



POLISH

Proficiency Improvement Course

Listening Workbook

Volume 1
Units 1 - 5

1989
Reconfigured 1995

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER





More DLI courses on LiveLingua - Online Language School

More DLI courses on LiveLingua - Online Language School

PROFICIENCY IMPROVEMENT COURSE
INTRODUCTION

GENERAL

This introduction explains the purpose of this Proficiency Improvement Course (PIC), whom the course was designed for, and how we suggest you use the course.

The introduction is composed of five parts: 1) General, 2) Course Organization, 3) Course Features, 4) Language Skill Development, and 5) A Foreword to the Teacher. Both students and teachers should read the General part, the sections on Course Features and Organization, and Language Skill Development. The fifth part is designed specifically for teachers.

This introduction includes information on the Defense Language Institute and course users.

The Defense Language Institute, Foreign Language Center (DLI)

This course was developed by the Defense Language Institute Foreign Language Center (DLI). The responsibilities of DLI extend beyond resident training; they include technical control of all foreign language training worldwide by the Department of Defense (DoD). As part of this non-resident responsibility, DLI provides courses that allow DLI graduates to maintain and enhance their language skills in the field. This course was designed to fulfill that responsibility.

Enrollment Options

This course is intended for all DoD military and civilian linguists, regardless of occupational specialty. It can be used in a variety of options, from self-study to teacher-based programs similar to those at DLI. It will enable linguists to maintain or increase their proficiency in the target language through a variety of course enrollment options. These options include:

More DLI courses on LiveLingua - Online Language School

Self-study options

1. Listening, or
2. Reading, or
3. Listening & Reading

Teacher-based group option

4. Listening, Reading, & Speaking (This option possible only when a DLI-trained teacher is available)

The entry requirement for all options is limited to a proficiency level of 1 or 1+. Although each option contains material up to a proficiency level of 2+, successful users could expect, at best, a half-point proficiency gain after course completion. Proficiency levels are determined based on the Interagency Language Roundtable (ILR) Language Skill Level Descriptions as measured by the Defense Language Proficiency Test (DLPT).

COURSE ORGANIZATION

The materials in this course range from level 1 to level 2+ and are organized as follows:

Level 1	Workbook 1
Level 1+	Workbooks 2–5
Level 2	Workbooks 6–9
Level 2+	Workbook 10

Workbooks:	10
Estimated Study Time (Hours):	100
Units:	50
Workbook Tests:	10

Workbook Proficiency Levels

As the table shows, the course is composed of 10 workbooks. Each addresses a specific language proficiency *level*—progressing from the least difficult (1) to the most difficult (2+). Consequently, the workbooks should be taken in numerical sequence.

More DLI courses on LiveLingua - Online Language School

Workbook Units and Instructional Hours

Each workbook is composed of five *units*. Each unit will require about two hours to complete; therefore, about 10 hours are required to complete a single workbook or 100 hours to complete all the workbooks. The speaking exercise suggestions require approximately 100 hours of instruction.

Workbook Tests

Each workbook also contains a *Workbook Test*. These tests are to be taken after you have completed *all* of the exercises in a workbook. All tests are multiple choice and involve no more than 50 items. Instructions for taking the workbook tests are presented before each test.

COURSE FEATURES

PIC contains several features that distinguish it from other courses. It is based on authentic materials, only military vocabulary is defined for the student, and grammar explanations are kept to a minimum.

Authentic Texts

By authentic we mean recorded language that was created for some purpose other than foreign language instruction, i.e., "found language" rather than contrived or edited language. Examples include weather reports, program schedules, news bulletins, announcements, commentaries, and interviews.

More DLI courses on LiveLingua - Online Language School

Military Topics

Materials for this course have been selected, because of their general and professional interest to the government linguist with the goal of increasing vocabulary in a variety of areas involving military affairs. It is not the purpose of this course to teach technical or job-specific military language. Only military (key) vocabulary has been glossed.

Grammar Recognition

Unlike traditional courses, PIC assumes that you are familiar with the basic structure of the language you are studying. Grammar explanations have been kept to a minimum and are included only if they are essential to the understanding of a text (i.e., a sample of written or spoken language).

Only military vocabulary is defined since the successful user of PIC will need to guess the meaning of words using clues from the texts themselves, rather than relying on a dictionary.

LANGUAGE SKILL DEVELOPMENT

Good listening can be viewed as part of a dialogue in which the listener, though silent, participates with active listening strategies such as predicting and agreeing, (or disagreeing), and confirming, (or rejecting) initial hypotheses or guesses.

The good listener brings to active listening an independent background knowledge. Knowledge of the language and of the structure of the listening text are also important. The less-skilled listener, by contrast, tends to be more tied to the text and tries to derive a text's meaning wholly from the text, usually with extensive use of a dictionary. In our approach, this is discouraged. Our goal in PIC is to lead the learner to understand and use listening strategies that are effective in improving listening comprehension.

This section on Language Skill Development is divided into three parts: course assumptions, general listening strategies, and specific listening techniques.

More DLI courses on LiveLingua - Online Language School

Developing Listening Skills

Listening exercises in PIC are based on the following assumptions about the general nature of listening, and the nature of listening in a foreign language in particular.

- *Listening is an active skill.* As students you should approach listening as a partnership. You must assume responsibility for your own learning efforts, and you must complete listening tasks that require you to acquire and use background knowledge and strategies. These include guessing, predicting checking, and asking yourself questions about each text.

- *Listening is a communicative activity.* Since people in real life usually listen for a specific purpose, we have attempted to develop exercises that are meaningful and that simulate real activities. For example, in real life you would not translate a weather report or analyze some grammatical form in the report. You would listen to the report for mention of the weather conditions in the particular area you are interested in, initially not listening carefully to other parts of the report.

Listening Strategies

The principle strategies that you as a student, should be aware of are:

- Inferencing—using linguistic, logical, and cultural clues to discover the meaning of unknown words in the listening text. Guess at the meaning of words you don't know, rather than look them up in a dictionary.

- Predicting—guessing at what comes next in a text. Use your own knowledge of world events. Listen for headlines, key words, and titles to help you predict what information a text will contain.

- Previewing—asking what you would like to know about a particular topic. By doing this you will become more directly involved with the text.

More DLI courses on LiveLingua - Online Language School

- Scanning—setting a goal and listening for a specific item of information. This involves knowing what to listen for and eliminating distracter so that you can give complete attention to the listening text.

- Skimming—listening globally to get the overall gist of a text, not worrying about understanding each and every word.

Listening Techniques

To take advantage of these strategies you should employ the following techniques:

- First, guess what texts are about before you listen to them. After you have made a guess about the contents of a text, use your knowledge of the real world to help you understand it better.

- Think about how the text is going to sound. In a news bulletin you will hear short items of information which have been written in preparation for broadcast. In an interview you will hear several voices and the speech will be spontaneous. Sentences may be incomplete, there may even be grammatical errors. In a live broadcast you might hear background noises.

- Next, listen to the entire text to see if your predictions were correct, modifying your hypothesis as you go along. Think of more questions to ask yourself to help you better understand the text.

- Now listen to the text again, more carefully this time, stopping the tape when you need to answer the questions you asked yourself.

- Use word-recognition strategies. Don't reach for the dictionary whenever you hear a word you don't know. Try to discover its meaning using some of the following strategies:
  — Listen for words that are similar to English.

More DLI courses on LiveLingua - Online Language School

— Notice whether the word sounds like other words you know.
— Guess the meaning of compound words from their components.
— Compare the word with those of similar or opposite meanings.

- Use effective component-recognition strategies.
  — Listen for the most important elements first, i.e., the subject and the verb.
  — Next, listen for other important components such as references to manner, time frequency and place.

- Use effective text-recognition strategies. Remember that understanding linking and referencing words in a text can help you discover meaning.
  — Reference words refer to elements previously mentioned in a text, or ahead,to the next text. They are usually pronouns and synonyms.
  — Linking words join phrases and sentence fragments and include connectors such as "and", "but", on the other hand, "however", and "in addition to".

- Being alert to the different ways texts are organized can help you anticipate and predict the meaning of a text. Deciding whether a text is a description, a comparison, or solves a problem will make your listening more efficient.

More DLI courses on LiveLingua - Online Language School

A FOREWORD TO THE TEACHER

Important information about the purpose of this course, its potential users, and key features and organization has been discussed in the General Introduction.

Furthermore, the theoretical assumptions about the nature of reading in a foreign language as well as very practical suggestions on strategies and techniques the student should be aware of and *use* are discussed in the Language Skill Development Section and thus will not be repeated here.

Since the Proficiency Improvement Course is designed for both independent, and teacher-assisted study, we have included at the end of each subcourse a section called Speaking Suggestions. The section is limited because instructors who teach PIC are required to take a special PIC Instructor Workshop offered by DLI. The Speaking Suggestions are designed to foster learner-centered activities and to enhance student knowledge through oral practice.

The Speaking Suggestions are a guide to speaking activities that build upon the reading or listening exercises in the workbooks. The role of the teacher is to prepare supplemental materials; to act as a language resource when a student needs help; to facilitate exchanges between students; to note and correct language-usage problems at the appropriate times; and to use good judgement in deciding when a Speaking Suggestion needs to be supplemented or changed to meet the special interests or needs of the individual classes.

The Speaking Suggestions are communicative. To exploit them, the teacher should remember that errors are a natural part of learning a new language. The correction of these errors should be secondary to the communication of a message.

More DLI courses on LiveLingua - Online Language School

The emphasis in communicative activities is placed on *what* is said, not *how* it is said. An effective method for dealing with error correction is the "Action Replay." If, for example, a Speaking Suggestion calls for a role-play, the teacher should allow students time to prepare and to enact their role-play. When watching the role-play, the teacher should take note of the errors, but should not interrupt. When giving feedback to the role-players, the teacher should comment on what was done well as well as point out major errors that jeopardized communication. The role-players should then be given the chance to ask questions about their errors and to repeat their role-play.

We have also included, for your reference, books for further reading. These materials contain a wealth of ideas and suggestions that will be of value even to the experienced language teacher, for they are grounded in the latest understanding of how languages are acquired. The reference to *The Three R's: Reading Real Russian* is an example of the application of current theory to a specific language.

Bibliography

Ur, P. 1984. *Teaching Listening Comprehension.* Cambridge University Press.

Maley, A. 1978. The teaching of listening-comprehension skills. *Modern English Teacher,* 6:3.

Porter, D. and Roberts, J. 1981. Authentic listening activities, *English Language Teaching Journal,* 36:1.

Richards, J.C. 1983. Listening Comprehension, *TESOL Quarterly,* 17:2.

Rivers, W. 1980. Hearing and comprehending, *Teaching Foreign Language Skills* (revised edition), University of Chicago Press.

More DLI courses on LiveLingua - Online Language School

More DLI courses on LiveLingua - Online Language School

POLISH PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL2201
Edition A
Defense Language Institute, Foreign Language Center
Presidio of Monterey, California 93944-5006

10 Credit Hours
Edition Date: September 1990

Subcourse Overview

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

Workbook 1 is at proficiency level 1. It contains texts on topics ranging from weather reports to natural disasters. These texts have been taken from the Polish media.

This is the only workbook at level 1. You will find that the activities in this book introduce the basic listening strategies of skimming for main ideas and scanning for specific information. You will also find in this book exercises requiring listening strategies such as

- listening for key vocabulary,
- using your background knowledge to predict information in a text,
- using context to guess the meaning of key vocabulary,
- listening for information in the tone of a speaker's voice.

More DLI courses on LiveLingua - Online Language School

More DLI courses on LiveLingua - Online Language School

Administrative Instructions

mber of units in this subcourse: Five.

terials needed in addition to this booklet are a #2 pencil, an CP Examination Response Sheet and a preaddressed envelope.

pervisory requirements: None.

Grading and Certification Instructions

ination:

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

ublication is to be used primarily in support of training y personnel as part of the Defense Language Nonresident ım. Topics in the areas of politics, international relations, , etc., which may be considered controversial from some of view are sometimes included in language training for DLI nts, since military personnel may find themselves in positions clear understanding of conversations or written material of ature will be essential to their mission. The presence of versial statements—whether real or apparent—in DLI als should not be construed as representing the opinions of riters, the Defense Language Institute or the Department of se.

l publications, the words "he," "him," and "his" denote both ıline and feminine genders. This statement does not apply to ations of foreign texts.

More DLI courses on LiveLingua - Online Language School

Table of Contents

Section		Page
Proficiency Improvement Course Introduction		i
Subcourse Overview		xi
Administrative Instructions		xiv
Grading and Certification Instructions		xiv
Unit 1	**News Headlines**	
	Exercises 1–10	1
	Key Vocabulary	5
Unit 2	**Weather Reports**	
	Exercises 1–10	7
	Key Vocabulary	16
Unit 3	**Accidents and Crashes**	
	Exercises 1–10	19
	Key Vocabulary	26
Unit 4	**Military Education and Training**	
	Exercises 1–10	29
	Key Vocabulary	36
Unit 5	**Natural Disasters**	
	Exercises 1–10	39
	Key Vocabulary	48
Speaking Suggestions		51
Answer Keys, Units 1–5		55
Dictionary		69
Workbook Test		73

More DLI courses on LiveLingua - Online Language School

Unit 1. News Headlines

In this unit you will work with news items in the form of headlines and short texts that come from Polish radio and TV news programs. The headlines constitute the summaries that usually open and close any news broadcast, and are followed by longer texts, presenting each item in detail.

Exercise 1 The following texts are headlines from a TV news summary. Headlines usually present you with a highly condensed message about the contents of the coming text. Below are four general topics corresponding to the headlines in Texts A–D. Listen to Texts A-D, then match each headline with the appropriate topic by writing the letter of the text next to the number of the topic.

1. _____ Anti-inflationary economic measures **Text A**
2. _____ Parliamentary elections **Text B**
3. _____ Government program discussions **Text C**
4. _____ Environmental pollution **Text D**

Exercise 2 Listen to Texts A–D for the names of the countries from which these items come. Connect each headline with the name of the country by putting an X in the appropriate column.

Countries	Text A	Text B	Text C	Text D
China				
Czechoslovakia				
Singapore				
The Soviet Union				

More DLI courses on LiveLingua - Online Language School

Exercise 3 Before you listen to Text E, you may want to check your knowledge of political vocabulary, especially of items you can expect in a text on the Middle East. Match the English words in column B with their Polish equivalents in column A. Indicate your choice by writing the letter of a word from column B next to the appropriate word in column A.

A		B
1. ___	podawać	a. it is assumed
2. ___	przewodniczący	b. in the hands of
3. ___	zaoferować	c. to hold (captive)
4. ___	uwolnienie	d. to report
5. ___	zakładnik	e. to offer
6. ___	przetrzymywać	f. chairman
7. ___	zakłada się	g. release
8. ___	w rękach	h. hostage

Exercise 4 Text E is a news item from the Middle East, an area featured in news reports every day. This exercise will help you learn to listen for particular items of information. Below, you have a list of questions. Listen to Text E for the answers. Answer the questions in English in the spaces provided.

1. What press agency reported the news?

_____

2. According to Text E, who is Hashimi Rafsanjani?

_____

More DLI courses on LiveLingua - Online Language School

3. What did he offer to do?

_____

4. Where are the hostages held?

_____

5. What country does Hezbollah support?

_____

Exercise 5 Text F is a news item reporting on a very important meeting of high-ranking Soviet and American military officials. As you hear it for the first time, listen for military terms. Circle the military terms listed below which you have in the text.

1. szef sztabu
2. wojsko
3. siły zbrojne
4. pakt
5. admirał
6 generał
7. przewodniczący

Exercise 6 Now listen to Text F again. Check your general comprehension of the text by indicating whether the sentences below are true or false.

	T	F
1. The visit will start this Monday.	❑	❑
2. The visit will last 10 days.	❑	❑
3. Admiral Crowe is going to sign an agreement in Moscow.	❑	❑
4. The agreement focuses on American-Soviet military incidents.	❑	❑

More DLI courses on LiveLingua - Online Language School

Exercise 7 Text G is another short news item. Listen to the text and then write a headline for it. Write your answer in English in the spaces provided.

_____

_____

Exercise 8 Earlier in the unit you heard the headline of Text H (Text B). Now you will hear the whole text. Listen to the text for the geographical names that appear in it. Write them in Polish in the spaces provided.

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 9 Read the vocabulary in column A and listen to Text H again. Match these words with their English equivalents in column B by writing the letter of the appropriate English word next to its Polish equivalent.

A	B
1. ____ awaria	a. pipeline
2. ____ zanieczyszczenie	b. sediment
3. ____ rurociąg	c. seep through
4. ____ muł osadowy	d. failure

More DLI courses on LiveLingua - Online Language School

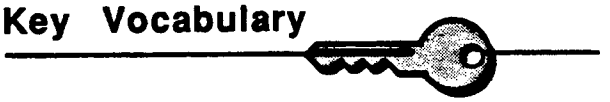
5. _____ przenikać — e. draw water

6. _____ czerpać — f. pollution

Exercise 10 So far in text H you have worked with place names and vocabulary. Now you will work with the factual information in the text. Text H relates the entire scenario of an ecological disaster. Below you will find this scenario in English. The information from Exercises 8 and 9 will help you complete the scenario. Complete the following sentences by filling in the blanks in English.

The incident happened near the town of _____(1)___ in _____(2)___. There was a _____(3)___ at a local power plant. A _____(4)_____ was damaged and a lot of dangerous _____(5)_____ seeped into the river. The situation is considered very serious. Industrial plants in the area may not be able to _____(6)_____from the river. There is also a danger of the pollution traveling down the river to _____(7)_____.

Key Vocabulary



akcja ratunkowa	rescue operation
awaria	failure, breakdown
czerpać wodę	to draw water
dane	data
katastrofa	crash, disaster
niebezpieczeństwo	danger

More DLI courses on LiveLingua - Online Language School

Niemiecka Republika Demokratyczna (NRD)	the German Democratic Republic (GDR)
przenikać	to seep through
przetrzymywać	to hold captive
przewodniczący	chairman
ruch kolejowy	train service
rurociąg	pipeline
siły zbrojne	armed forces
sztab	army headquarters
ugrupowanie	group, formation
uwolnienie	release
w rękach	in the hands of
zakładać	to assume
zakładnik	hostage
zanieczyszczenie	pollution
zaoferować	to offer
zapobiegać	to prevent
zjazd	congress

More DLI courses on LiveLingua - Online Language School

Unit 2. Weather Reports

In this unit you will work with weather reports. Knowledge of weather conditions is indispensable when planning any military activity. You will become acquainted with the typical format of weather reports and forecasts broadcast on the Polish radio and TV as well as with the vocabulary typical of these texts.

Exercise 1 Text A is a very general forecast. This exercise will help you refresh your knowledge of basic vocabulary you will find in any weather report.

1. Listen to the text and then on the lines below write the Polish words meaning:

   a. today _____

   b. precipitation _____

   c. rain _____

   d. wind _____

2. Now listen to Text A again. Weather reports discuss weather in a particular area, and use geographical directions, such as south, north, east, etc. In the text these terms are used twice: once to indicate an area, and second time to describe the wind's direction. Listen to the text for these directions and complete in English the following sentences.

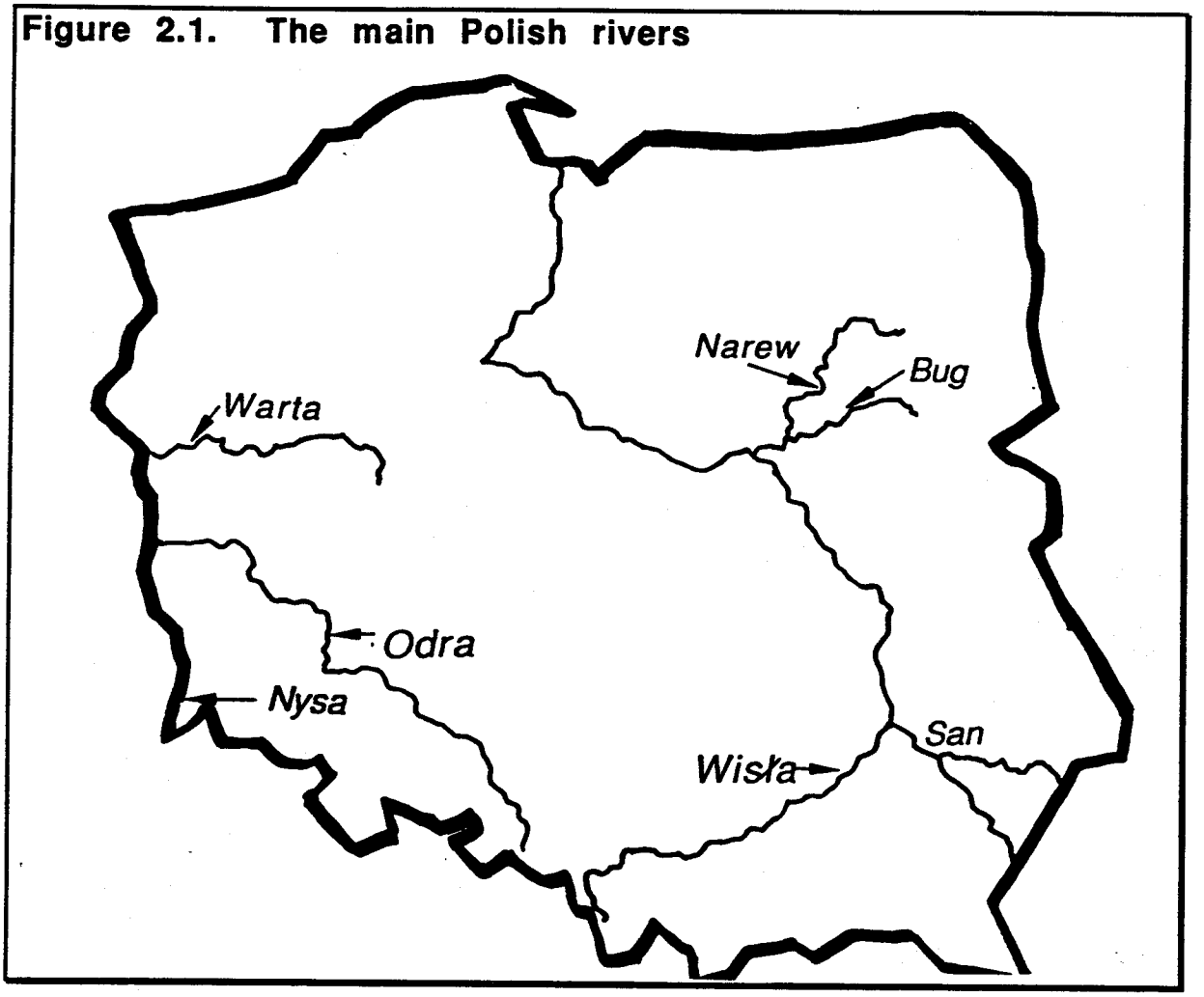
   a. Today, it will be cloudy only in the _____

   b. The wind will be moderate, _____

More DLI courses on LiveLingua - Online Language School

Exercise 2 Text B gives data on the level of water in major Polish rivers, information that traditionally has been broadcast on the national radio network everyday at noon. This type of text is of major importance in planning any military activity that involves crossing a river, in undertaking engineering work on a river bank, or in predicting floods. Text B will provide you an opportunity to practice your knowledge of numbers and to recognize place names. The map below shows the Polish rivers that you will hear about in this unit.

Figure 2.1. The main Polish rivers



1. Listen to Text B1 and then answer the following questions. Write your answers in English in the spaces provided.

More DLI courses on LiveLingua - Online Language School

a. Who prepares the report on the river levels?

_____

b. When are the reported levels measured?

_____

2. Now listen to Text B2. The water levels are divided into three zones: low, middle, and high. The 24-hour changes in the level are described as przybyło (it has risen), ubyło (it has fallen), bez zmian (no change). Listen to the text and then complete the information below by writing an X in the appropriate space.

a. First, complete the information about the level of water in the Vistula River.

River	Water level		
	Low	Middle	High
1.Wisła			

b. Now, complete the information about changes in the water level at each of the control points.

	Changes in the water level	
Place name	Przybyło	Ubyło
Karsce Szczucin Zawichost Puławy Warszawa Kępa Polska Włocławek Toruń		

More DLI courses on LiveLingua - Online Language School

c. Now, write down the change in the water level, in centimeters, at each control point.

	Changes in the water level	
Place name	Przybyło	Ubyło
Karsce Szczucin Zawichost Puławy Warszawa Kępa Polska Włocławek Toruń		

Exercise 3 The report on the Vistula includes data on its tributaries, together with the names of places where the levels are measured. What are the names of these rivers? Listen to Text B2 and then write the river names in Polish in the spaces provided.

1. _____

2. _____

3. _____

Exercise 4 Before you listen to the next text, which is a regular weather report, you can practice your knowledge of vocabulary characteristic of a weather report. Match the Polish words in column A with their English equivalents in column B by writing the letter of the appropriate English word next to its Polish equivalent.

More DLI courses on LiveLingua - Online Language School

A		B
1. _____	zachmurzenie	a. degree
2. _____	stopień	b. air
3. _____	ciśnienie	c. cloudiness
4. _____	wyż	d. a low
5. _____	niż	e. clearing up
6. _____	zatoka niżowa/wyżowa	f. pressure
7. _____	powietrze	g. a high
8. _____	rozpogodzenie	h. low/high pressure trough

Exercise 5 Text C is a weather report from Polish radio. You will listen to it section by section. Listen carefully to Text C 1 and then answer the following questions.

1. The text briefly describes the weather on the previous day and then gives a forecast for that day. How does it characterize the weather on these two days? Mark your answer with an X.

	Yesterday	Today
ciepło		
chłodny		
zachmurzenie małe		
pogodny		
deszczowy		

More DLI courses on LiveLingua - Online Language School

2. Text C2 contains a lot of numbers. Listen to the text again, then complete the following sentences by filling in the blanks. Write your answers in English.

   a. The maximum temperature during the day will range from

   _____ to _____ _____

   Centigrade.

   b. The temperature in Warsaw now is _____ degrees.

   c. The _____ is 1003.7 hectopascals.

Background Note



The pascal is a metric unit of pressure or stress. The hectopascal equals 100 pascals. This unit of measure was introduced in Poland in the 1970s. It is used along with the older system, which, like the US system, reports atmospheric pressure as an equivalent of the pressure exerted by a column of mercury (Hg), measured in millimeters of mercury. Atmospheric pressure corresponding to the pressure exerted by 29.92 inches of mercury equals 760 mm Hg and 1013 hectopascals.

Exercise 6 Listen to Text C.2 carefully and then check your understanding of the text by answering questions below. Write your answers in English in the spaces provided.

1. What was the air pressure over the Baltic Sea?

   _____

2. In what season was Text C broadcast?

   _____

More DLI courses on LiveLingua - Online Language School

3. Which were the two coldest European capitals on that day?

_____

4. What was the temperature in Athens?

_____

Exercise 7 Text D is another typical weather report. The text provides data that did not appear in Text C, so it will give you more exposure to the vocabulary used in Polish weather forecasts and will help you listen for key words. The text is divided into sections. Listen to Text D1. The text below is a shortened, English equivalent of Text D1. Complete the text in English by filling in the blanks.

The ___(1)____ air mass moving over Poland has brought a lot of ___(2)___today. Northern Poland was the ____(3)____ area. At noon, the temperature recorded there was ____(4)____ degrees.

Exercise 8 Text D2 discusses changes in the air pressure. Listen to the text and then answer the following questions.

1. The text starts by mentioning a mass of low pressure. Where is the air moving?

   a. South
   b. East
   c. North
   d. West

More DLI courses on LiveLingua - Online Language School

2. Next, the text talks about a new mass of air. What type of air is it?

   a. A mass of cold air
   b. A mass of high pressure
   c. A mass of humid air
   d. A mass of low pressure

3. The text then gives information about the changes in air pressure. What are the changes going to be? Complete the following sentence. Write your anwer in English.

   The air pressure will first ____(a)____ and then it will _____(b)_____.

4. What did the barometer read in Warsaw on that day? Complete the sentence below by filling in the blanks in English.

   The _____(a)_____ in Warsaw was ___(b)___ hectopascals.

Exercise 9 Text D3 will give you an opportunity to deal with such data as daytime and nighttime temperatures in different regions of Poland. Listen to the text and then answer the following questions.

1. Check your understanding of Text D3 by indicating whether the sentences below are true or false.

	T	F
a. Cold air is coming from the west.	❑	❑
b. There will be heavy rain in the morning.	❑	❑
c. It will clear up during the day.	❑	❑
d. The wind will be moderate, westerly.	❑	❑

More DLI courses on LiveLingua - Online Language School

2. The text gives you day and night temperatures in different regions. Below is a table with some information missing. Listen to the text and complete the table in English.

Time	Region	Temperature
	Pomorze Zachodnie	
		12
day	central Poland	
	Bieszczady	

Exercise 10 This exercise will help you sum up what you have learned in this unit. Below is a new weather report, similar to texts you have worked with so far. There are certain words missing from the text. Complete the text in Polish by filling in the blanks. Use appropriate grammatical forms. After you have finished, listen to Text E, which is a complete version of the text below.

W ____(1)____ temperatura wahała się od 12 ____(2)____ w Zamościu do ____(3)____ w Słubicach. ____(4)____ nadal niezbyt ____(5)____, ale od ____(6)____ stopniowo pogoda zacznie się poprawiać. W ciągu najbliższej doby ____(7)____ znad Polski przesunie się na ____(8)____, a w ślad za nią rozbuduje się ____(9)____. Ciśnienie ____(10)____. W Warszawie notowano 1006 hektopaskali. Napłynie dość ____(11)____ powietrze znad północnego zachodu. Wiatr słaby i umiarkowany, ____(12)____. Temperatura w nocy od ____(13)____ stopni na Pomorzu ____(14)____ do 10 w Bieszczadach. W dzień od

More DLI courses on LiveLingua - Online Language School

____(15)____ w Bieszczadach do 20 na Dolnym Śląsku.

Now listen to Text E to check your answers.

Key Vocabulary

centrum	center
chłodny	cool
ciepły	warm
ciśnienie	pressure
deszcz	rain
dzień	day
Instytut Meteorologii i Gospodarki Wodnej	Institute of Meteorology and Hydrology
klin	wedge-like mass of air
(za)notować	to record, note
obszar	area
opad	precipitation
południe	1. south 2. noon
pora	season
porywisty	gusty (wind)
powietrze	air
poziom	level
północ	north
prognoza pogody	weather report/forecast
przybyć	here: to rise
rozpogodzenie	clearing up
silny	strong
słaby	light (wind), weak
słoneczny	sunny
stopień	degree
strefa	zone
średni	medium, middle, average
ubyć	here: to fall
umiarkowany	moderate
w ślad za	in the footsteps of, in the wake of
wahać się	here: to range

More DLI courses on LiveLingua - Online Language School

wiatr	wind
wiosna	spring (season)
wschód	east
zachmurzenie	cloudiness
zachód	west
zalegać	here: to cover an area
zatoka niżowa/wyżowa	low/high-pressure trough
zimny	cold

More DLI courses on LiveLingua - Online Language School

More DLI courses on LiveLingua - Online Language School

Unit 3. Accidents and Crashes

In this unit you will listen to short news items about crashes of both military and civilian aircraft, about railway disasters, and about automobile accidents. The vocabulary is virtually the same in all items. Dates and place names play an important role in such items, thus it might be necessary for you to brush up your knowledge of them.

Exercise 1 Below is a list of headlines that can be matched to the texts you will listen to. Read the headlines first, then listen to the short news items (Texts A thru D). Next to each headline, write letters indicating the order of the items as you hear them. Doing this will give you an idea of the gist of these texts.

_____1. Katastrofa lotnicza w Chinach
_____2. Wojskowy samolot transportowy spadł do morza
_____3. Katastrofa norweskiego samolotu
_____4. Samolot podczas manewrów zgubił cztery bomby

Exercise 2 Text A consists of just one sentence containing the following information: what happened, when it happened, and where it happened. Knowing this should help you follow the spoken passage more easily.
Listen to the item and answer the questions below.

1. What is the item about?

   a. Sea disaster
   b. Airplane catastrophe
   c. Car accident
   d. Train derailment

More DLI courses on LiveLingua - Online Language School

2. When did the incident happen? Check the appropriate day of the week.

a. Poniedziałek
b. Wtorek
c. Środa
d. Czwartek
e. Piątek
f. Sobota
g. Niedziela

3. What country was the vehicle from?

a. Dania
b. Finlandia
c. Norwegia
d. Szwecja

4. Where did the incident happen?

a. In Denmark
b. In Norway
c. On the Danish coast
d. On the Norwegian coast

Exercise 3 The incident that Text B covers is of a different nature than the one you heard about in Text A, yet they share some common elements.
Listen to the text. Then answer the questions below.

1. What kind of an aircraft is the item about? Check the correct answer.

a. Passenger
b. Bomber
c. Fighter
d. Transport

More DLI courses on LiveLingua - Online Language School

2. To which country did the aircraft belong? Write your answer in English in the space provided below.

_____

3. When did the incident take place? Check the correct answer.

   a. During a regular flight
   b. During maneuvers
   c. During a test flight
   d. During a commercial flight

4. Where did it happen?

   a. Nad Morzem Północnym
   b. Nad Morzem Norweskim
   c. Nad Morzem Bałtyckim
   d. Nad Morzem Białym

Exercise 4 Text C is about an air crash, and, again, this item shares some features with Text B. Listen to Text C. Then answer the questions below.

1. What kind of aircraft is mentioned in the text?

   a. Passenger
   b. Bomber
   c. Fighter
   d. Transport

2. Where did the incident take place? Write your answer in English in the space provided.

_____

More DLI courses on LiveLingua - Online Language School

3. When did it take place? Check the appropriate day of the week.

a. Poniedziałek
b. Wtorek
c. Środa
d. Czwartek
e. Piątek
f. Sobota
g. Niedziela

Exercise 5 You should have no problem understanding the next item, as it contains all the elements that appeared in Texts A through C. Listen to Text D and answer the questions below.

1. When did the incident take place? Check the appropriate day of the week.

a. Poniedziałek
b. Wtorek
c. Środa
d. Czwartek
e. Piątek
f. Sobota
g. Niedziela

2. What kind of aircraft is mentioned in the item? Check the correct answer.

a. Passenger
b. Bomber
c. Fighter
d. Transport

3. How many people were killed in the crash?

a. Trzydzieści trzy osoby, w tym załoga
b. Trzydziestu trzech pasażerów
c. Trzydziestu trzech pasażerów plus załoga

More DLI courses on LiveLingua - Online Language School

Exercise 6 Listen to Texts A through D again and supply the necessary information in the table below. Doing this exercise will allow you to organize the information contained in these items.

Text	Type of Aircraft	Make of Aircraft	Location of Incident
A			
B			
C			
D			

Exercise 7 So far you have been listening to reports about air disasters. Text E reports on a different type of disaster. Listen to the text. Then answer the questions below.

1. Where did the accident described in this item take place? Write your answer in Polish in the space provided.

_____

2. What kind of accident is described? Check the correct answer.

   a. Boat collision
   b. Car accident
   c. Train derailment

3. How many casualties were there?

   a. None
   b. Ten
   c. One hundred

More DLI courses on LiveLingua - Online Language School

Exercise 8 Check your ability to understand broadcasts on accidents. Text F is a short news item about an incident and contains very general information only.
Listen to Text F. Then answer the questions below.

1. What type of vehicle was involved in the accident described in the text?

   a. Aircraft
   b. Train
   c. Helicopter
   d. Truck

2. Was the vehicle military? Check the correct answer.

   a. Yes ❑ b. No ❑

3. Where did the accident take place? Write your answer in Polish in the space provided.

   _____

4. Does the item mention any casualties? Check the correct answer.

   a. Yes ❑ b. No ❑

Exercise 9 Text G is about an accident in which some Polish soldiers died.
Listen to the text. Then answer the questions below.

More DLI courses on LiveLingua - Online Language School

1. When did the incident take place? Check the correct date.

   a. Piątego września 1988
   b. Piątego sierpnia 1989
   c. Piątego września 1989
   d. Piętnastego września 1989

2. Where did the incident take place? Write your answer in English in the space provided below.

   _____

3. What were the soldiers doing in that place? Write your answer in English in the space provided below.

   _____

4. What kind of incident was it? Check the correct answer.

   a. Plane crash
   b. Car accident
   c. Ambush
   d. Helicopter crash

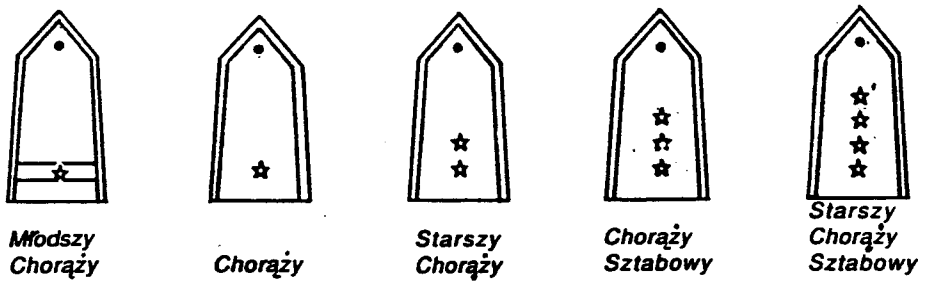
5. How many persons died? Write your answer in English in the space provided below.

   _____

More DLI courses on LiveLingua - Online Language School

6. What was Boleszczuk's rank? Check the correct symbol below.

Figure 3.1



Exercise 10 Listen to Text H, which is similar to Text D. Then, fill in the empty spaces in the table below. This will allow you to compare the two texts.

Text	Place of accident	Airlines	Casualties	Flight stage	Make of airplane
D					
H					

Key Vocabulary

bombowiec	bomber
członek załogi	member of the crew
główny	main
Główny Zarząd Lotnictwa Cywilnego	Council of Civilian Aviation
katastrofa	disaster
katastrofa lotnicza	air disaster
kontyngent wojskowy	military contingent
linie lotnicze	airlines
manewry	maneuvers
misja pokojowa	peace mission
norweski	Norwegian

More DLI courses on LiveLingua - Online Language School

obowiązki służbowe	office duties
odległość	distance
ofiary w ludziach	casualties
Organizacja Narodów Zjednoczonych	United Nations Organization
pasażerski	passenger
pełnić służbę	to do one's service <duty>
pod flagą	under the auspices of
na pokładzie	aboard
próba	attempt
runąć	to fall down
siły zbrojne	armed forces
spaść	to drop
starszy chorąży	Chief Warrant Officer, W-3
starszy chorąży sztabowy	Chief Warrant Officer, W-4
szwedzki	Swedish
śmierć	death
śmigłowiec	a helicopter
transportowy (samolot)	cargo (plane)
w okolicach	near, in the surroundings
wpaść	to fall in
wybrzeże	coast
wydarzyć się	to happen
wykoleić się	to get derailed
wykonywanie	performing
wypadek samochodowy	car accident
zanotować	to note
załoga	crew
zginąć	to die
zginąć tragicznie	to die in tragic circumstances
zgubić	to lose

More DLI courses on LiveLingua - Online Language School

More DLI courses on LiveLingua - Online Language School

Unit 4. Military Education and Training

In this unit you are going to listen to short exchanges on military education and training. Some texts were recorded during maneuvers and are examples of unplanned speech; others come from news broadcasts and announcements.

Exercise 1 You will hear the words and phrases given below in the texts in this unit. Before listening to the texts, try to pronounce the Polish words, anticipating what you will hear later on. To make sure you understand the Polish words, match them with their English equivalents. Draw lines between matching pairs.

1.	absolwent	a.	enlisted man
2.	drużyna	b.	barracks
3.	imienia	c.	graduate
4.	komenda	d.	cadet
5.	koszary	e.	performing
6.	odbiór	f.	graduation ceremony
7.	poborowy	g.	squad
8.	podchorąży	h.	of the name
9.	promocja	i.	over
10.	wykonanie	j.	headquarters

Exercise 2 Text A was recorded during a contest between teams of cadets from various Polish military academies. The contest formed a part of maneuvers activities. In this section, cadets introduce themselves.

Listen to the passage. Then answer the questions below by circling the correct answers.

1. Which word tells you that the military personnel are cadets?

a. Kapral b. Podchorąży c. Starszy

More DLI courses on LiveLingua - Online Language School

2. What kind of military academy do the cadets represent?

   a. Armored Troops b. Artillery Troops c. Mechanized Troops

3. What kind of unit do they form?

   a. Squad b. Platoon c. Company

4. Which of the cadets has the lowest rank?

   a. Jedynak b. Kuchta c. Sosnowski

5. Who is the commander of the subunit?

   a. Jedynak b. Kapacz c. Machowski

Exercise 3 Listen to Text B. Pay attention to the tone of the voice of the speakers and the manner in which they speak.

1. What kind of text is it? Circle the correct answer below.

   a. Report
   b. Radio call
   c. Order

2. What is the Polish equivalent of "Over!"?

_____

More DLI courses on LiveLingua - Online Language School

3. In the text you will hear the name of a country and the name of one capital city. Write them down in English in the spaces provided below.

   a. capital _____

   b. country _____

Exercise 4 Listen to Text C. Pay attention to the tone of voice of the persons speaking.

1. What kind of text is it? Write your answer in English in the space provided below.

   _____

2. There are two persons talking in this text. What is the response of the second person to the words of the first? Write the English equivalent in the space provided below.

   _____

3. What is the equivalent of the English phrase *march route* in the text? Circle the correct answer below.

   a. Marszu
   b. Marszruty

4. The equivalent of the English word *azimuth* can be heard in the text. Write it in Polish in the space provided below in the form it appears in the text.

   _____

More DLI courses on LiveLingua - Online Language School

5. Is the azimuth specified? Check the correct answer box below.

a. Yes ❑ b. No ❑

Background Note 

Azimuth is the angle of horizontal deviation, measured clockwise, of a bearing from a standard direction, as from north or south.

Exercise 5 The phrases below are taken from the next three texts (D through F) you will listen to. These phrases summarize the passages. What do you expect these passages to be about? Write your answers in English.

1. Kolejny rocznik poborowych

_____

_____

2. Promocje w wyższych uczelniach wojskowych

_____

_____

3. Zjazd absolwentów OSWRiA

_____

_____

More DLI courses on LiveLingua - Online Language School

Exercise 6 Listen to Texts D through F. Write the letters of the text next to the appropriate summary below.

1. Kolejny rocznik poborowych Text _____

2. Promocje w wyższych uczelniach wojskowych Text _____

3. Zjazd absolwentów OSWRiA Text _____

Exercise 7 Listen to Text D and check the correct answers to the questions below.

1. Where is the meeting going to take place?

   a. Tarnów
   b. Toruń
   c. Tczew

2. When is the meeting going to take place?

   a. August 6
   b. August 16
   c. September 6
   d. September 16

3. When did the participants of the meeting graduate?

   a. 1959
   b. 1969
   c. 1979

More DLI courses on LiveLingua - Online Language School

Exercise 8

1. Before listening to Text E, make sure that you understand the meaning of, and the difference between, the following Polish words: `rok`, `rocznica`, `rocznik`. Test your understanding of these words by drawing lines between the words in columns below.

Column A	Column B
1. `rok`	a. anniversary
2. `rocznica`	b. age group
3. `rocznik`	c. year

2. What is the passage about? Check the correct answer.

   a. Young soldiers going on maneuvers
   b. New recruits entering barracks
   c. Enlisted men going to reserves
   d. Preparing enlisted men to defend their country

Exercise 9 Listen to Text F.

Circle the correct choices in the sentences below.

1. The graduation

   a. took place on the 15th of last month.
   b. took place on the 15th of this month.
   c. will take place on the 15th of next month.

2. The academy, according to the text, is the

   a. best.
   b. biggest.
   c. oldest.

More DLI courses on LiveLingua - Online Language School

3. What is the academy? Write your answer in English in the space provided below.

_____

4. While listening to the passage, insert the letters of the appropriate words and phrases (listed below) into the empty spaces of its transcript. Words/phrases may be used as often as needed.

W najstarszej wyższej uczelni _____ ,
Akademii Sztabu Generalnego _____
imienia _____ Karola _____ ,
15 bm., wręczenia absolwentom dyplomów ukończenia studiów dokonał członek _____ KC PZPR, minister obrony narodowej _____
Florian _____ .

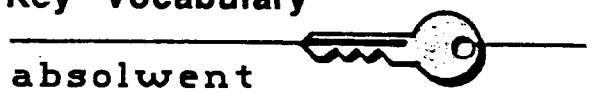
a. Biura Politycznego
b. generał armii
c. generała broni
d. Siwicki
e. Świerczewskiego
f. Wojska Polskiego

Exercise 10 Listen to Text G. It is a sentence that has been omitted from one of the passages you listened to in this unit. If necessary, listen to Texts A through F, and decide to which passage this sentence belongs. Write your answer in the space provided below.

_____

More DLI courses on LiveLingua - Online Language School

Key Vocabulary



absolwent	graduate
Akademia Sztabu Generalnego Wojska Polskiego	General Staff Academy of the Polish Army
artylerzysta	artilleryman
azymut	azimuth
bieżący rok	current year
członek Biura Politycznego	member of the Politburo
dowódca	commander
drużyna	squad
generał armii	general
generał broni	lt. general
imienia	of the name
jednostka	unit
kapral podchorąży	cadet corporal
komenda	command, headquarters
koszary	barracks
Ludowe Wojsko Polskie	Polish People's Army
marszruta	march route
minister obrony narodowej	Minister of National Defense
nań	here: it
obrona	defense
obywatel	lit. citizen; form of address added before a name
Odbiór!	Over!
ojczyzna	fatherland, native country
poborowy	draftee
podany	given
promocja	graduation ceremony (officers' school)
przekraczać/przekroczyć	to cross
rocznik	age group
Rozkaz!	Yes, Sir!
sposobić się	to get ready
starszy kapral podchorąży	cadet sergeant (lit.trans.: senior corporal cadet)
stawiać pierwsze kroki	to take the first steps

More DLI courses on LiveLingua - Online Language School

według	according to
wręczenie dyplomów	diploma handing
Wykonać!	Execute!
wykonanie	execution, performance
Wyższa Szkoła Oficerska Wojsk Rakietowych i Artylerii	Military Academy: Rocket and Artillery Troops
Wyższa Szkoła Oficerska Wojsk Zmechanizowanych	Military Academy: Mechanized Troops
wyższa uczelnia wojskowa	military academy
zadanie	task
zapraszać	to invite
zjazd	here: reunion

More DLI courses on LiveLingua - Online Language School

More DLI courses on LiveLingua - Online Language School

Unit 5. Natural Disasters

In this unit you will hear short news items about natural disasters, such as forest fires, floods, hurricanes and typhoons, that took place in various parts of the world. The texts range from simple ones stating where, when and what happened to more complicated ones giving reasons for a particular disaster.

Military personnel are often involved in the relief efforts that come in the wake of natural disasters. The information and vocabulary in this workbook are the kind found in reports of military assistance to afflicted regions.

Exercise 1 Before listening to the passages in this unit, refresh your knowledge of geographical names in Polish and cognates that you will hear in the texts.

1. Give the English equivalents of the following geographical names. Write your answers in the spaces provided. Then, try saying the Polish names aloud. This will prepare you for listening for these names in the passages.

Place Names

a. Arabia Saudyjska _____
b. Bangladesz _____
c. Chiny _____
d. Grecja _____
e. Hirosima _____
f. Japonia _____
g. Kuwejt _____
h. Meksyk _____
i. Pekin _____
j. Stany Zjednoczone _____

More DLI courses on LiveLingua - Online Language School

Adjectives

k. amerykański _____
l. atlantycki _____
m. kalifornijski _____

2. The words below are also taken from the passages you are going to listen to. They are cognates. A cognate is a word that sounds and means the same in Polish and English. Write their English equivalents in the spaces provided.

a. cholera _____
b. epidemia _____
c. hektar _____
d. huragan _____
e. komunikacyjny _____
f. kontynent _____
g. prowincja _____
h. rejon _____
i. tropikalny _____

Exercise 2 You will hear the same basic format in all of the passages in this unit. Knowing what to expect will help you in your listening.

Listen to Text A. It will tell you the country in which the natural disaster took place, what kind of natural disaster occurred, and the number of casualties. Circle the correct answers.

1. The disaster took place in

a. Mongolia.
b. Maroko.
c. Meksyk.

More DLI courses on LiveLingua - Online Language School

2. What kind of catastrophe is the text about?

   a. Tajfun
   b. Huragan
   c. Oberwanie chmury

3. How many people died?

   a. 8
   b. 48
   c. 100
   d. 100,000

Exercise 3 Listen to Text B. Notice that the information first tells you where the disaster took place, and then gives additional details.

1. Where did the catastrophe that the passage describes take place? Answer in English in the space provided.

   _____

2. What was on fire? Check the correct answer.

   a. A factory
   b. Crops
   c. Forests

3. The fire covered an area of

   a. a few hectares.
   b. a few hundred hectares.
   c. a few thousand hectares.

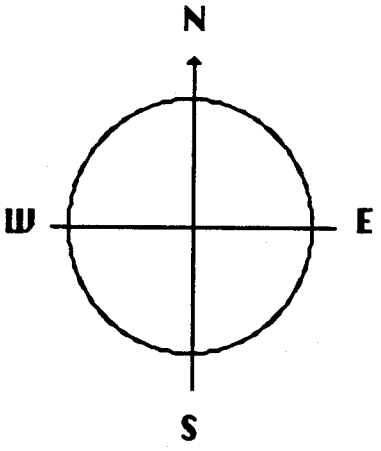
More DLI courses on LiveLingua - Online Language School

4. According to the text, did firefighters manage to stop the fire? Check the correct answer.

a. Yes ❑ b. No ❑

Exercise 4 Listen to Text C, which is about a flood in China. Then, answer the questions below.

1. In which part of China did the flood take place? Mark the appropriate part of the country.



2. How is the situation in that region described?

a. Difficult
b. Improving
c. Back to normal

3. Does the text mention any casualties? Check the proper box.

a. Yes ❑ b. No ❑

More DLI courses on LiveLingua - Online Language School

Exercise 5 Listen to Text D. Notice that this passage follows a slightly different format. First you will hear about the number of casualties, then what happened and where. Finally, you will hear some reasons for the disaster.

Answer the questions below by circling the correct answers.

1. What kind of catastrophe does the passage deal with? Check the correct answer.

   a. Huragan
   b. Powódź
   c. Pożar

2. Where did the catastrophe take place?

   a. Północna Szwecja
   b. Północna Grecja
   c. Południowa Szwecja
   d. Południowa Grecja

3. Were there any casualties? Check the correct answer.

   a. One injured
   b. Two injured
   c. One died, one injured
   d. Two died, two injured

More DLI courses on LiveLingua - Online Language School

Exercise 6 Listen to Text E, which is about a country that frequently suffers from natural disasters and subsequently must call on the international community for help.

1. What country is the news item about? Write your answer, in English, in the space below.

_____

2. What is the news item about? Check the correct answer below.

   a. A flood
   b. An epidemic
   c. A famine

Exercise 7 Listen to Text E again. The questions below are more detailed.

1. For how many people is international help needed?

   a. Dwudziestu pięciu milionów
   b. Pięćdziesięciu milionów
   c. Dwustu pięćdziesięciu milionów

2. According to the news item, people need help because

   a. of the cholera epidemic.
   b. they have no shelter.
   c. they have nothing to eat.

3. How many people died?

   a. Ponad pięćdziesiąt
   b. Ponad sześćset
   c. Ponad sześćset pięćdziesiąt
   d. Ponad tysiąc sześćset pięćdziesiąt

More DLI courses on LiveLingua - Online Language School

4. Is the water level in the country's three biggest rivers going down?

   a. Yes ❑ b. No ❑

5. An epidemic of cholera

   a. has already spread.
   b. has been avoided.
   c. can break out anytime.

Exercise 8 Listen to Text F, which follows the format of telling you where the disaster took place, then the number of casualties and the reason for these casualties.

1. Listen to Text F and fill in the blanks in the sentences below (taken from the text). Choose your three words from the seven words in the box.

   Japonia. Co najmniej _____ osób poniosło śmierć w tym tygodniu na skutek powodzi. Tylko w prefekturze Hirosima straciło życie _____ osób, a zaginęło _____ bez wieści.

trzy	sześć	osiem
trzynaście	szesnaście	osiemnaście
trzydzieści		

2. What were the weather conditions on the island of Honsiu? Circle the correct answer.

   a. Wzrósł poziom wody
   b. Przestały padać ulewne deszcze
   c. Poziom wody zmalał
   d. Padają ulewne deszcze

More DLI courses on LiveLingua - Online Language School

3. How much rain fell in certain regions of Japan? Circle the correct answer.

   a. Trzy milimetry
   b. Trzynaście milimetrów
   c. Trzydzieści milimetrów
   d. Trzysta milimetrów

4. Which one of these two words from the text has a similar meaning to the word deszcz? Circle the correct answer.

   a. Powódź
   b. Ulewa

Exercise 9 By now you are familiar with the format and kinds of information included in a short news clip on disasters. Notice how this familiarity helps you predict what comes next.

Listen to Text G. Complete the following by circling the appropriate answers.

1. The clip is about

   a. a hurricane.
   b. fires.
   c. floods.
   d. an earthquake.

2. In which part of Mexico did the disaster happen?

   a. Central
   b. Atlantic coast
   c. Mountains
   d. Pacific coast

More DLI courses on LiveLingua - Online Language School

3. How many casualties does the clip mention?

   a. Dziesiątki
   b. Tysiące
   c. Dwadzieścia osiem
   d. Osiemdziesiąt tysięcy

4. What was the speed of the wind?

   a. Ponad sto kilometrów na godzinę
   b. Ponad sto mil na godzinę
   c. Około stu kilometrów na godzinę
   d. Około stu mil na godzinę

5. What happened in the state of Vera Cruz?

   a. Eighty thousand people lost their homes.
   b. Eighty thousand people died.
   c. Eighty thousand people were cut off from the world.
   d. Eighty thousand people became sick.

Exercise 10 Listen to Texts A and G again. Below you have two pairs of sentences from these passages. In the spaces provided, write the letter of the passage that a given sentence is from. As both passages are about the same disaster you will be able to notice the differences in the coverage.

1. a. Nad atlantyckim wybrzeżem Meksyku przeszedł tropikalny huragan Baby.

   Text _____

   b. Nad Meksykiem przeszedł huragan Baby.

   Text _____

More DLI courses on LiveLingua - Online Language School

2. a. Czterdzieści osiem osób zginęło, ponad sto tysięcy straciło dach nad głową.

Text _____

b. Bilans żywiołu to dwadzieścia osiem ofiar śmiertelnych, tysiące ludzi pozbawionych dachu nad głową (...).

Text _____

Key Vocabulary

akcja gaśnicza	fire-extinguishing action
bilans	balance
być odciętym od świata	to be cut off from the world
co najmniej	at least
huragan	hurricane
istnieć	to exist
jednak	but, yet, still
konieczny	necessary
mimo	(al)though
międzynarodowy	international
na skutek	in consequence of, as a result of, owing to
nadal	still
niebezpieczeństwo	danger
od początku	from/since the beginning
ofiara śmiertelna	casualty
ogień	fire
opadać	to go down
płonąć	to burn
pomoc	help
ponad	over, more than
pożar	fire
poważny	serious

More DLI courses on LiveLingua - Online Language School

powodziowy	of inundation
powstawanie	creation
powódź	flood
pozbawiony dachu nad głową	homeless
prefektura	prefecture
przechodzić/przejść	pass
przekraczać/przekroczyć	to exceed
przyczyna	reason, cause
rozprzestrzeniać się	to spread
stan	situation
stracić dach nad głową	to become homeless
stracić życie	to lose one's life
straty materialne	material losses
strawić	consume
tegoroczny	this year's, of this year
tylko	only
ulewa	downpour, drench, rain-storm
ulewny	torrential (driving) rain
upalny	burning, torrid, hot
ustawać	to stop
utrzymywać się	to remain stable
w wyniku	as a result
wreszcie	at last finally
wybrzeże	coast
wybuch epidemii	outbreak of epidemic
zaginąć bez wieści	to be lost without a trace
zalać/zalewać	to flood
zginąć	to be killed, die
zostać rannym	to be wounded
zwracać się	to turn to sb for sth
żywioł (klęska żywiołowa)	disaster

More DLI courses on LiveLingua - Online Language School

More DLI courses on LiveLingua - Online Language School

Speaking Suggestions

Unit 1. News Headlines

a. Divide the class into small groups. Instruct each group to produce a short news bulletin on a recent event that took place on the base.

Write the following cue questions on the board to help your students structure their bulletin.

Co się wydarzyło?
Kiedy to się wydarzyło?
Gdzie to się wydarzyło?
Kto był w to zaangażowany?
Jakie są skutki całego wydarzenia?

b. Ask each group to present its news bulletin to the whole class. Students should feel free to ask the broadcasting group questions on the bulletin.

Unit 2. Weather Reports

Ask your students to describe weather in their home states during the months of January, May, August and November.

Ask students to talk simply about why weather conditions are important to the military - write the following guiding framework for replies on the board.

Warunki atmosferyczne są ważne dla wojska, ponieważ

1.
2.
3.

More DLI courses on LiveLingua - Online Language School

Unit 3. Accidents and Crashes

a. Divide your class into groups of three. Assign each student one of the following roles: captain of a ship, and one of two passengers. The ship recently ran aground and the captain and passengers were rescued by the coast guard. Write the following questions on the board and ask the groups to answer them.

Where were you when the ship ran aground?
What personal belongings did you save?
How long were you in the water before being rescued?
What did you think of the ship's safety equipment?
Would you travel by ship again?

b. Organize a milling-around session where all members of the class talk to each about their experience in the shipwreck.

More DLI courses on LiveLingua - Online Language School

Unit 4. Military Education and Training

Ask students to carry out a survey of the military training received by fellow members of the class. The following questionnaire provides a framework for this survey.

Name

Type of training received	1. _____ 2. _____ 3. _____ 4. _____
Dates of training	1. _____ 2. _____ 3. _____ 4. _____
Length of training	1. _____ 2. _____ 3. _____ 4. _____
Evaluation of training	1. _____ 2. _____ 3. _____ 4. _____

More DLI courses on LiveLingua - Online Language School

Unit 5. Natural Disasters

Ask if any member of the class has been part of, or witness to, a natural disaster. Write the following questions on the board to guide the discussion.

Co się stało?
Gdzie to zdarzenie miało miejsce?
Jaka pora roku to była?
Ile miałeś wtedy lat?
Gdzie wtedy pracowałeś?
Co widziałeś?
Co zrobiłeś?
Czy dużo osób zostało rannych?
Czy dużo zostało zniszczone?

More DLI courses on LiveLingua - Online Language School

Answer Key
Unit 1. News Headlines

Exercise 1

1. D
2. C
3. A
4. B

Exercise 2

Countries	Text A	Text B	Text C	Text D
China				X
Czechoslovakia		X		
Singapore			X	
The Soviet Union	X			

Exercise 3

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

Exercise 4

1. Reuter
2. The chairman of the Iranian parliament
3. Help in freeing the American hostages
4. In Lebanon
5. Iran

Exercise 5

1, 3, 5, 7

More DLI courses on LiveLingua - Online Language School

Exercise 6

1. T
2. F
3. T
4. T

Exercise 7

Rescue operation after a rail crash in the Urals

Exercise 8

1. Praga
2. Mielnik
3. Czechosłowacja
4. rzeka Łaba
5. Niemiecka Republika Demokratyczna

Exercise 9

1. d
2. f
3. a
4. b
5. c
6. e

Exercise 10

1. Mielnik
2. Czechoslovakia
3. failure
4. pipeline
5. sediment
6. draw water
7. East Germany

More DLI courses on LiveLingua - Online Language School

Answer Key
Unit 2. Weather Reports

Exercise 1

1. a. dzisiaj
   b. opad
   c. deszcz
   d. wiatr

2. a. southeast
   b. northerly and northeasterly

Exercise 2

1. a. The Institute of Meteorology and Hydrology
   b. At seven o'clock

2. a.

River	Water level		
	Low	Middle	High
1.Wisła		X	

b.

	Changes in the water level	
Placename	Przybyło	Ubyło
Karsce	X	
Szczucin	X	
Zawichost	X	
Puławy	X	
Warszawa	X	
Kępa Polska	X	
Włocławek	X	
Toruń		X

More DLI courses on LiveLingua - Online Language School

c.

	Changes in the water level	
Placename	Przybyło	Ubyło
Karsce	231	
Szczucin	171	
Zawichost	23	
Puławy	11	
Warszawa	10	
Kępa Polska	6	
Włocławek	19	
Toruń		22

Exercise 3
1. San
2. Narew
3. Bug

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

Exercise 5 1.

	Yesterday	Today
ciepło		X
chłodny	X	
zachmurzenie małe		X
pogodny		X
deszczowy	X	

More DLI courses on LiveLingua - Online Language School

2. a. Fifteen, twenty, degrees
   b. 18.2
   c. pressure

Exercise 6

1. Low
2. In spring
3. Warsaw and London
4. Thirty one degrees

Exercise 7

1. low pressure
2. rain
3. coldest
4. Thirteen

Exercise 8

1. b
2. d

3. a. rise
   b. fall

4. a. air pressure
   b. 992

Exercise 9

1. a. T
   b. F
   c. F
   d. T

2.

Time	Region	Temperature
night	Pomorze Zachodnie	7
night	Suwalszczyzna	12
day	central Poland	18
day	Bieszczady	20

More DLI courses on LiveLingua - Online Language School

Exercise 10

1. południe
2. stopni
3. 19
4. Jutro
5. ciepło
6. zachodu
7. zatoka niżowa
8. południowy wschód
9. klin wyżowy
10. wzrośnie
11. chłodne
12. północno-zachodni
13. 5
14. Zachodnim
15. 15

More DLI courses on LiveLingua - Online Language School

Answer Key
Unit 3. Accidents and Crashes

Exercise 1

1. D
2. C
3. A
4. B

Exercise 2

1. b
2. e
3. c
4. c

Exercise 3

1. b
2. Sweden
3. b
4. c

Exercise 4

1. d
2. 4 kilometers from Baracoa
3. e

Exercise 5

1. b
2. a
3. c

Exercise 6

Text	Type of Aircraft	Make of Aircraft	Location of Incident
A	passenger	N/A	Danish coast
B	bomber	Viggen	Baltic Sea
C	cargo	An-26	4 km from Baracoa
D	passenger	An-24	Shanghai

More DLI courses on LiveLingua - Online Language School

Exercise 7

1. Londyn. Stacja East Earing
2. c
3. a

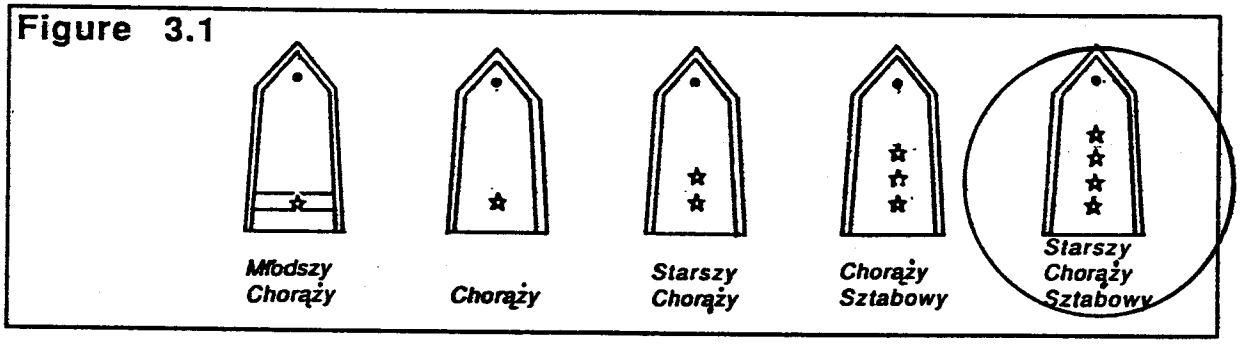
Exercise 8

1. c
2. a
3. W okolicach Władywostoku, głównego miasta Kraju Nadmorskiego
4. b

Exercise 9

1. c
2. In Namibia
3. They were on a UN mission.
4. b
5. Three
6.

Figure 3.1



Exercise 10

Text	Place of accident	Airlines	Casualties	Flight stage	Make of airplane
D	Shanghai	Chinese Civil Aviation Board	33 passen-gers and the crew	N/A	An-24
H	Hong Kong	Chinese Airlines	6 persons	landing	N/A

More DLI courses on LiveLingua - Online Language School

Answer Key
Unit 4. Military Education and Training

Exercise 1

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

Exercise 2

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

Exercise 3

1. b
2. Odbiór!
3. a. Madrid
   b. Iran

Exercise 4

1. This is an order.
2. Yes, Sir!
3. b
4. azymut
5. b

More DLI courses on LiveLingua - Online Language School

Exercise 5

1. I would expect this text to be about a new draft.
2. I would expect this text to be about graduation ceremonies at officers' schools.
3. I would expect this text to be about a (military academy) graduates' reunion.

Exercise 6

1. Text E
2. Text F
3. Text D

Exercise 7

1. b
2. d
3. b

Exercise 8

1. 1. c
   2. a
   3. b
2. b

Exercise 9

1. b
2. c
3. It is the General Staff Academy of the Polish Army.
4. W najstarszej wyższej uczelni f , Akademii Sztabu Generalnego f imienia c Karola e , 15 bm., wręczenia absolwentom dyplomów ukończenia studiów dokonał członek a KC PZPR, minister obrony narodowej b Florian d.

Exercise 10

Text D

More DLI courses on LiveLingua - Online Language School

Answer Key
Unit 5. Natural Disasters

Exercise 1

1. **Place Names**
   a. Saudi Arabia
   b. Bangladesh
   c. China
   d. Greece
   e. Hiroshima
   f. Japan
   g. Kuwait
   h. Mexico
   i. Beijing, Peking
   j. United States

Adjectives
   k. American
   l. Atlantic
   m. Californian

2. a. cholera
   b. epidemics
   c. hectare
   d. hurricane
   e. communicative
   f. continent
   g. province
   h. region
   i. tropical

Exercise 2

1. c
2. b
3. b

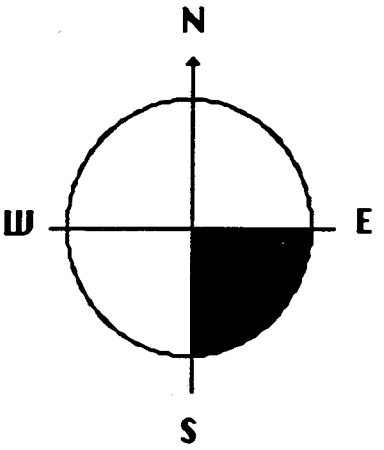
More DLI courses on LiveLingua - Online Language School

Exercise 3

1. The state of Montana, USA
2. c
3. c
4. b

Exercise 4

1.



2. a
3. b.

Exercise 5

1. c
2. b
3. d

Exercise 6

1. Bangladesh
2. a

Exercise 7

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

More DLI courses on LiveLingua - Online Language School

Exercise 8

1. Co najmniej trzynaście osób poniosło śmierć w tym tygodniu na skutek powodzi. Tylko w prefekturze Hirosima straciło życie sześć osób, a zaginęło osiem bez wieści.
2. d
3. d
4. b

Exercise 9

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

Exercise 10

1. a. Text G
   b. Text A
2. a. Text A
   b. Text G

More DLI courses on LiveLingua - Online Language School

More DLI courses on LiveLingua - Online Language School

Dictionary of Key Vocabulary

absolwent	graduate
Akademia Sztabu Generalnego Wojska Polskiego	General Staff Academy of the Polish Army
akcja gaśnicza	fire extinguishing action
artylerzysta	artilleryman
awaria	failure, breakdown
azymut	azimuth
bieżący rok	current year
bilans	balance
być odciętym od świata	to be cut off from the world
centrum	center
chłodny	cool
ciepły	warm
ciśnienie	pressure
co najmniej	at least
czerpać wodę	to draw water
członek Biura Politycznego	member of the Politbureau
dane	data
dowódca	commander
drużyna	squad
generał armii	general
generał broni	lt. general
huragan	hurricane
imienia	of the name
Instytut Meteorologii i Gospodarki Wodnej	Institute of Meteorology and Hydrology
istnieć	to exist
jednak	but, yet, still
jednostka	unit
kapral podchorąży	cadet corporal
katastrofa	crash, disaster
komenda	command, headquarters
konieczny	necessary
koszary	barracks
Ludowe Wojsko Polskie	Polish People's Army

More DLI courses on LiveLingua - Online Language School

marszruta	march route
mimo	(al)though
minister obrony narodowej	Minister of National Defense
międzynarodowy	international
na skutek	in consequence of, as a result of, owing to
nadal	still
nań	here: it
niebezpieczeństwo	danger
obrona	defense
obywatel	lit. citizen; form of address added before a name
od początku	from/since the beginning
Odbiór!	Over!
ofiara śmiertelna	casualty
ogień	fire
ojczyzna	fatherland, native country
opad	precipitation
opadać	to go down
płonąć	to burn
poborowy	draftee
podany	given
południe	1. south 2. noon
pomoc	help
ponad	over, more than
poważny	serious
powietrze	air
powodziowy	of inundation
powódź	flood
powstawanie	creation
pozbawiony dachu nad głową	homeless
poziom	level
pożar	fire
północ	north
prefektura	prefecture
prognoza pogody	weather report/forecast

More DLI courses on LiveLingua - Online Language School

promocja	graduation ceremony (officers' school)
przechodzić/przejść	pass
przekraczać/przekroczyć	to cross; to exceed
przenikać	seep through
przewodniczący	chairman
przyczyna	reason, cause
rocznik	age group
Rozkaz!	Yes, Sir!
rozpogodzenie	clearing up
rozprzestrzeniać się	to spread
ruch kolejowy	train service
rurociąg	pipeline
silny	strong
siły zbrojne	armed forces
słaby	light (wind), weak
słoneczny	sunny
sposobić się	to get ready
stan	situation
starszy kapral podchorąży	cadet sergeant (lit.trans.: senior corporal cadet)
stawiać pierwsze kroki	to take the first steps
stopień	degree
stracić dach nad głową	to become homeless
stracić życie	to lose one's life
straty materialne	material losses
strawić	consume
strefa	zone
sztab	army headquarters
tegoroczny	this year's, of this year
tylko	only
ugrupowanie	group, formation
ulewa	downpour, drench, rain-storm
ulewny	torrential (driving) rain
umiarkowany	moderate
upalny	burning, torrid, hot
ustawać	to stop
utrzymywać się	to remain stable

More DLI courses on LiveLingua - Online Language School

w wyniku	as a result
według	according to
wiatr	wind
wiosna	spring (season)
wreszcie	at last finally
wręczenie dyplomów	diploma award
wschód	east
wybrzeże	coast
wybuch epidemii	outbreak of epidemic
Wykonać!	Execute!
wykonanie	execution, performance
Wyższa Szkoła Oficerska Wojsk Zmechanizowanych	Military Academy: Mechanized Troops
Wyższa Szkoła Oficerska Wojsk Rakietowych i Artylerii	Military Academy: Rocket and Artillery Troops
wyższa uczelnia wojskowa	military academy
zachmurzenie	cloudiness
zachód	west
zadanie	task
zaginąć bez wieści	to be lost without a trace
zakładnik	hostage
zalać/zalewać	to flood
zanieczyszczenie	pollution
zapobiegać	prevent
zapraszać	to invite
zatoka niżowa/wyżowa	low/high pressure trough
zginąć	to be killed, die
zimny	cold
zjazd	congress; reunion
zostać rannym	to be wounded
zwracać się	to turn to somebody for something
żywioł (klęska żywiołowa)	disaster

More DLI courses on LiveLingua - Online Language School

Workbook Test

Materials needed to take the workbook test:

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

Instructions:

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

Unit 1. News Headlines

Listen to Text A and answer questions 1–3.

1. According to Text A, when did the fire start?

   a. Tuesday evening
   b. Thursday morning
   c. Yesterday
   d. Thursday evening

2. Where in Spain is the power plant located?

   a. Northeast
   b. West
   c. Northwest
   d. North

3. What caused the fire?

   a. Human error
   b. The cause is not known yet.
   c. Equipment failure
   d. There was no comment on the cause.

More DLI courses on LiveLingua - Online Language School

Listen to Text B and answer questions 4–6.

4. How many Nicaraguan soldiers were killed in the ambush?

   a. 2
   b. 8
   c. 10
   d. 18

5. Which one of the following events is related to what you heard in Text B?

   a. A local election
   b. Peace negotiations
   c. A general election
   d. A government offensive

6. Where is the village of Cerro del Mono located?

   a. 30 kilometers north of Managua
   b. 130 kilometers north of Managua
   c. 200 kilometers north of Managua
   d. 230 kilometers north of Managua

Listen to Text C and answer questions 7–10.

7. Where were the talks discussed in Text C held?

   a. Tibet
   b. Delhi
   c. India
   d. Beijing

8. Who is Yang Shan-kun?

   a. A Tibetan separatist leader
   b. China's president
   c. A Communist Party official
   d. China's prime minister

More DLI courses on LiveLingua - Online Language School

9. What is Sinhua?

   a. A major city in Tibet
   b. An underground Tibetan group
   c. A leading Chinese newspaper
   d. China's official press agency

10. According to Text C, what is the official Indian stand on Tibet?

   a. Support of the Tibetan separatist movement
   b. Interference in Tibet's affairs
   c. Recognition of China's control over the region
   d. Total lack of involvement

Unit 2. Weather Reports

Listen to Text D and answer questions 11–14.

11. Which river's level has been in the middle zone over the past 24 hours

   a. Wisła
   b. Nysa
   c. Warta
   d. Odra

12. In how many places has the level of water risen over the past 24 hours?

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

More DLI courses on LiveLingua - Online Language School

13. In which one of the following places has the water level NOT dropped?

    a. Malczyce
    b. Połęck
    c. Racibórz-Miedonia
    d. Gorzów

14. The water level in Poznań on the day before the broadcast was

    a. 162 centimeters.
    b. 180 centimeters.
    c. 228 centimeters.
    d. 230 centimeters.

Listen to Text E and answer questions 15–20.

15. Regarding cloudiness, what does text E say the weather will be?

    a. It will be slightly cloudy.
    b. It will be very cloudy, with occasional clearing.
    c. It will be totally overcast.
    d. It will be cloudy, with occasional clearing.

16. The rain will be accompanied by

    a. storms.
    b. a rise in temperature.
    c. thunderstorms.
    d. a drop in temperature.

17. The wind will be mostly

    a. light.
    b. light to moderate.
    c. moderate.
    d. very strong.

More DLI courses on LiveLingua - Online Language School

18. The wind's direction will be

    a. southerly.
    b. southwesterly.
    c. westerly.
    d. northeasterly.

19. What will be the warmest area during the day?

    a. Pomorze Zachodnie
    b. Bieszczady
    c. Polska południowo-zachodnia
    d. Polska wschodnia

20. What will be highest temperature during the night?

    a. 12 degrees
    b. 16 degrees
    c. 17 degrees
    d. 22 degrees

Unit 3. Accidents and Crashes

Listen to Text F and answer questions 21–23.

21. What kind of flight is mentioned in Text F?

    a. Reconnaissance
    b. Combat
    c. Experimental
    d. Training

22. What happened to the pilot?

    a. He ejected.
    b. He died.
    c. He lost consciousness.
    d. He was injured.

More DLI courses on LiveLingua - Online Language School

23. What happened to the plane?

a. It exploded in mid-air.
b. It crashed in a village and caused serious damage.
c. It was shot down over a safe area.
d. It crashed near a village, causing no damage.

Listen to Text G and answer questions 24–26.

24. What does Text G say about casualties?

a. It mentions both injuries and fatalities.
b. It says nothing about casualties.
c. It says that there were no fatalities.
d. It says that no one was injured.

25. How did the accident described in the text happen?

a. Two trains crashed into each other.
b. A train was derailed.
c. A train crashed into a switch building.
d. Two trains derailed.

26. Where did the accident happen?

a. Praga
b. Brno
c. Zohor
d. Bratysława

Listen to Text H and answer questions 27–30.

27. What was the cause of the plane crash described in Text H?

a. Explosion in the air
b. Engine failure
c. Terrorist attack
d. Air collision

More DLI courses on LiveLingua - Online Language School

28. What type of plane crashed?

    a. A large passenger plane
    b. A charter jetliner
    c. A small passenger plane
    d. A jumbo jet

29. When did the plane crash?

    a. The day before the broadcast
    b. On Saturday evening
    c. On the day of the broadcast
    d. On Saturday afternoon

30. Where did the flight originate?

    a. Bhima
    b. Maharashtra
    c. Poona
    d. Haidarabad

Unit 4. Military Education and Training

Listen to Text I and aswer questions 31–34.

31. What type of officers are trained at the academy mentioned in Text I?

    a. Staff
    b. Engineer
    c. Naval
    d. Intelligence

32. What rank were the students promoted to?

    a. Their second officer rank
    b. Captain
    c. Their first officer rank
    d. Major

More DLI courses on LiveLingua - Online Language School

33. When did the graduates receive their diplomas?

a. A week before the promotion
b. The day after the promotion
c. The day before the promotion
d. On the day of the promotion

34. Who or what is referred to in the text as zasłużona?

a. The Polish Army
b. The graduates
c. Jarosław Dąbrowski
d. The school

Listen to Text J and answer questions 35–38.

35. Which troops is Longin Łozowicki in command of?

a. Territorial defense
b. Engineer
c. Antiaircraft defense
d. Military police

36. Who did General Longin Łozowicki meet with?

a. This year's graduates of Polish and foreign military academies
b. This year's graduates of Polish military academies
c. Last year's graduates of Polish and foreign military academies
d. Last year's Polish graduates of Soviet military academies

More DLI courses on LiveLingua - Online Language School

37. Which of the following is NOT a graduate?

a. Karol Świerczewski
b. Marek Kacperek
c. Jan Gabryś
d. Andrzej Szczotek

38. What did General Longin Łozowicki say to the graduates?

a. He congratulated them on their graduation and welcomed them in his troops.
b. He congratulated them on their graduation and wished them success in their careers.
c. He congratulated them on their graduation and welcomed them back to Poland.
d. He congratulated them on their graduation and promotion to a higher rank.

Listen to Text K and answer questions 39–40.

39. What type of military activity is mentioned in Text K?

a. Field firing
b. Combat firing
c. Equipment testing
d. Test firing

40. How was the crew rewarded?

a. They were promoted.
b. Their names were mentioned during a roll call.
c. They got watches.
d. Their names were printed in the unit's newspaper.

More DLI courses on LiveLingua - Online Language School

Unit 5. Natural Disasters

Listen to Text L and answer questions 41–43.

41. What is Huan Dong?

    a. A city
    b. A province
    c. A county
    d. A village

42. Which of the following was NOT caused by the typhoon?

    a. Power losses
    b. Material losses
    c. Flooding
    d. Communication disruption

43. According to Text L, how many towns and villages were affected by the typhoon?

    a. 6
    b. 17
    c. 30
    d. 35

Listen to Text M and answer questions 44–47.

44. What area of the US is affected by the fires?

    a. Southwestern states
    b. Northwestern regions
    c. Southern states
    d. Western regions

More DLI courses on LiveLingua - Online Language School

45. What does Text M say about the national park?

a. Most of it has already burned.
b. It has been well-protected.
c. Fires are approaching it.
d. Firefighters have been sent there.

46. What information is given about the state mentioned in the text?

a. The area of forest already burnt
b. The fact that Yellowstone is within its territory
c. The area of forest threatened
d. The number of firefighters working there

47. What probably caused the fires being fought by California firefighters?

a. Arson
b. Carelessness
c. Wind
d. Drought

Listen to Text N and answer questions 48–50.

48. What does Text N say about the epidemic?

a. It is an epidemic of cholera.
b. The epidemic is difficult to contain.
c. It is an epidemic of hepatitis.
d. There is a danger of an epidemic.

49. A hundred thousand people became ill after they

a. lost their homes.
b. were stranded in flooded areas.
c. used water.
d. ate old food supplies.

More DLI courses on LiveLingua - Online Language School

50. Kuwait and Saudi Arabia provided

a. transports of relief workers.
b. financial aid.
c. transports of relief food supplies.
d. technical assistance.

More DLI courses on LiveLingua - Online Language School