1 approval	3.9.1: 1-5	
3.9.2 disapproval	3.9.2: 1-4	

RUSSIAN

**ENABLING OBJECTIVE S.3-5 RECOMMENDING REQUIRED ACTIONS**

XII-49

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"  RECOMMENDING REQUIRED ACTIONS  The student will recommend required actions, decisions, input. The student will use functions:  4.1 suggests 4.4 advise 4.5 warn 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion 3.2.1 satisfaction 3.2.2 dissatisfaction 3.11 anticipation 4.7 correction	MicroSTANDARDS (Functional Elements)  4.1: 2/4-7/10 4.4: 3-13 4.5: 2-10 2.4.1: 1-13 2.4.2: 1-10 2.5.1: 1-4/6-8/10-12 2.5.2: 1-6 2.12.1: 1-3/6-10/12/14 2.12.2: 1-8 2.13: 1-12 3.2.1: 5-9/11-13 3.2.2: 1/2/4-8 3.11: 2-5 4.7: 1-10	COMMENTS AND ADDITIONAL INFORMATION  The student may also use 3.10.1 <u>importance</u> occasionally.  There may be times when the briefer is directly requesting permission to carry out the recommendations personally. This can be expressed using function 2.9.1 request for permission.

**ENABLING OBJECTIVE S.3-6 PROVIDING COMMUNICATIVE GUIDANCE**

RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "BRIEFS"</p> <p>PROVIDING COMMUNICATIVE GUIDANCE</p> <p>A. <u>Encourage questions</u></p> <p>The student will encourage questions during, after, or during and after the presentation. S/he will use:</p> <p>6.9 request questions and/or comments</p> <p>B. <u>Answer questions</u></p> <p>The student will answer factual questions using functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>The student will answer questions requiring the expression of <u>thoughts</u> or <u>opinions</u> by using:</p> <p>2.4.1 possibility</p> <p>2.4.2 impossibility</p> <p>2.5.1 capability</p> <p>2.5.2 incapability</p> <p>2.7.1 certainty</p> <p>2.7.2 uncertainty</p> <p>2.12.1 difficulty</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>6.9: 1-4</p> <p>1.1: 1-16</p> <p>1.2: 1/2</p> <p>2.4.1: 1-13</p> <p>2.4.2: 1-10</p> <p>2.5.1: 1-4/6-8/10-12</p> <p>2.5.2: 1-6</p> <p>2.7.1: 1-8</p> <p>2.7.2: 1-5</p> <p>2.12.1: 1-3/6-10/12/14</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.</p> <p>A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.</p> <p>Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.</p> <p>In thought and opinion questions, introductory phrases should be learned such as:</p> <p>"It is possible that..."</p> <p>"We found it can be done for the following reasons."</p> <p>"That's a good question."</p>

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**ENABLING OBJECTIVE** S.3-6 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "BRIEFS"</p>	<p>MicroSTANDARDS (Functional Elements)</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p>
<p>2.12.2 ease</p>	<p>2.12.2: 1-8</p>	
<p>2.13 belief/opinion</p>	<p>2.13: 1-12</p>	
<p>3.5 surprise</p>	<p>3.5: 2-11</p>	
<p>3.9.1 approval</p>	<p>3.9.1: 1-5</p>	
<p>3.10.1 importance</p>	<p>3.10.1: 1-7</p>	
<p>3.10.2 unimportance/indifference</p>	<p>3.10.2: 1/4-6/8</p>	<p>"Thank you for your attention." "Your input on this matter is sincerely appreciated."</p>
<p>C. <u>Monitor presentation</u></p>		
<p>6.4 control speed</p>	<p>6.4: 1-7</p>	
<p>6.5 control volume</p>	<p>6.5: 1-10</p>	
<p>6.7 inquire about intelligibility</p>	<p>6.7: 1/2/5-7/11/12</p>	
<p>D. <u>Close</u></p>		
<p>5.10 gratitude</p>	<p>5.10: 1-6</p>	
<p>E. <u>Acknowledge emotional attitudes</u></p>		
<p>The student will acknowledge emotional attitudes on the part of questioners using functions:</p>		<p>This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.</p>
<p>3.1.1 pleasure/liking</p>	<p>3.1.1: 3-7</p>	
<p>3.1.2 displeasure/disliking</p>	<p>3.1.2: 1/5-8/11</p>	

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "BRIEFS"</p> <p>3.3.1 fear</p> <p>3.3.2 worry</p> <p>3.10.1 importance</p> <p>3.10.2 unimportance/indifference</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>3.3.1: 1-6</p> <p>3.3.2: 1-7</p> <p>3.10.1: 1-7</p> <p>3.10.2: 1/4-6/8</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p>
<p>F. <u>Provide supportive correction; recommend; caution</u></p> <p>The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:</p> <p>2.10.1 denial</p> <p>2.10.2 affirmation/confirmation</p> <p>3.2.1 satisfaction</p> <p>4.1 suggests</p> <p>4.2 requests</p> <p>4.4 advice</p> <p>4.5 warnings</p> <p>4.7 corrections</p>	<p>2.10.1: 4/5</p> <p>2.10.2: 1/4-7</p> <p>3.2.1: 5-9/11-13</p> <p>4.1: 2/4-7/10</p> <p>4.2: 2/3/5/6/8/10-12/14/15</p> <p>4.4: 3-13</p> <p>4.5: 2-10</p> <p>4.7: 1-10</p>	<p>This is also an area where human skills play a large part.</p>

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**ENABLING OBJECTIVE** C.B-1 INTRODUCING THE SUBJECT

XII-53

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"  INTRODUCING THE SUBJECT  A. <u>Gain attention</u> The student will gain attention using the following functions: 5.5.1 introduce oneself 6.1.1 interruption 3.7 express intention 6.2 sequence communication 6.3 refocus or adjust communication  B. <u>Motivate</u> The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions: 2.6 need 2.8 obligation 3.1.1 liking 3.4 hope 4.1 suggest	MicroSTANDARDS (Functional Elements)  5.5.1: 1/3 6.1.1: 1/4/6 3.7: 2-6/8 6.2: 1-3/5/6 6.3: 2/4/7/8  2.6: 1-4/7 2.8: 2-5/7/9-11 3.1.1: 1-6 3.4: 1/3 4.1: 2/4-7/10	COMMENTS AND ADDITIONAL INFORMATION  Open with a salutation, greeting, and introduction. The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements. The student must have command of a number of stock phrases such as: "May I have your attention, please." "If everyone is ready, let's get started." The student will employ with automatic fluency such instructional introductions as: "The objectives for this session are as follows." "There are three objectives for this lesson." "At the end of this session, you should be able to do three things." "Given _____, you should be able to _____." The student must be able to verbally state learning objectives in action hands-on terms in the target language.

RUSSIAN

ENABLING OBJECTIVE C. B-1 INTRODUCING THE SUBJECT

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>3.10.1 importance</p> <p>C. <u>State learning objectives</u></p> <p>The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>D. <u>Provide overview of activities and/or procedures</u></p> <p>The student will describe in order the events that will take place during the presentation or group activities. S/he will use functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>3.7 intention</p> <p>4.1 suggest</p> <p>6.2 sequence communication</p> <p>E. <u>Explain evaluation</u></p> <p>The student will describe the reason for evaluation. The process of finding out, if the objectives can or cannot be performed by the audience (learners). It is explained as an obligation on the part of the presenter and the learner. S/he will use functions:</p>	<p>3.10.1 1-7</p> <p>1.1: 1-16</p> <p>1.2: 1/2</p> <p>1.1: 1-16</p> <p>1.2: 1/2</p> <p>3.7: 3-5</p> <p>4.1: 2/4-7/10</p> <p>6.2: 1/2/3/5/6</p>	<p>This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.</p> <p>The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.</p>

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**ENABLING OBJECTIVE C.8-2 DEVELOPING THE SUBJECT**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.8 obligation	2.8 2-7	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	
2.5.2 incapability	2.5.2: 1-6	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	

**RUSSIAN**

**ENABLING OBJECTIVE C.8-2 DEVELOPING THE SUBJECT**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p><b>DEVELOPING THE SUBJECT</b></p> <p><b>A. <u>Identify/define main points</u></b>                      The student will identify main points, define them, and give examples and non-examples. S/he will use functions:</p> <ul style="list-style-type: none"> <li>1.1 identify objects, persons, processes</li> <li>1.2 state factual information</li> <li>3.10.1 importance</li> </ul> <p><b>B. <u>Explain and support main points</u></b>                      The student will explain and support main points with statistics, quotes, analogies, and facts. The student will use functions:</p> <ul style="list-style-type: none"> <li>1.1 identify objects, persons, processes</li> <li>1.2 state factual information</li> <li>2.4.1 possibility</li> <li>2.4.2 impossibility</li> <li>2.5.1 capability</li> <li>2.5.2 incapability</li> <li>2.6 need</li> <li>2.8 obligation</li> </ul>	<p>1.1: 1-16                      1.2: 1/2                      3.10.1: 1-7</p>	<p>EO S.3-2 INTRODUCING KEY TERMS is a supporting objective for this activity.</p> <p>This step requires much preparation. A checklist should be used to insure:</p> <ul style="list-style-type: none"> <li>.adequate support for the objectives or main points</li> <li>.meaningful activities on the part of the learner</li> <li>.explanations adequate for student understanding</li> <li>.clear-cut and logical organization</li> </ul>

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ENABLING OBJECTIVE C.8.1 INTRODUCING THE SUBJECT

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"  3.10.1 importance 4.1 suggestions 4.5 warnings 4.6 directions/instructions/commands	MicroSTANDARDS (Functional Elements)  3.10.1: 1-7 4.1: 2/4-7/10 4.5: 2-10 4.6: 1-5	COMMENTS AND ADDITIONAL INFORMATION

**ENABLING OBJECTIVE C.3-3 CONCLUDING THE LESSON**

XII-58

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p><b>CONCLUDING THE LESSON</b></p> <p><b>A. Recall main points</b></p> <p>The student will review basic content and essential actions. S/he will use functions:</p> <ul style="list-style-type: none"> <li>1.1 identify objects, persons, processes</li> <li>1.2 state factual information</li> <li>2.3.1 remembering</li> <li>2.3.2 forgetting</li> </ul> <p><b>B. Recommend courses of action</b></p> <p>The student will recommend courses of action to be taken based on the content of the lesson. S/he will remotivate the learners. S/he will use functions:</p>	<ul style="list-style-type: none"> <li>1.1: 1-16</li> <li>1.2: 1/2</li> <li>2.3.1: 1-11</li> <li>2.3.2: 1-6/9/10</li> </ul>	<p>The main points are recalled and summarized. Learner completes his/her notes.</p>
<ul style="list-style-type: none"> <li>2.6 need</li> <li>2.8 obligation</li> <li>3.10.1 importance</li> <li>4.1 suggestions</li> <li>4.7 correction</li> <li>4.6 directions/instructions/commands</li> <li>4.4 advice</li> </ul>	<ul style="list-style-type: none"> <li>2.6: 1-4/7</li> <li>2.8: 2-5/7/9-11</li> <li>3.10.1: 1-7</li> <li>4.1: 2/4-7/10</li> <li>4.7: 2-6/9/10</li> <li>4.6: 1-5</li> <li>4.4: 3-13</li> </ul>	<p>The learner must fully realize the practical value of the lesson. This must become a personal value, on which s/he will base future actions.</p>

**ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE**

**SKILL DEVELOPMENT**

**LINGUISTIC KNOWLEDGES**

**COMMUNICATIVE PRACTICE**

**MacroSTANDARDS**  
**Communicative Activity "TEACHES"**

**MicroSTANDARDS**  
**(Functional Elements)**

**COMMENTS AND ADDITIONAL INFORMATION**

**PROVIDING COMMUNICATIVE GUIDANCE**

**A. Encourage questions**

The student will encourage questions during, after, or during and after the presentation. S/he will use:

6.9 request questions and/or comments

**B. Answer questions**

The student will answer factual questions using functions:

1.1 identify objects, persons, processes

1.2 state factual questions

2.10.2 affirmation/confirmation

4.7 corrections

The student will answer questions requiring the expression of thoughts or opinions by using:

2.4.1 possibility

2.4.2 impossibility

2.5.1 capability

2.5.2 incapability

2.12.1 difficulty

6.9: 1-4

1.1: 1-16

1.2: 1/2

2.10.2: 1/4-7

4.7: 1-10

2.4.1: 1-13

2.4.2: 1-10

2.5.1: 1-4/6-8/10-12

2.5.2: 1-6

2.12.1: 1-3/6-10/12/14

This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.

A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.

Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.

In thought and opinion questions, introductory phrases should be learned such as:

"It is possible that..."  
"We found it can be done for the following reasons."

**ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE**

XII-60

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p><b>MicroSTANDARDS</b> Communicative Activity "TEACHES"</p> <p>2.12.2 ease</p> <p>2.13 belief/opinion</p> <p>3.10.1 importance</p> <p>3.10.2 unimportance/indifference</p> <p>3.1.1 pleasure/liking</p> <p>3.1.2 displeasure/dislike</p> <p>3.6 preference</p> <p>4.7 corrections</p> <p><b>C. Acknowledge emotional attitudes</b></p> <p>The student will acknowledge emotional attitudes on the part of questioners using functions:</p> <p>3.1.1 pleasure/liking</p> <p>3.1.2 displeasure/dislike</p> <p>3.3.1 fear</p> <p>3.3.2 worry</p> <p>3.5 surprise</p> <p>3.2.1 satisfaction</p> <p>3.2.2 dissatisfaction</p>	<p><b>MicroSTANDARDS</b> (Functional Elements)</p> <p>2.12.2: 1-8</p> <p>2.13: 1-12</p> <p>3.10.1: 1-7</p> <p>3.10.2: 1/4-6/8</p> <p>3.1.1: 3-7</p> <p>3.1.2: 1/5-8/11</p> <p>3.6: 1-5/8</p> <p>4.7: 1-10</p> <p>3.1.1: 3-7</p> <p>3.1.2: 1/5-8/11</p> <p>3.3.1: 1-6</p> <p>3.3.2: 1-7</p> <p>3.5: 2-11</p> <p>3.2.1: 5-9/11-13</p> <p>3.2.2: 1/2/4-8</p>	<p><b>COMMENTS AND ADDITIONAL INFORMATION</b></p> <p>This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.</p>

RUSSIAN

**ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "TEACHES"</p>	<p>MicroSTANDARDS (Functional Elements)</p>	
<p>3.10.1 importance</p>	<p>3.10.1: 1-7</p>	
<p>3.10.2 unimportance/indifference</p>	<p>3.10.2: 1/4/5/6/8</p>	
<p>D. <u>Provide supportive correction; recommend; caution</u></p> <p>The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:</p>		<p>This is also an area where human skills play a large part.</p>
<p>3.2.1 satisfaction</p>	<p>3.2.1: 5-9/11-13</p>	
<p>4.1 suggests</p>	<p>4.1: 2/4-7/10</p>	
<p>4.2 requests</p>	<p>4.2: 2/3/5/6/8/10-12/14/15</p>	
<p>4.5 warnings</p>	<p>4.5: 2-10</p>	
<p>4.7 corrections</p>	<p>4.7: 1-10</p>	