



POLISH

Proficiency Improvement Course

Listening Workbook

Volume 2
Units 6 - 25

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DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER





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POLISH PROFICIENCY IMPROVEMENT COURSE

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Subcourse Overview

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

Workbook 2 is at proficiency level 1+. It contains text subjects ranging from a program to play record requests for soldiers, to conflicts in the world. These texts have been taken from the Polish media.

This is the first workbook at level 1+. You will find that the activities in this book continue building on 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 format clues,
- forming questions in your mind in order to anticipate what information will be heard in a text,
- summarizing ideas from a text,
- using your knowledge of the world to anticipate what will be heard in a text.

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Administrative Instructions

1. Number of units in this subcourse: Five.

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

3. Supervisory requirements: None.

Grading and Certification Instructions

Examination:

This subcourse contains a multiple-choice examination covering the material contained in these units. After studying the units and working through the exercises, complete the examination. Mark your answers in the subcourse booklet; then transfer them to the ACCP Examination Response Sheet. Completely black out the lettered oval which corrresponds to your selection (A, B, C, or D). Use a #2 lead pencil to mark your responses. When you have completed the Examination Response Sheet, mail it in the preaddressed envelope provided. Your examination score will be returned to you. A score of 75 or above is passing. Ten credit hours will be awarded for successful completion of this examination.

This publication is to be used primarily in support of training military personnel as part of the Defense Language Nonresident Program. Topics in the areas of politics, international relations, mores, etc., which may be considered controversial from some points of view are sometimes included in language training for DLI students, since military personnel may find themselves in positions where clear understanding of conversations or written material of this nature will be essential to their mission. The presence of controversial statements—whether real or apparent—in DLI materials should not be construed as representing the opinions of the writers, the Defense Language Institute or the Department of Defense.

In DLI publications, the words "he," "him," and "his" denote both masculine and feminine genders. This statement does not apply to translations of foreign texts.

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Unit 6. Greetings to Soldiers

In Poland there is a radio program called Koncert Życzeń. In this program military personnel exchange greetings and messages with their families, relatives, and sweethearts. Greetings are usually accompanied by requests for music. In this unit you will listen to excerpts from this program for military personnel.

Exercise 1 This exercise will prepare you for listening by dealing with the typical key vocabulary used in the programs. Match the Polish words and phrases in column A with their English equivalents in column B. Write appropriate letters in the spaces provided in column A.

____	1. urodziny	a. all the best
____	2. imieniny	b. anniversary
____	3. przesyłać	c. birthday
____	4. życzyć	d. good health
____	5. rocznica	e. name day
____	6. dużo zdrowia	f. to send
____	7. wszystkiego najlepszego	g. to wish

Exercise 2 What good wishes relating to the military (as opposed to wishes of happiness, good health, lots of money, etc.) would you expect to be present in greetings to soldiers? List three of them. Write your answers in English in the spaces provided below.

1. _____

2. _____

3. _____

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Exercise 3 Greetings typically contain the following elements:

- name of the person to whom the greeting is sent,
- reason for the greeting,
- message,
- sender's name.

They do not appear necessarily in that order, of course. Now listen to Text A and fill in the spaces below.

1. Addressee's name: _____
2. Message: _____
3. Occasion: _____
4. Sender's name: _____

Exercise 4 Greetings are usually sent because of some occasion. Listen to Text B. What reasons are given for sending dedications? Check the one that is NOT given.

There are many dedications in October because this is the month of:

a. the beginning of military service,
b. the middle of military service,
c. promotions,
d. the end of military service.

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Exercise 5

1. Now listen to Texts C thru E and indicate what the occasion was in each case. Write the letter of the appropriate passage next to the name of the occasion.

    ____ 1st anniversary of service

    ____ Name day

    ____ No reason given



Background Note

Name day -- On Polish calendars, each day has at least one name ascribed to it. These are the names of saints. A person bearing this name gets greetings, postcards and presents on this day. It is also an occasion for celebration, just like a birthday.

2. In which of the passages can you hear that a song is going to be dedicated to the recipient of the greetings? Check the appropriate passage below.

    ____ Text C
    ____ Text D
    ____ Text E

3. Which of the passages contains greetings for a civilian? Check the appropriate passage below.

    ____ Text C
    ____ Text D
    ____ Text E

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Exercise 6 Text F follows a format you are now familiar with. In this text, though, you will have the opportunity to hear more details. Read the following exercise, then listen to Text F. Complete the exercises below.

1. Write the necessary information in the spaces below.

   a. Name of the addressee: _____

   b. Message: _____

   c. Occasion: _____

   d. Sender(s): _____

2. What is the rank of the person to whom the greetings are sent? Check the correct answer.

   ___ a. sierżant
   ___ b. młodszy chorąży
   ___ c. sierżant podchorąży
   ___ d. starszy chorąży

3. In which one of the following military academies is he studying? Check the correct one.

   ___ a. Wyższa Oficerska Szkoła Inżynieryjna
   ___ b. Wyższa Oficerska Szkoła Wojsk Pancernych
   ___ c. Wyższa Oficerska Szkoła Wojsk Zmechanizowanych
   ___ d. Wyższa Oficerska Szkoła Samochodowa

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Exercise 7 In Text G you will hear birthday greetings. Again listen for some of the details. Read the questions below. Listen to the passage and answer the questions.

1. Which birthday is Piotr Pitura celebrating? Write your answer in Polish in the space provided.

_____

2. What is Pitura's rank? Write his rank in Polish in the space provided below.

_____

3. In what kind of unit is Pitura serving? Write your answer in Polish in the space provided.

_____

4. Which of the following wishes was NOT sent to Pitura? Check the appropriate one.

   a. peaceful service
   b. promotion
   c. many meetings with family and relatives
   d. fulfillment of plans

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Exercise 8 Read the questions below. Listen to Text H. It contains greetings to a soldier. Listen for some of the details and answer the questions.

1. Which part of the program does the speaker say it is? Check the appropriate box below.

   ❑ a. First

   ❑ b. Last

2. What is Krzysztof Futyma's rank? Write your answer in Polish in the space provided.

   _____

3. What is Marek Futyma's rank? Write your answer in Polish in the space provided.

   _____

4. What is the reason for sending greetings? Write your answer in Polish in the space provided.

   _____

5. Who is sending the greetings? Write your answer in Polish in the space provided.

   _____

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Exercise 9 Before listening to Text I read the parts of the text (for example, greeting, occasion, sender's name). In the spaces next to each part, write in English what each part is. Then put the parts in the order you might expect to hear on Koncert Życzeń. Write letters of the parts in the spaces provided below the parts.

a. dalszej wytrwałości, dobrych przełożonych i miłych kolegów oraz spełnienia marzeń _____

b. życzą z całego serca rodzice, siostra z rodziną i Alek _____

c. starszemu szeregowemu Zbyszkowi Marcowi _____

d. w dwudziestą drugą rocznicę urodzin i pierwszą służby wojskowej _____

Organization of the text

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

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Exercise 10 Listen to Texts J and K and fill in the blanks with the phrases listed in the box that follows.

Text J

(1) _____ Piotra Wójtowicza, któremu (2) _____ życzą w drugim roku służby dalszej wytrwałości, szybkiego awansu i (3) _____ .

Text K

(4) _____ Mariana Gibałę. Dwudziesta pierwsza rocznica urodzin jest okazją do przekazania miłych słów pamięci od (5) _____ z rodziną. Wszyscy życzą ci (6) _____ i trzymaj się dzielnie.

a. *pogody ducha*
b. *o uwagę prosimy szeregowego*
c. *rodzice i rodzeństwo*
d. *upragnionego urlopu*
e. *o chwilę uwagi prosimy więc szeregowego*
f. *rodziców, siostry i brata*

Key Vocabulary

awans	promotion
brygada	brigade
czasowo	temporarily
część	part (noun)
kadra	cadre
młodszy chorąży	warrant officer, W-1
otrzymywać	to receive

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podporucznik	2nd lieutenant
przełożony	superior, principal
rocznica	anniversary
sierżant podchorąży	cadet sergeant
służba	duty, service
służba wojskowa	military service
stacjonujący	stationing
starszy szeregowy	private first class
strażnica	watch tower
szeregowy	private
Śląski Okręg Wojskowy	Silesian Military District
urlop	leave (noun)
uwaga	attention
Wojska Ochrony Pogranicza	Border Guard Troops
Wyższa Oficerska Szkoła Samochodowa	Military Academy: Motor Transport Troops
wytrwałość	perseverance

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Unit 7. Military Ceremonies

In this unit you will listen to texts on various military ceremonies, ranging from promotions to birthdays. These texts will familiarize you with appropriate Polish vocabulary, as well as give you an idea of how these events are presented in the Polish media, and how important they are in the everyday life of the Polish Army.

Exercise 1 Before you start listening to the texts in this unit, you may want to test your knowledge of the vocabulary used in texts on anniversaries, promotions and commemorative events. Terms used in the following texts are typical, and you will encounter them in any Polish text on this subject. Check your knowledge of this vocabulary by matching the English words in column B with their Polish equivalents in column A.

	A	B
1.__	gratulacje	a. ceremony
2.__	życzenia	b. memory
3.__	rocznica	c. greetings
4.__	uroczystość	d. grave, tomb
5.__	tablica	e. bunch (of flowers)
6.__	upamiętniać	f. cross
7.__	krzyż	g. congratulations
8.__	mogiła	h. anniversary
9.__	wiązanka	i. commemorate
10.__	pamięć	j. commemorative plaque

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Exercise 2 Text A is a typical report on the birthday of an important official. The importance attached to birthdays of high-ranking officials is very characteristic of TV and radio broadcasts, as well as of the military press in the Warsaw Pact countries. Listen to Text A. Then complete the phrases below that describe Michał Żymierski. Write your answers in Polish in the spaces provided.

1. _____(a)____ Polski
2. żołnierz ____(a)___ wojen światowych
3. _____(a)____ dowódca
4. _____(a)_____ wielu ____(b)___ Polaków
5. _____(a)_____ walki z hitlerowskim ____(b)____

Exercise 3 Material such as Text A provides a lot of detailed information about the person. Listen to Text A and then indicate which of the following statements are true, or false, by checking the appropriate box.

	T	F
1. Michał Żymierski fought in World War II.	❑	❑
2. His birthday is today.	❑	❑
3. The text calls him one of the founders of the Polish Army.	❑	❑
4. He met with Wojciech Jaruzelski.	❑	❑
5. The text mentions two generals who sent congratulations to Michał Żymierski.	❑	❑

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Exercise 4 Texts of congratulations, birthday greetings, etc. often have a predictable structure. The sequence of elements changes rarely - you probably noticed this in English. Below are Texts A1 thru A4, which are similar in their structure to Text A. Listen to the four texts. Which of them resembles Text A most closely? Circle the right number.

A 1. Z okazji 60-tych urodzin generał Jan Nowak otrzymał życzenia od Ministra Obrony Narodowej, generała armii Floriana Siwickiego. Generał Jan Nowak jest weteranem walk partyzanckich.

A 2. Generał Jan Nowak, weteran walk partyzanckich, otrzymał życzenia od Ministra Obrony Narodowej, generała armii Floriana Siwickiego. Generał Jan Nowak kończy dziś 60 lat.

A 3. Generał Jan Nowak kończy dziś 60 lat. Z okazji 60-tych urodzin generał Jan Nowak otrzymał życzenia od Ministra Obrony Narodowej, generała armii Floriana Siwickiego. Generał Jan Nowak jest weteranem walk partyzanckich.

A 4. Generał Jan Nowak, weteran walk partyzanckich, kończy dziś 60 lat. Z okazji urodzin generał Jan Nowak otrzymał życzenia od Ministra Obrony Narodowej, generała armii Floriana Siwickiego.

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Exercise 5 As you might have noticed when listening to Text A, texts on celebrations and ceremonies usually contain a high number of predictable noun/adjective phrases. As in Unit 6, this exercise will help you identify these frequent combinations. Listen to Text B and then pair the adjectives in column B with appropriate nouns in column A, as you hear them in the text.

A	B
1. __ promocja	a. wyższa
2. __ szkoła	b. bezgraniczne
3. __ gratulacje	c. najwyższa
4. __ ukończenie	d. serdeczne
5. __ życzenia	e. uroczysta
6. __ służba	f. chlubny
7. __ czyn	g. pomyślne
8. __ ofiarność	h. najlepsze
9. __ oddanie	i. wytrwała

Exercise 6 Now that you have the key vocabulary, listen to the text for details. Listen to Text B again, then answer the following questions. Write your answers in English in the spaces provided.

1. What type of school is mentioned in the text?

_____

2. To what rank were the soldiers promoted?

_____

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3. In what city did the promotion described in Text B take place?

_____

4. What is the name of the school in Text B?

_____

5. What is the connection between General Florian Siwicki and the school?

_____

Exercise 7 When you are listening to a text, it is important to think ahead and guess or predict what is coming next. This exercise will help you practice this skill of thinking ahead. First, read the sentences below which are fragments of sentences from Text B. Then listen to the text and complete the sentences below by writing in the missing words in Polish.

W ____(1)____ miastach Polski ____(2)____ się ____(3)____ uroczyste promocje _____(4)_____ wyższych szkół ____(5)____ na stopień _____(6)_____. ____(7)____ Wrocławiu absolwentów szkoły _____(8)_____ Minister ____(9)____ Narodowej, generał armii Florian Siwicki.

- W ____(10)____ Pierwszego _____(11)_____ KC PZPR, przewodniczącego ____(12)____ Państwa, zwierzchnika ____(13)____ zbrojnych PRL, generała armii Wojciecha Jaruzelskiego oraz ____(14)____ składam gratulacje z okazji ukończenia ____(15)____.

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Exercise 8 Text C talks about another type of ceremony. The text mentions different ways of commemorating the soldiers killed in Katyń (see Background Note below). Listen to the text and then choose which of the following ways are mentioned in the text. Indicate your choice by putting a checkmark next to the appropriate sentences.

- ❑ 1. A commemorative plaque was unveiled.
- ❑ 2. A military unit was named after the victims of Katyń.
- ❑ 3. A mass was celebrated.
- ❑ 4. A special museum was opened.
- ❑ 5. Orthodox and Catholic priests prayed together.



Background Note

Katyń is a place in the Soviet Union where more than 4,000 Polish soldiers were killed by the Soviet government during World War II. This massacre of defenseless prisoners is still a very sensitive issue in Polish-Soviet relations, and it has only recently been openly discussed.

Formerly, the Soviets claimed that the Nazis were responsible for the deaths of thousands of Poles in 1940. To this day, the Soviets have not admitted responsibility, but they now have officially started an investigation.

Exercise 9 To get the basic information from a text, you need to ask yourself questions with the words "what," "when," "whose," and "who?" Having these key words in mind before you listen to a text will help guide your attention. Below is a list of questions that might be asked about Text C. Listen again to the text. Which questions can be answered on the basis of information given in the text? Put check marks next to the appropriate questions.

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❑ 1. When did the commemorations take place?

❑ 2. Where were they held?

❑ 3. When were the Russian POWs killed?

❑ 4. What countries signed an agreement on the commemorations?

❑ 5. Who brought flowers to the graves?

❑ 6. What type of religious service commemorated the victims?

❑ 7. Are there any commemorative monuments in the area?

Exercise 10 This is the last exercise on Text C. In this exercise you can check your understanding of the whole text. Listen to the text again, then complete the table below by putting check marks in the appropriate spaces.

	Poland or Polish	The Soviet Union or Russian
Where is Katyń?		
Where did the POWs come from?		
Where did the officers come from?		
In what language is the inscription on the cross?		
Priests from what countries took part in the commemoration ceremony?		

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Key Vocabulary



absolwent	graduate
bezgraniczny	limitless
dowódca	commander, leader
gratulacje	congratulations
jeniec	prisoner of war
krzyż	cross
ksiądz	priest
marszałek	marshal
modły	prayers
mogiła	grave, tomb
najlepszy	the best
oddanie	devotion
odprawić	here: celebrate, hold (a mass)
odsłonić	unveil
ofiarność	dedication
pamięć	memory
pomnik	monument
pomyślny	successful
prawosławny	(of) the Orthodox Church
promocja	promotion
rocznica	anniversary
serdeczny	cordial, kind
służba	duty
szacunek	respect
tablica	commemorative plaque
ukończenie	here: graduation
upamiętnić	commemorate
uroczystość	celebration, ceremony
uroczysty	solemn, celebrated
urodziny	birthday
uznanie	recognition
wiązanka	bunch (of flowers)
współorganizator	co-organizer
wybitny	outstanding
wychowawca	educator
wytrwały	persisting
życzenie	wish

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Unit 8. Aerospace Industry

In this unit you will hear a variety of texts concerning the aerospace industry, space flights and research. These texts will help you acquire vocabulary used in discussing military applications of aviation and space technologies. They will also serve as an introduction to more difficult texts that you will listen to in later workbooks.

Exercise 1 Text A talks about the 60th anniversary of the Polish aviation industry. It is the type of text you will hear often on the news. This text uses basic Polish vocabulary you will find useful when listening to any texts on aviation. Before you listen to the text, check your knowledge of this vocabulary by matching the Polish words in column A, below, with their equivalents in column B.

A		B
1. ___	samolot	a. glider
2. ___	śmigłowiec	b. engine
3. ___	szybowiec	c. load
4. ___	silnik	d. helicopter
5. ___	ładunek	e. range
6. ___	cywilny	f. airplane
7. ___	zasięg	g. civilian

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Exercise 2 In Text A you will hear phrases that consist of a noun and one or more adjectives describing the noun. These are typical phrases that will appear repeatedly in texts on aviation and air forces. Below, in column A, you will find a list of incomplete phrases from Text A. Complete them by listening to Text A and then matching the words from column B with the words in column A.

A		B
1.___	lotniczy	a. An-28
2.___	samolot	b. przedwojenny
3.___	"Łoś"	c. samolot
4.___	nowoczesny	d. przemysł
5.___	transportowy	e. rozmiary
6.___	duże	f. wojskowy

Exercise 3 When you listen to people speaking in English, you frequently get the main idea, then find yourself filling in details and words even before the speaker says them. This exercise will help you develop this same skill: anticipating and filling in words when you are listening to Polish. Below you will find portions of Text A with some words left out. Listen to the text, then complete the text below by filling in the blanks in Polish.

Przeszło siedemdziesiąt tysięcy silników ____(1)____ w ____(2)____ sześćdziesięcioleciu polski ____(3)____ lotniczy. ____(4)____ jubileuszu odbyły ____(5)____ w Mielcu. ____(6)____ kilkadziesiąt samolotów cywilnych i

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____(7)____. Sensację ____(8)____ największy i _____(9)____ transportowy samolot ____(10)____.

Exercise 4 Numbers are one of the most crucial elements of information in the texts you will hear during this course. A good deal of information in Text A consists of numbers. This exercise will provide you with practice in listening for this very important component. Listen to the text and then complete the following sentences by filling in the blanks in English.

In the past ___(1)___ years, the Polish aviation industry has produced ____(2)____ thousand planes, helicopters and gliders. One of the most interesting exhibits was an An-___(3)___, produced in Kiev. It weighs ___(4)___ tons and can carry up to ___(5)___ tons of cargo. It has ___(6)___ engines and is equipped with ___(7)___ computers.

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Exercise 5 Text A introduced you to the vocabulary typical of texts on aviation. The following text will give you a similar introduction to texts on the space industry, including research and flights.

In this exercise you need to do two things. First, put a check mark next to the English equivalents of words listed below that you hear in the text. Second, write the Polish equivalents in the spaces provided. Some words are cognates; they are close or identical in meaning and sound almost the same in both languages; e.g., *sergeant* in English and sierżant in Polish. Now listen to Text B and complete the exercise.

- ❑ 1. orbit
- ❑ 2. space station
- ❑ 3. rocket
- ❑ 4. research
- ❑ 5. flight
- ❑ 6. crew
- ❑ 7. researcher
- ❑ 8. launch
- ❑ 9. onboard systems
- ❑ 10. astronaut

Polish equivalents:

_____

_____

_____

_____

Exercise 6 You now have the key vocabulary needed to understand Text B. This exercise will help you listen for specific information in a text. Below is a checklist of questions about Text B. Which questions can be answered on the basis of the information included in Text B? Put check marks in boxes next to the appropriate questions.

- ❑ 1. Where did the launch take place?

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❑ 2. What type of spacecraft was launched?

❑ 3. What type of rocket was used?

❑ 4. Who is aboard the spaceship?

❑ 5. What type of mission is it?

❑ 6. What is the total time of the flight?

❑ 7. Have the crew members encountered any difficulties?

Exercise 7 This exercise will help you practice general understanding of a text. Listen to Text B. Then, check your understanding of the text by indicating which of the following sentences are true, or false.

	T	F
1. The crew includes two Afghan astronauts.	❑	❑
2. Władimir Lachow is the commander.	❑	❑
3. Abdul Ahad Muhammad is a researcher.	❑	❑
4. The spaceship connected with the space station permanently.	❑	❑
5. There had been two other Soviet astronauts working aboard the space station before.	❑	❑
6. All crew members of this spaceship will return during this flight.	❑	❑
7. TASS agency reported that the astronauts were feeling well.	❑	❑

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Exercise 8 Text C talks about an international aerospace trade fair in Britain. It has the same format as Text A. This exercise will help you look for specific information in a text. Listen to Text C and then answer the following questions, in English, in the spaces provided.

1. How often is the fair held?

_____

2. How many firms took part in the fair?

_____

3. How many versions of MiG 29 were exhibited?

_____

4. What is the most important feature of the McDonnell-Douglas plane described in the text?

_____

5. What are the names of the Polish planes exhibited?

_____

Exercise 9 Text C mentions particular types of planes, together with their manufacturers and countries of origin. Look at the table below to make sure you know what to listen for. Then listen to Text C again and complete the table.

Plane	Manufacturer	Country of origin
MiG 29		
		The United States
	PZL	
Mewa		Poland

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Exercise 10 This exercise will help you listen for the main ideas and then put them into a summary of the text. Listen to text C and then read the sentences below. They constitute the summary of the text, but they are not in the same order as in the text. Organize them by writing next to the appropriate sentence 1st, 2nd, 3rd, etc.

___ Firms participating in the fair offer aircraft, engines, and navigation instruments.

___ The Russian planes drew a lot of attention.

___ An aerospace fair opened in Farnborough, near London.

___ Poland presented two exhibits.

___ A new, economical American plane was displayed.

___ This year the number of participants was particularly high.

Key Vocabulary



badacz	researcher
badania	research
cywilny	civilian
jubileusz	anniversary
kosmodrom	launching pad
kosmonauta	astronaut, cosmonaut (if Soviet)
lot	flight
ładunek	load
oszczędny	here: economical
przedwojenny	pre-war
przemysł lotniczy	aviation industry
rozmiar	size, dimension
stacja orbitalna	space station
statek kosmiczny	spaceship
systemy pokładowe	onboard systems
szybowiec	glider

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śmigłowiec	helicopter
targi (pl.)	trade fair
urządzenia nawigacyjne	navigation instruments/equipment
wystawca	exhibitor
zasięg	range

Acronyms and Abbreviations

PZL (Państwowe Zakłady Lotnicze)	Polish Air Industry (a state-owned company)

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Unit 9. Conflicts in the World

In this unit you will listen to texts about local conflicts in various parts of the world--from Europe through the Middle East, to Asia and Africa. The texts you will hear do not always follow the same format, but you can expect to hear names of groups involved in the conflicts, and the names of the geographical areas from which they came.

Exercise 1 Before listening to texts in this unit, you should brush up your knowledge of problems occurring in the regions in question.

1. What do the following abbreviations stand for? Provide the missing words in the full versions of the abbreviations.

   a. RPA Republika Południowej _____

   b. IRA Irish _____ _____

   c. RFN Republika Federalna _____

2. Read the background note below, and on the map that follows, mark the countries occupied by Kurds.



Background Note

Kurds, an Islamic Kurdish-speaking people, live in northwestern Iran, northern Iraq, eastern Turkey, northern Syria and parts of Soviet Armenia. A census in 1965 estimated a total Kurdish population of about 7 million. Various attempts by the Kurds to set up a state of their own have succeeded only once, in Iran in 1946, with the Republic of Mahabad. It lasted only one year; the Soviet Union's support for it proved, in the end, illusory.

Sikhs are members of a Hindu religious sect living in India.

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Exercise 2 In the passages that you will hear, the words and phrases from Column B are used as synonyms of the words and phrases from Column A. (Synonyms are words that have the same meaning.) Match the words and phrases in Column A with their synonyms in Column B. Write the correct letter in the space provided.

Column A	Column B
____ 1. broń chemiczna	a. wojsko
____ 2. działania wojenne	b. oddziały
____ 3. jednostki	c. policja
____ 4. siły bezpieczeństwa	d. gazy trujące
____ 5. siły zbrojne	e. działania zbrojne

Exercise 3 Listen to Text A, which describes the conflict between the Iraqis and the military element of the Kurds. Then check your comprehension by answering the questions below.

1. What kind of weapon did the Iraqis use against the Kurds? Write your answer in English in the space provided.

_____

2. How many people were killed? Check the correct answer.

   a. Dozens
   b. Hundreds
   c. Thousands

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3. a. How would you expect American officials to react to reports of Iraqis using such weapons? Circle the correct answer.

Negatively Indifferently

b. Listen again to the tape. How did George Shultz react to the incident? Write your answer in English in the space provided.

_____

Exercise 4 In Text B you will hear about another situation in which a minority group experienced difficulties with the central government. Before you listen to this tape, read the following questions. They will help focus your attention. When you have finished listening to the text, check your comprehension by answering the questions.

1. Is there any thematic relation between Texts A and B? Write your answer in English in the space provided.

_____

2. Who is granting amnesty to whom? Write your answer in English in the space provided.

_____

3. In this item, refugees left their country because they

a. feared persecution.
b. could not endure the economic situation.
c. were expelled.
d. feared involvement in the war.

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4. Where did they go? Write your answer in English in the space provided.

_____

5. When should they return to be eligible for the amnesty? Check the correct answer.

   a. Next month
   b. Within a month
   c. After a month

Exercise 5 By now you are probably able to anticipate the kind of information you will hear in a report on a conflict. You know that you will hear who is involved, and maybe how many have been hurt and what weapons were used. First read the questions to focus your listening. Then listen to Text C. Finally, check your comprehension by answering the following questions.

1. In what country are the incidents described in the text taking place? Write your answer in English in the space provided.

_____

2. Where is the fighting taking place? Check the correct answer.

   a. In a square
   b. In a palace
   c. In a temple
   d. In a military barracks

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3. Who is taking part in the conflict? Write your answer in English in the space provided.

_____

4. For how long has the place been surrounded by the security forces? Write your answer in English in the space provided.

_____

5. How many people have been killed during that time? Check the correct answer.

   a. 8
   b. 13
   c. 30
   d. 40

6. What kind of weaponry does the passage say is used by the security forces? Check the correct answer.

   a. Machine guns
   b. Tear gas
   c. Mortars
   d. Helicopters

7. What was the extremists' reaction to the proposal of surrender? Write your answer in English in the space provided.

_____

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Exercise 6 Before listening to Text D, refresh your knowledge about the situation in Northern Ireland by indicating whether the following statements are false (F), or true (T).

	T	F
1. The conflict in Northern Ireland has religious origins.	❑	❑
2. There are only two sides in the conflict: Irish Protestants and Irish Catholics.	❑	❑
3. British troops are in Northern Ireland.	❑	❑
4. The conflict is not confined to the territory of Northern Ireland.	❑	❑

Exercise 7 The Irish Republican Army (IRA) has been condemned as a terrorist organization by the British and Irish governments. The IRA's goal is to oust the British Government from the six provinces that make up Northern Ireland.

Read the following questions, then listen to Text D for the answers.

1. Which of the items below are cited in the news story as elements of everyday life in Northern Ireland? Check the correct answer.

   a. Assassinations
   b. Demonstrations
   c. Funerals
   d. Police and military actions

2. When were three persons killed during a shooting at Armagh? Check the correct answer.

   a. Today
   b. This week
   c. This month
   d. This year

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3. What happened in Gibraltar? Check the correct answer.

   a. The IRA shot three British soldiers.
   b. Three members of the IRA were killed.
   c. Three British soldiers were killed in a bomb trap set by the IRA.

4. In which season did it happen? Check the correct answer.

   a. Zima
   b. Wiosna
   c. Lato
   d. Jesień

5. Text D mentions three countries in which British soldiers have been killed. In English, list the names of these three countries.

   a. _____

   b. _____

   c. _____

Background Note 

Gibraltar is a British crown colony comprising a fortress and seaport on a narrow promontory near the Southern tip of Spain.

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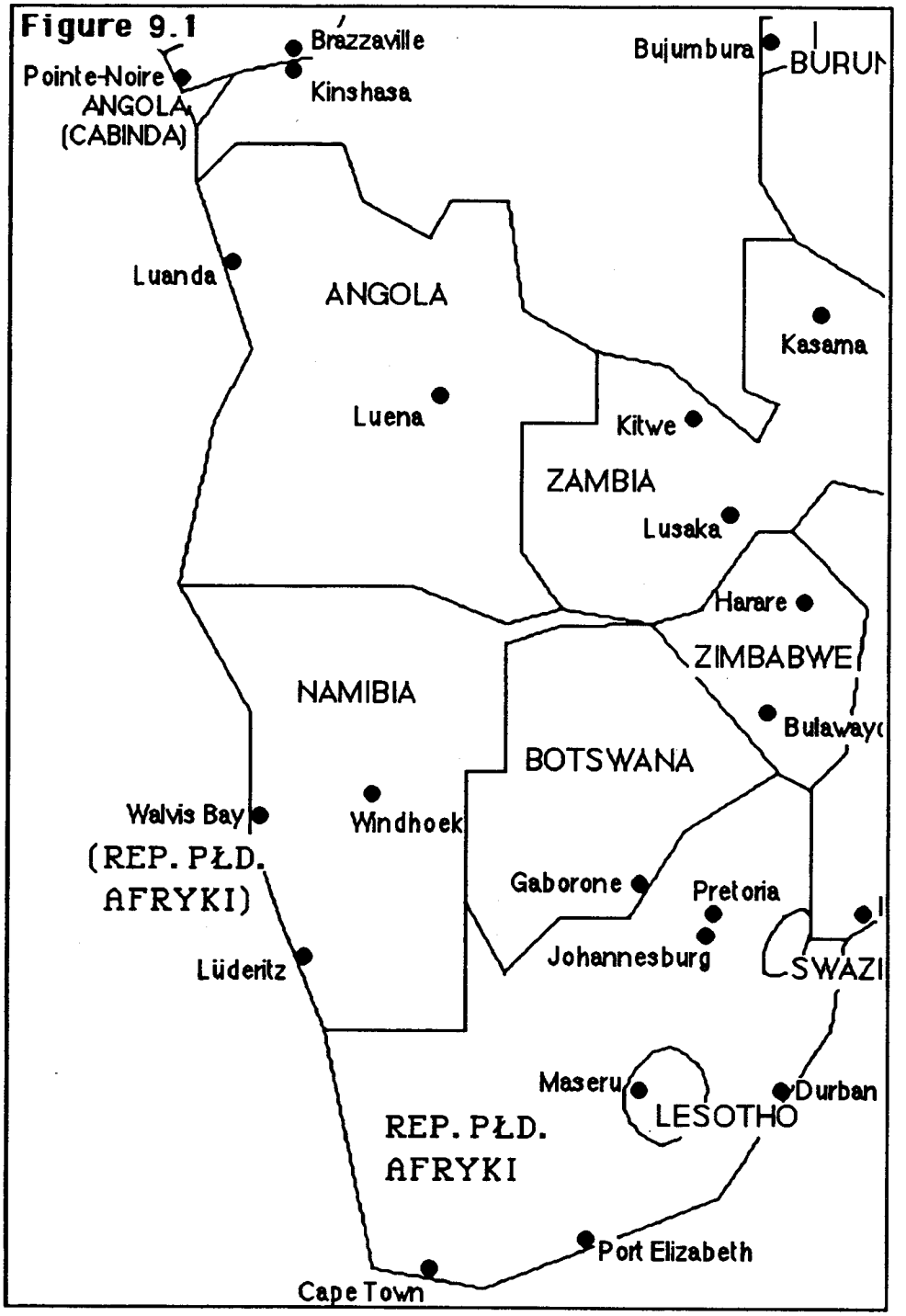
Exercise 8 Listen to Text E, which is about a conflict in South-West Africa. On the map below, underline all the geographic names that are mentioned in the text.



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Exercise 9 Now that you know which places are mentioned in the text, let's look at some of the details concerning the events that are taking place in South-West Africa. These details will deal with the parties engaged in the conflict and with negotiations.

Listen to Text E again. Then, on the basis of what you hear, finish the sentences below.

1. The two topics on the negotiations agenda are:

   a. the schedule of the withdrawal of _____ from _____ ;

   b. the granting of _____ to _____ .

2. _____ are preparing an offensive against _____ .

3. The UNITA forces are supported by _____ and _____ .

Exercise 10 Listen to Text F. Fill in the blanks as you are listening to the text. The missing words are geographical names.

Niewykluczone, iż jeszcze podczas tego weekendu nastąpi bezpośrednie spotkanie ministrów spraw zagranicznych _____ Tarika Aziza i _____ Allego Agbara Welleyatiego, poinformował w _____ główny mediator w _____ -_____ rokowaniach _____ dyplomata Ian Eliason.

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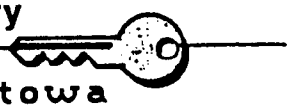
Key Vocabulary



akcja odwetowa	retaliatory action
bezpośredni	direct
bojownik	fighter
być wstrząśniętym	to be shocked
członek	member
działania wojenne	war activities
gazy trujące	poisonous gases
ginąć/zginąć	to die, to get killed
główny	main
kontrrewolucjonista	counterrevolutionary
masakra	massacre, slaughter
mediator	mediator
nasilać/nasilić się	to increase
nastąpić	to happen
nieuzbrojony	unarmed
niewykluczone	not improbable
obawa	fear, anxiety
oddział	unit
ofensywa	offensive
ogień moździerzy	mortar fire
opuścić	to leave
ostrzelać	to fire, shell
otoczenie	surrounding
otrzymywać pomoc	to get/receive help
pogrzeb	funeral
potępiać/potępić	to condemn
przyznać niepodległość	to grant independence
rokowania	negotiations
siły bezpieczeństwa	security forces
siły zbrojne	armed forces
skorzystać	to make use of
starcie	clash
strzelanina	shooting
terminarz	schedule
udawać/udać się	to go

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wezwanie	call (noun)
wojna	war
wojsko	troops, army, military forces
wycofywanie	withdrawal
wypowiedziany	declared
zabójstwo	manslaughter, murder
zamach	assassination attempt, coup d'`etat
złożenie broni	the laying down of arms

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Unit 10. Withdrawal of Soviet Troops from Afghanistan

The texts in this unit are about the withdrawal of Soviet troops from Afghanistan and about the situation in Afghanistan following the withdrawal. You will also hear about other countries' reactions to the withdrawal.

Exercise 1 Before listening to the texts in this unit, test your knowledge of the region and its problems. Doing this exercise will help you understand the background to the news broadcasts you will be hearing.

1. Does Afghanistan border with the U.S.S.R.? Check the correct answer.

___ Yes ❑ ___ No ❑

2. What is the capital of Afghanistan? Check the correct answer.

   a. Islamabad
   b. Kabul
   c. Dżalalabad
   d. Baghdad

3. Why were Russian troops in Afghanistan? Check the correct answer.

   a. The two countries were in a state of war.
   b. The government of Afghanistan asked the Soviet Union for help.
   c. The Soviet Union tried to get rid of American troops in Afghanistan.
   d. The lives of Soviet personnel were endangered.

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Exercise 2 In these next two texts you will hear headlines about the direction of Soviet troop withdrawal. Then you will hear about Chinese and Japanese reactions to this withdrawal.

1. Listen to Text A. Then, answer the following questions.

   a. How many Soviet units does the text say are leaving Afghanistan? Write your answer in English in the space provided.

   _____

   b. Which of the following statements is true, according to the text? Check the correct answer.

   _____ -The troops are moving towards Kabul.
   _____ -The troops have just left Kabul.

2. Listen to Text B. Then, answer the following questions.

   a. What was China's reaction to the withdrawal of Soviet troops from Afghanistan? Check the correct answer.

   _____ - Beijing condemned Soviet aggression.
   _____ - Beijing welcomed Moscow's decision.
   _____ - Beijing announced it was going to send its troops to help the rebel troops.
   _____ - Beijing warned against outside interference in Afghan affairs after the withdrawal of the Soviet troops.

   b. In what way was the Japanese reaction different from the Chinese one? Write your answer in English in the space provided.

   _____

   _____

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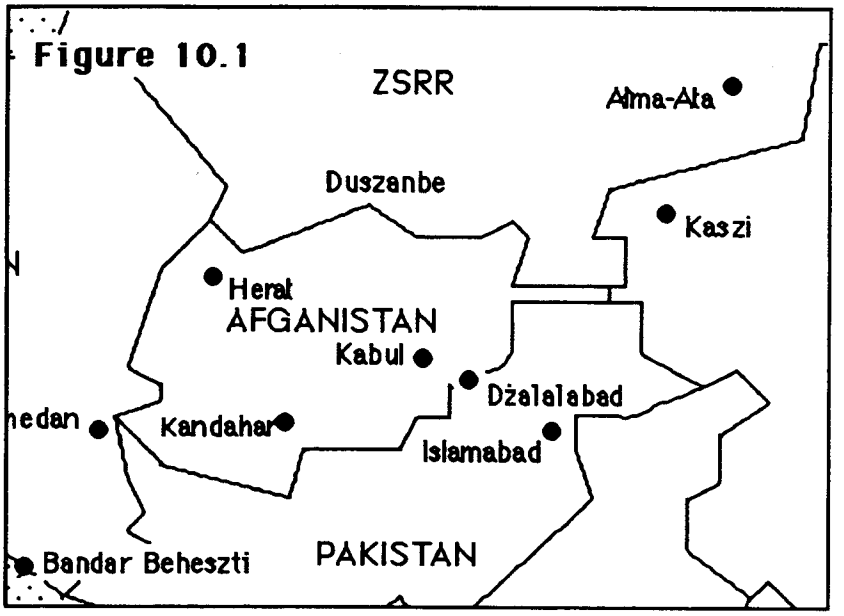
Exercise 3 Text C describes the route of Soviet troops. Listen to Text C. Then, on the map below, draw the march route of the Soviet troops.



Exercise 4 Remember to listen for numerical information. This information can give you a clear and precise idea of the situation. Listen to Text C again. This time concentrate on the numbers you hear. Then, in English, fill in the empty boxes of the following table, which contains information about the movement of the Soviet troops.

Distance to cover	
Time allotted to cover that distance	
Number of troops	
Number of vehicles	
Types of vehicles	

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Exercise 5 Listen to Text C once more. The last two sentences of the text are about safety measures taken during the withdrawal. From the list below, check the measures that the text mentions.

_____ 1. The route of the withdrawal is kept secret.

_____ 2. Tanks and armored vehicles are positioned along the withdrawal route

_____ 3. The withdrawing troops are protected by Soviet helicopters.

_____ 4. The troops are preceded by Afghan combat engineers.

_____ 5. The troops are preceded by Soviet combat engineers.

Exercise 6 Text D gives detailed information on the timetable of the Soviet withdrawal. Listen to Text D. Look at the calendar below and mark the following two dates on the calendar.

1. The date of Reagan's visit to Moscow

2. Withdrawal of half of Soviet troops from Afghanistan

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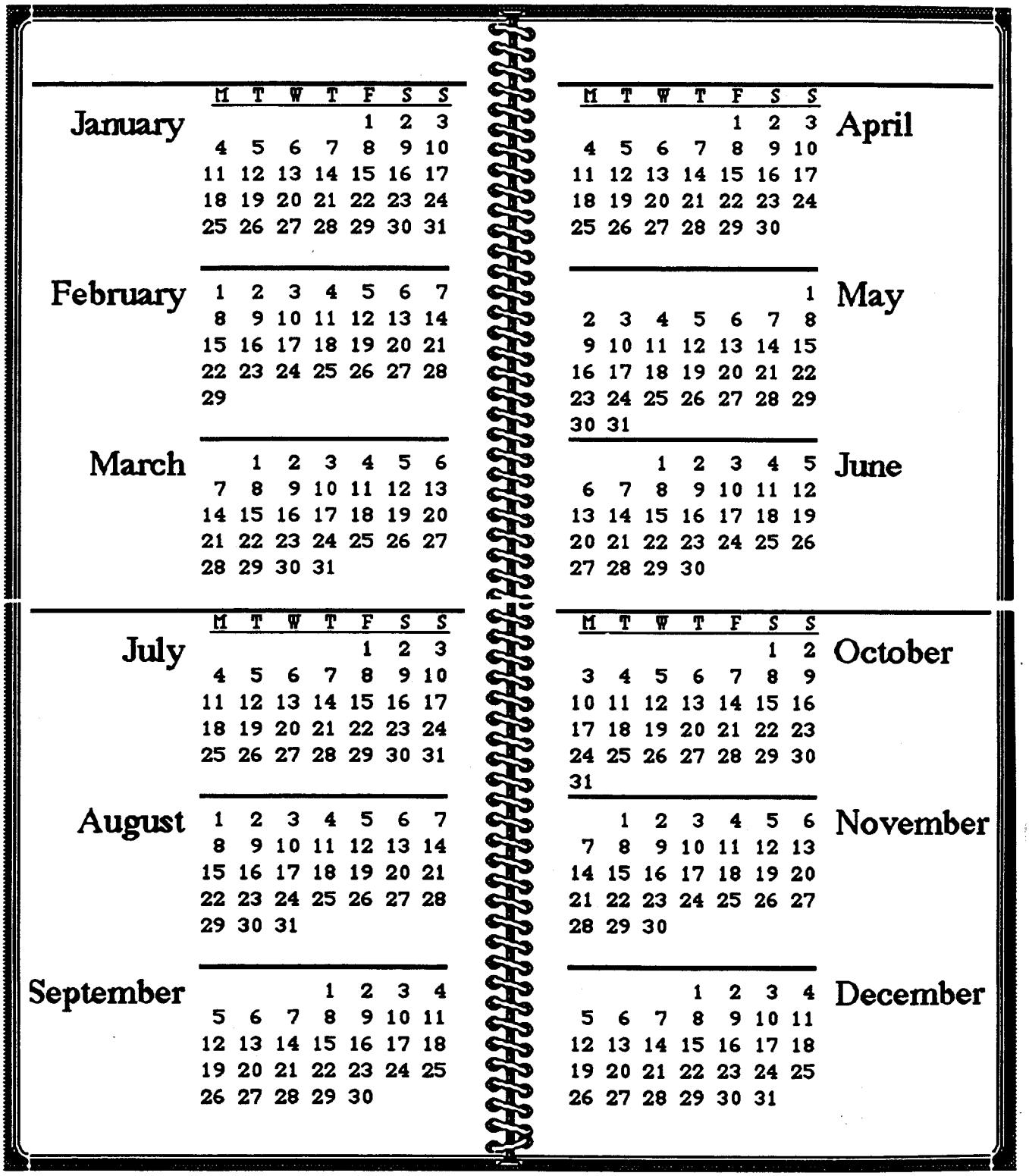

January

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

March

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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Exercise 7 First, read the questions below. This will help you anticipate what information to listen for. Then listen to Text D again and answer the questions in English in the spaces provided.

1. Who is Boris Grimov?

_____

2. How many Soviet troops were in Afghanistan?

_____

3. When was one quarter of the Soviet troops to leave Afghanistan?

_____

4. When was another quarter to leave Afghanistan?

_____

Exercise 8 In Polish broadcasts, just as in American news reports you hear first the summary of news, in the headlines, then additional details on each news item. Text E is a continuation of the headlines you heard in Text B.

Listen to Text E for details on China's reaction to events in Afghanistan.

1. What does the China Daily's commentator speculate will be the consequences of the Soviet troop withdrawal? Check the correct answer.

   a. A peace conference on Cambodia can be organized.
   b. Vietnam will withdraw its troops from Cambodia.
   c. The Soviet Union will exert pressure on Vietnam to withdraw its troops from Cambodia.

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d. The international pressure on Vietnam to withdraw its troops from Cambodia will increase.

2. Is it known how much money the Japanese government will spend to rebuild Afghanistan? Check the correct answer.

___ Yes ❑ ___ No ❑

3. Where is the China Daily published? Write your answer in Polish in the space provided.

_____

Exercise 9 This is the final text of the unit. In this passage you will hear about the United States' reaction to the Soviet withdrawal from Afghanistan.

Listen to Text F. Which of the following titles would be suitable for the text? Check the appropriate one. This kind of exercise will help you practice listening for the main idea in a radio broadcast.

1. US-Soviet talks on the future of Afghanistan
2. Shultz demands complete removal of Soviet troops from Afghanistan
3. Shultz demands that Soviets remove mines they have planted
4. Shultz demands that Afghan refugees be allowed to return from Pakistan

Exercise 10 Now listen to Text F again. (This time you will be listening for the details.) Then, answer the following questions.

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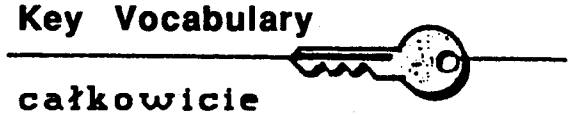
1. According to the text, when did the Shevardnadze-Shultz talks take place? Check the correct answer.

   a. Yesterday
   b. Last week
   c. Last month

2. What was Shevardnadze's attitude toward the matter under discussion?

   a. Cooperative
   b. Hostile
   c. Undetermined

Key Vocabulary



całkowicie	completely
ciężarówka	truck
czołg	tank
droga przemarszu	march route
granica	border
jednostka	unit
kolumna	column
konwój	convoy
liczący	in the number of
mina	mine
nacisk	pressure
naczelny dowódca	supreme commander
obiecywać/obiecać	to promise
odbudowa	reconstruction, rebuilding
opuszczać/opuścić	to leave
ostry	here: tight
oświadczać/oświadczyć	to declare
podawać/podać	here: to announce
podłożony	laid (about mines)
pojazd	vehicle
pokonywać/pokonać	here: to cover

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położony	located, situated
poruszać/poruszyć	here: to discuss
powoływać/powołać się	to quote
powracający	returning
przeznaczać/przeznaczyć	to devote, to allocate
przodem	in front of
przybywać/przybyć	to arrive
rzecznik rządu	spokesman for the government
saper	combat engineer
siły	forces
sprawa	matter, problem
stanowić problem	to be a problem
szacunek	respect
szosa	road
środki bezpieczeństwa	safety measures
towarzyszyć	to accompany
transporter opancerzony	armored vehicle
uchodźca	refugee
układ	treaty
usunięcie	removal
współpraca	cooperation
wychodzić/wyjść	to go out
wycofywanie	withdrawal
wzdłuż	along
wzrastać/wzrosnąć	to increase
zagrożenie	danger
zająć pozycję	to take position
zaminowany	mined
zaoferować pomoc	to offer help
zmierzać	to move (toward)
zmniejszenie	reduction
zmotoryzowany	motorized
zniszczenia wojenne	war damage
zwracać/zwrócić się	to turn to
źródła	sources

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Speaking Suggestions

Unit 6 Greetings to Soldiers.

Divide the class into pairs. Ask each pair to take the role of disc jockeys and to make announcements of songs to be played for members of the class on a request program. The disc jockeys should give appropriate reasons for the request. The rest of the class listens to the announcement and tries to guess which class member the announcement is for.

Unit 7. Military Ceremonies

a. Divide your class into pairs. Ask them to imagine that they have been asked to draw up a schedule of activities for a regimental anniversary. The celebration will last all day. They must include a ceremony, a sports event, family activities and a special meal. Ask each pair to make a timetable with activities scheduled for every hour. (Students need not write this schedule down, but they must remember what they have organized.)

b. Ask each pair to present their schedules to the class.

Unit 8. Aerospace Industry

a. Tell your class that the object of this game is to ask rapid questions. The words Tak and Nie are not allowed in the answers.

b. Divide your class into two teams. Instruct each team to ask as many questions as it can on aerospace.

Example of questions:

Senator Glenn był astronautą, prawda?
Czy Rosjanie mają stałą stację kosmiczną?
Czy chciałbyś polecieć na księżyc?
Czy Sally Ride była pierwszą Amerykanką w kosmosie?

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c. Ask members of team A to put their questions to members of team B. Team B members must answer quickly. If a team B member uses Tak or Nie in his answer he is disqualified.

d. After five minutes, teams change roles.

Unit 9. Conflicts in the World

a. Give one of the following roles to each member of your class:

A Kurd	An Iraqi soldier
A Sikh	A British soldier
A member of the IRA	A South African soldier
A Namibian refugee	A member of UNITA

b. Ask your class to divide into pairs; then ask students to question each other to find as many things in common with their partners as they can. Examples of these questions might include:
   Would you recommend your kind of life to others? Why, or why not?
   What do you like/dislike about your life?
   How long have you been in your job/situation?
   What changes do you see in your immediate future?

c. Allow three minutes for this exchange and then ask students to find new partners. Continue until students have interviewed each other.

Unit 10. Withdrawal of Soviet Troops from Afghanistan

Photocopy the following sentences, then cut the page into strips with one sentence on each strip. In small groups or pairs, students are to put the sentences into a logical sequence. Repeat with other texts on this subject.

W czwartek generał zwołał zebranie oficerów.

Na zebraniu omówił trzy sprawy.

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Po pierwsze, oznajmił wycofanie wszystkich jednostek wojskowych z Polski.

Po drugie, zakomunikował że 30% oficerów zostanie przeniesionych do rezerwy.

Po trzecie, powiedział, że 70% oficerów zostanie przeniesionych do innych oddziałów.

Po wysłuchaniu całego komunikatu oficerowie byli bardzo zdenerwowani.

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Listening Workbook 2, Speaking Suggestions

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Answer Key
Unit 6. Greetings to Soldiers

Exercise 1

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

Exercise 2

You might list some of the following wishes:
- promotions; success in career,
- frequent leaves,
- safety,
- home base,
- untroubled service.

Exercise 3

1. Artur Wybranowski
2. lots of health, happiness every day, and good fortune
3. 20th birthday
4. Parents and Tomek

Exercise 4

c

Exercise 5

1. D 1st anniversary of service
   C Name day
   E No reason given
2. Text D
3. Text E

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Answer Key, Unit 6

Exercise 6

1. a. Emil Nowakowski
   b. Message: all the best, good health and success in your studies
   c. Occasion: birthday
   d. Sender(s): parents
2. c
3. d

Exercise 7

1. Dwudziesta rocznica urodzin
2. szeregowy
3. Wojska Ochrony Pogranicza
4. b

Exercise 8

1. b
2. Podporucznik
3. Młodszy chorąży
4. Brak powodu
5. Rodzice i Andrzej z żoną

Exercise 9

a. greeting
b. senders
c. addressee's name
d. occasion

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

Exercise 10

Text J (1) e
(2) c
(3) d

Text K (4) b
(5) f
(6) a

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Answer Key
Unit 7. Military Ceremonies

Exercise 1

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

Exercise 2

1. a Marszałek
2. a dwóch
3. a wybitny
4. a wychowawca
   b pokoleń
5. a współorganizator
   b najeźdźcą

Exercise 3

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

Exercise 4 A.4.

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Answer Key, Unit 7

Exercise 5

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

Exercise 6

1. A military academy
2. Second lieutenant
3. Wrocław
4. Military Academy: Mechanized Troops
5. He graduated from it.

Exercise 7

1. wielu
2. odbyły
3. dziś
4. absolwentów
5. oficerskich
6. podporucznika
7. We
8. promował
9. Obrony
10. imieniu
11. Sekretarza
12. Rady
13. sił
14. własnym
15. studiów

Exercise 8 1, 3, 5

Exercise 9 2, 4, 5, 6, 7

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Exercise 10

	Poland or Polish	The Soviet Union or Russian
Where is Katyń?		X
Where did the POWs come from?		X
Where did the officers come from?	X	
In what language is the inscription on the cross?	X	X
Priests from what countries took part in the commemoration ceremony?	X	X

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Answer Key
Unit 8. Aerospace Industry

Exercise 1

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

Exercise 2

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

Exercise 3

1. wyprodukował
2. minionym
3. przemysł
4. Obchody
5. się
6. Zgromadzono
7. wojskowych
8. wzbudził
9. najnowocześniejszy
10. świata

Exercise 4

1. 60
2. 39
3. 124
4. 240
5. 170
6. 4
7. 24

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Exercise 5

1. orbit
2. space station
4. research
5. flight
6. crew
7. researcher
9. onboard systems
10. cosmonaut

Polish equivalents:

1. orbita
2. stacja orbitalna
4. badania
5. lot
6. załoga
7. badacz
9. systemy pokładowe
10. kosmonauta

Exercise 6

1, 2, 4, 5, 7

Exercise 7

1. F
2. T
3. T
4. F
5. T
6. F
7. T

Exercise 8

1. Every other year
2. More than 600
3. Two
4. Its experimental, economical engine
5. Dromader and Mewa

Exercise 9

Plane	Manufacturer	Country of origin
MiG 29	MiG	The Soviet Union
McDonnel-Douglas	McDonnell-Douglas	The United States
Dromader	PZL	Poland
Mewa	PZL	Poland

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Exercise 10

1. An aerospace fair opened in Farnborough near London.
2. This year the number of participants was particularly high.
3. Firms participating in the fair offer aircraft, engines, and navigation instruments.
4. The Russian planes drew a lot of attention.
5. A new, economical American plane was displayed.
6. Poland presented two exhibits.

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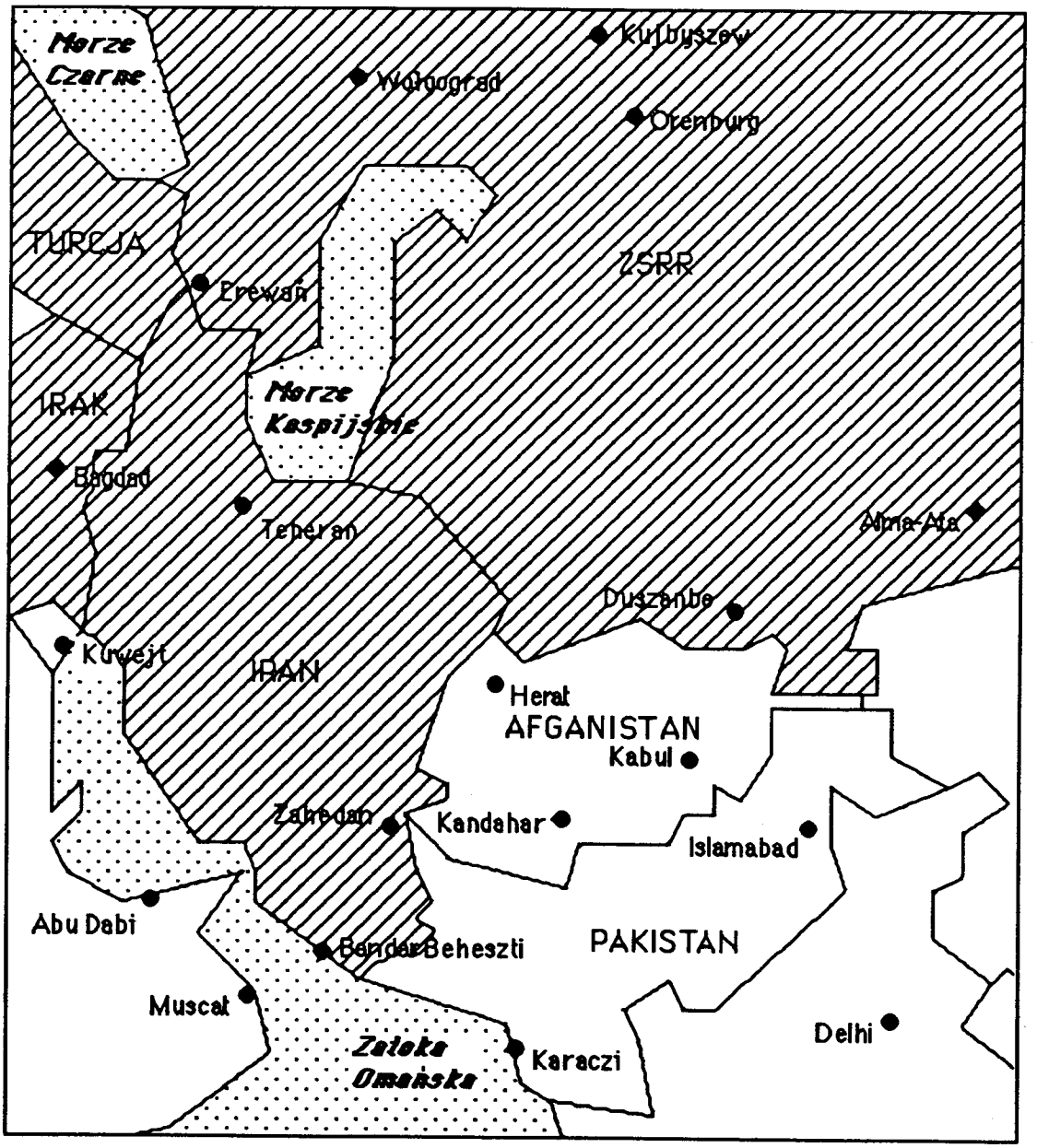
Answer Key
Unit 9. Conflicts in the World

Exercise 1

1. a. Republika Południowej Afryki
   b. Irish Republican Army
   c. Republika Federalna Niemiec

2.



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Answer Key, Unit 9

Exercise 2

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

Exercise 3

1. Chemical Weapons
2. c
3. a. Negatively
   b. He condemned the use of poisonous gases.

Exercise 4

1. Both texts are about Iraq's policy on Kurds.
2. The Iraqi government is granting an amnesty to the Kurds who left Iraq.
3. d
4. Turkey
5. b

Exercise 5

1. India
2. c
3. Sikh extremists and Indian security forces
4. Eight days
5. c
6. c
7. They started shooting.

Exercise 6

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

Exercise 7

1. a, c, d
2. b
3. b
4. b
5. a. England
   b. Belgium
   c. West Germany

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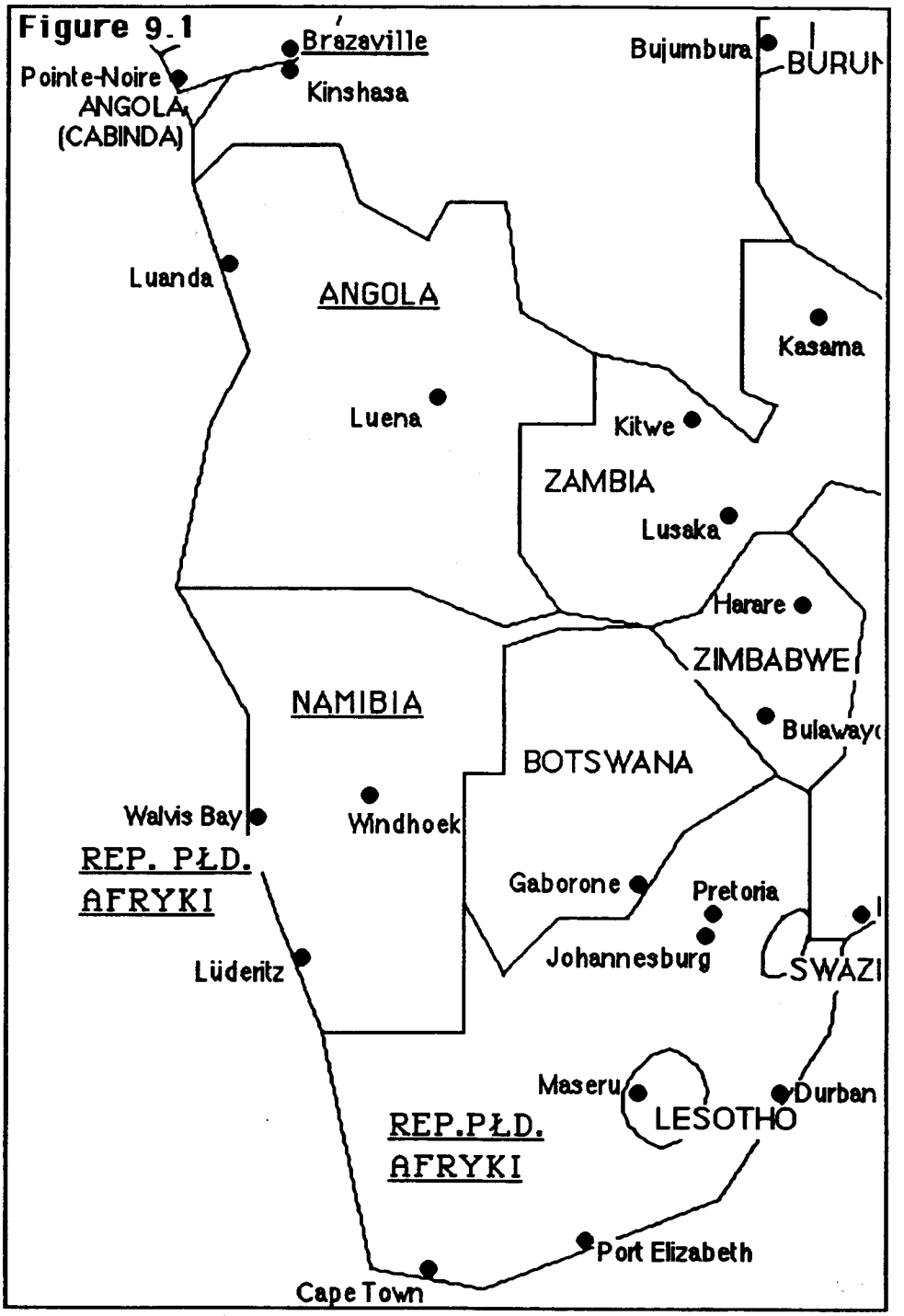
Exercise 8



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Answer Key, Unit 9

Exercise 9

1. The two topics on the agenda of the negotiations are:
   a. the schedule of the withdrawal of Cuban troops from Angola;
   b. granting independence to Namibia.
2. The Angolan armed forces are preparing an offensive against the UNITA troops.
3. The UNITA forces are supported by the Republic of South Africa and U.S.

Exercise 10

Niewykluczone, iż jeszcze podczas tego weekendu nastąpi bezpośrednie spotkanie ministrów spraw zagranicznych Iraku Tarika Aziza i Iranu Allego Agbara Welleyatiego, poinformował w Genewie główny mediator w iracko - irańskich rokowaniach szwedzki dyplomata Ian Eliason.

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Answer Key
Unit 10. Withdrawal of Soviet Troops from Afghanistan

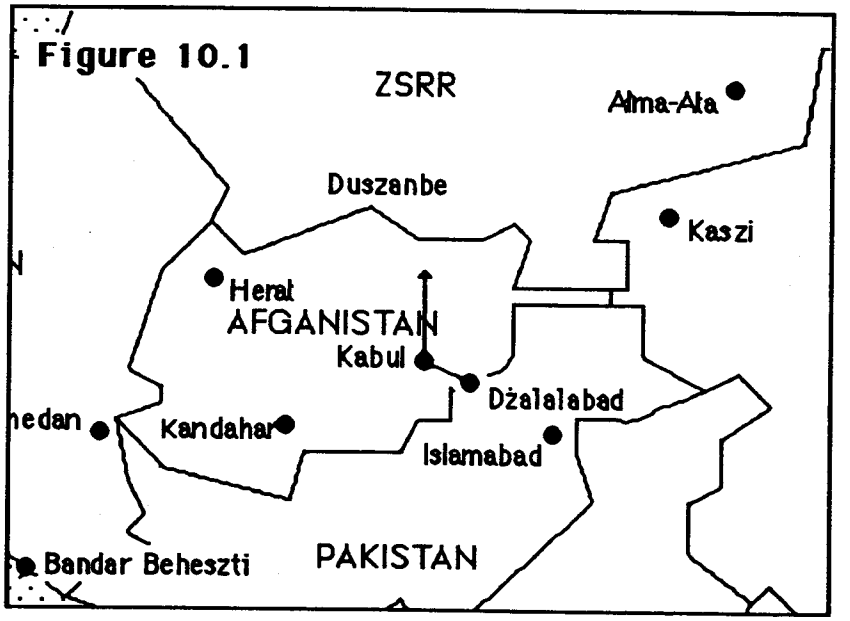
Exercise 1

1. Yes
2. b
3. b

Exercise 2

1. a. One
   b. The troops have just left Kabul.
2. a. Beijing welcomed Moscow's decision.
   b. Chinese reaction was verbal, while the Japanese offered material help to Afghanistan.

Exercise 3



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Answer Key, Unit 10

Exercise 4

Distance to cover	320 km
Time allotted to cover that distance	3 days
Number of troops	1,200
Number of vehicles	300
Types of vehicles	trucks, armored vehicles, tanks

Exercise 5 2, 4

Exercise 6 1.

May

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	(29)
30	31					

2.

August

1	2	3	4	5	6	7
8	9	10	11	12	13	14
(15)	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Exercise 7

1. commander-in-chief of the Soviet troops stationed in Afghanistan
2. 115,000
3. Before Reagan's visit to Moscow
4. Before August 15th

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Exercise 8

1. d
2. No
3. Pekin

Exercise 9

3

Exercise 10

1. b
2. a

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Answer Key, Unit 10

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Dictionary of Key Vocabulary

absolwent	graduate (noun)
akcja odwetowa	retaliatory action
awans	promotion
badacz	researcher
badania	research
bezgraniczny	limitless
bezpośredni	direct
bojownik	fighter
brygada	brigade
być wstrząśniętym	to be shocked
całkowicie	completely
ciężarówka	truck
cywilny	civilian
czasowo	temporarily
część	part (noun)
czołg	tank
członek	member
długoletni	of many years
dowódca	commander, leader
droga przemarszu	march route
działania wojenne	war activities
gazy trujące	poison gases
ginąć/zginąć	to die, to get killed
główny	main
granica	border
gratulacje	congratulations
jednostka	unit
jeniec	prisoner of war
jubileusz	anniversary
kadra	cadre
kolumna	column
kontrrewolucjonista	counterrevolutionary (noun)
konwój	convoy
korzystać/skorzystać	to make use of
kosmodrom	launching pad

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kosmonauta	astronaut, cosmonaut (if Soviet)
krzyż	cross
ksiądz	priest
liczący	in the number of
lot	flight
ładunek	load
marszałek	marshal
masakra	massacre, slaughter
mediator	mediator
mina	mine (noun)
młodszy chorąży	warrant officer, W-1
modły	prayers
mogiła	grave, tomb
nacisk	pressure
naczelny dowódca	supreme commander
najlepszy	the best
nasilać/nasilić się	to increase
następować/nastąpić	to happen
nieuzbrojony	unarmed
niewykluczone	not improbable
obawa	fear, anxiety
obiecywać/obiecać	to promise
odbudowa	reconstruction, rebuilding
oddanie	devotion
oddział	unit
odprawić	here: to celebrate, hold (a mass)
odsłonić	to unveil
ofensywa	offensive
ofiarność	dedication
ogień moździerzy	mortar fire
opuszczać/opuścić	to leave
ostry	here: tight
ostrzeliwać/ostrzelać	to fire, shell
oszczędny	here: economical
oświadczać/oświadczyć	to declare
otoczenie	surrounding

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otrzymywać/otrzymać	to receive
otrzymywać pomoc	to get/receive help
pamięć	memory
podawać/podać	here: to announce
podłożony	laid (about mines)
podporucznik	2nd lieutenant
pogrzeb	funeral
pojazd	vehicle
pokonywać/pokonać	here: to cover
położony	located, situated
pomnik	monument
pomyślny	successful
poruszać/poruszyć	to discuss
potępiać/potępić	to condemn
powoływać się	to quote
powracający	returning
prawosławny	(of) the Orthodox Church
promocja	promotion
przedwojenny	pre-war
przełożony	superior, principal
przemysł lotniczy	aviation industry
przeznaczać/przeznaczyć	to devote, to allocate
przodem	in front of
przybywać/przybyć	to arrive
przyznać niepodległość	to grant independence
rocznica	anniversary
rokowania	negotiations
rozmiar	size, dimension
rzecznik rządu	spokesman for the government
saper	combat engineer
serdeczny	cordial, kind
sierżant podchorąży	cadet sergeant
siły bezpieczeństwa	security forces
siły	forces
siły zbrojne	armed forces
służba	duty
służba wojskowa	military service

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sprawa	matter, problem
stacja orbitalna	space station
stacjonujący	stationing
stanowić problem	to be a problem
starszy szeregowy	private first class
statek kosmiczny	spaceship
strażnica	watch tower
strzelanina	shooting
systemy pokładowe	onboard systems
szacunek	respect
szeregowy	private
szosa	road
szybowiec	glider
Śląski Okręg Wojskowy	Silesian Military District
śmigłowiec	helicopter
środki bezpieczeństwa	safety measures
tablica	commemorative plaque
targi (pl.)	trade fair
terminarz	schedule
towarzyszyć	to accompany
transporter opancerzony	armored vehicle
uchodźca	refugee
udawać/udać się	to go
układ	treaty
ukończenie	graduation
upamiętnić	to commemorate
urlop	holiday, leave, vacation
uroczystość	celebration, ceremony
uroczysty	solemn, celebrated
urodziny	birthday
urządzenia nawigacyjne	navigation instruments/ equipment
usunięcie	removal
uwaga	attention
uznanie	recognition
wezwanie	call (noun)
wiązanka	bunch (of flowers)
wojna	war

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Wojska Ochrony Pogranicza	Border Guard Troops
wytrwałość	perseverance
wojsko	troops, army, military forces
wojskowy	military
współorganizator	co-organizer
współpraca	cooperation
wybitny	outstanding
wychodzić/wyjść	to go out
wychowawca	educator
wycofywanie/wycofanie	withdrawal
wypowiedziany	declared
wystawca	exhibitor
wytrwały	persistent
Wyższa Oficerska Szkoła Samochodowa	Military Academy: Motor Transport Troops
wzdłuż	along
wzrastać/wzrosnąć	to increase
zabójstwo	manslaughter, murder
zagrożenie	danger
zająć pozycję	to take position
zamach	assassination attempt, coup d'`etat
zaminowany	mined
zaoferować pomoc	to offer help
zasięg	range
złożenie broni	the laying down of arms
zmierzać	to move (toward)
zmniejszenie	reducing
zmotoryzowany	motorized
zniszczenia wojenne	war damage
zwracać/zwrócić się	to turn to
źródło	source
życzenie	wish

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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 6. Greetings to Soldiers

Listen to Text A and answer questions 1–3.

1. What is the occasion for the greetings in Text A?

   a. Birthday
   b. Wedding anniversary
   c. Name day
   d. Military promotion

2. Who is celebrating?

   a. An officer
   b. A civilian woman
   c. A private
   d. A civilian man

3. Where are the units mentioned in Text A stationed at the time of the broadcast?

   a. Warsaw
   b. Bielsko
   c. Silesia
   d. Bielsko-Biała

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Listen to Text B and answer questions 4–6.

4. Which of the following reasons for celebration is NOT mentioned in the text?

   a. Wedding
   b. Promotion
   c. Birthday
   d. Anniversary

5. What does the word najczęstszy refer to in Text B?

   a. Promotion
   b. Birthday
   c. Anniversary
   d. Leave

6. Irena sends greetings from her and her

   a. parents.
   b. mother.
   c. husband.
   d. sister.

Listen to Text C and answer questions 7–10.

7. What is Arkady Sobczyk celebrating?

   a. His birthday, and anniversary of military service
   b. His anniversary of service, and a promotion
   c. His name day, and anniversary of military service
   d. His birthday, and honorary leave

8. What does the word przebieg refer to?

   a. Celebrations
   b. Leave
   c. Military service
   d. Future

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9. What kind of superiors does Sobczyk's mother wish for him?

   a. Good and pleasant
   b. Understanding
   c. Good and understanding
   d. Good

10. Jurek is Arkady's

   a. brother.
   b. cousin.
   c. father.
   d. colleague.

Unit 7. Military Ceremonies

Listen to Text D and answer questions 11–1.

11. When did the defenders of Westerplatte fight against Germans?

   a. At the end of the war
   b. During the Russian offensive in 1945
   c. At the beginning of the war
   d. During the battles on the western front

12. What was recorded on the radio tape mentioned in Text D?

   a. An address by the Polish commander-in-chief
   b. A report from Westerplatte
   c. An address by Major Henryk Sucharski
   d. A military communique

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13. How many defenders of Westerplatte are still alive in Poland?

    a. 8
    b. 62
    c. 70
    d. 78

14. What honors were given to the Westerplatte soldiers by the president's decree?

    a. The Silver *Virtuti Militari* Cross and promotions to officerial ranks
    b. The Silver *Virtuti Militari* Cross
    c. The Golden *Virtuti Militari* Cross and promotions to officerial ranks
    d. The Silver *Virtuti Militari* Cross and promotions

15. Who is Tadeusz Fiszbach?

    a. Chairman of the Veterans Union
    b. A Ministry of Defense official
    c. Vice chairman of the Polish parliament
    d. One of the Westerplatte soldiers

Listen to Text E and answer questions 16–20.

16. Which group did NOT participate in the celebrations?

    a. Local authorities
    b. Youth organizations
    c. Relatives
    d. Veteran's organizations

17. How was Army Day celebrated in Poznań?

    a. The army quarters were open to the public.
    b. Air force pilots met with local officials.
    c. A ceremonial changing of guards took place.
    d. Flowers were laid on soldiers' graves.

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18. Which of the following were NOT showed to the public during "Dni otwarte koszar"?

    a. Unit tradition halls
    b. Quartering areas
    c. Military equipment
    d. Repair facilities

19. Who was invited to the academy in Dęblin?

    a. Relatives of the students
    b. Youth from local schools
    c. World War II veterans
    d. Students from other academies

20. How were the top teachers in Dęblin rewarded?

    a. They went on a special trip to the Warka-Magnuszew bridgehead.
    b. They were awarded medals.
    c. They met with veterans of the battle of Warka and Magnuszew.
    d. They were promoted to the rank of second lieutenant.

Unit 8. Aerospace Industry

Listen to Text F and answer questions 21–23.

21. Śriharikopta is a

    a. rocket.
    b. space center.
    c. satellite.
    d. laboratory.

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22. What does Text F say about this satellite launch?

a. It was the first attempt.
b. It was highly successful.
c. It was the second attempt.
d. It was of a military nature.

23. The Bay of Bengal is mentioned in the text because the

a. launching pad was near the Bay.
b. launch was watched from ships on the Bay.
c. satellite took pictures of the Bay.
d. rocket fell into the bay after the launch.

Listen to Text G and answer questions 24–26.

24. Where did the launch take place?

a. French Guiana
b. France
c. The United States
d. No information

25. Ariane is the name of the

a. launching center.
b. rocket.
c. French space program.
d. satellite.

26. What did the rocket launch?

a. Two French satellites
b. Two American telecommunications satellites
c. Two Guianan satellites
d. Two American meteorological satellites

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Listen to Text H and answer questions 27–30.

27. According to Text H, when did the spaceship land?

    a. Today
    b. At 4:50 GMT
    c. Yesterday
    d. At 4:50 Moscow time

28. Where did the landing take place?

    a. In Tadzhikistan
    b. In the Moscow area
    c. In Afghanistan
    d. In the Jeskazgan area

29. What does Text H say about the date of landing?

    a. The landing was delayed by 24 hours.
    b. The landing time was changed after a mechanical failure.
    c. The landing took place as planned.
    d. The date was changed more than once during the flight.

30. Why is the Supreme Soviet mentioned in the text?

    a. It discussed the space program.
    b. It gave the cosmonauts high state awards.
    c. It approved a new space budget.
    d. It discussed Soviet-Afghan cooperation.

Unit 9. Conflicts in the World

Listen to Text I and answer questions 31–36.

31. Where is the Kawongo River?

    a. On the border between Angola and Namibia
    b. In Namibia
    c. On the border between Namibia and South Africa
    d. In Angola

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32. What troops constituted the 6,000-strong contingent mentioned in Text I?

    a. Angolan and Namibian
    b. Cuban
    c. Angolan and Cuban
    d. South African

33. When did South Africa send its troops to Angola?

    a. A year ago
    b. Last September
    c. Two years ago
    d. No date is given.

34. According to the text, which country supports the anti-government group mentioned in Text I?

    a. Cuba
    b. The Soviet Union
    c. Angola
    d. The United States

35. Which of the following are among the countries holding talks discussed in the text?

    a. Cuba, the Soviet Union, and the US
    b. Angola, Namibia, and South Africa
    c. South Africa, Cuba, and the US
    d. The Soviet Union, South Africa, and the US

36. According to Text I, how many major conflicts are there in the world?

    a. 2
    b. 3
    c. 5
    d. 6

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Listen to Text J and answer questions 37-40.

37. The talks that ended on September 27 were held in the capital of

a. the Congo.
b. South Africa.
c. Angola.
d. Zaire.

38. What does the text say about the outcome of the talks?

a. There was no agreement on technicalities.
b. No breakthrough took place.
c. A major breakthrough was achieved.
d. A compromise was worked out.

39. When is the next round of talks going to be held?

a. On October 5
b. Before October 5
c. No date was established
d. After October 5

40. Which of the following issues is NOT on the agenda mentioned in Text J?

a. Border disputes between Namibia and South Africa
b. Withdrawal of South African troops from Namibia
c. Independence of Namibia
d. Cuban withdrawal from Angola

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Unit 10. Withdrawal of Soviet Troops from Afghanistan

Listen to Text K and answer questions 41–42.

41. What does the agreement signed in Geneva provide for?

a. Soviet withdrawal from Afghanistan
b. Soviet withdrawal from Afghanistan and international help in rebuilding the country
c. International supervision of the peace process
d. Soviet withdrawal from Afghanistan and non-interference in internal Afghan affairs

42. Which of the countries was NOT party to the agreement?

a. The Soviet Union
b. Pakistan
c. The United States
d. Switzerland

Listen to Text L and answer questions 43–44.

43. What happened by August 15,1988?

a. An agreement between the rebels and the Afghan government was reached.
b. Half the Soviet troops withdrew from Afghanistan.
c. A Soviet-Afghan peace treaty was signed.
d. Half the Soviet troops prepared to leave Afghanistan.

44. What does the text say about the rebels?

a. They moved into unoccupied areas.
b. They agreed to international inspection of their bases.
c. They became more active.
d. They issued threats to civilians.

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Listen to Text M and answer questions 45–46.

45. What effect did the Soviet withdrawal have on the situation in Afghanistan?

    a. The situation in major cities has deteriorated.
    b. The situation on the Soviet-Afghan border has improved.
    c. The economic situation has been gradually improving.
    d. The situation on the Pakistani-Afghan border has deteriorated.

46. Who issued the statement cited in Text M?

    a. The president of Afghanistan
    b. *Izwiestia* newspaper
    c. The prime minister of Afghanistan
    d. TASS news agency

Listen to Text N and answer questions 47–50.

47. What city are rebels planning to attack?

    a. Nangarhar
    b. Dżelalabad
    c. Kabul
    d. More than one of the above

48. Who is Abdullah Uliumi?

    a. A member of the Afghan Parliament
    b. A rebel spokesman
    c. A government military leader
    d. A rebel leader

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49. What did Abdullah Uliumi say about the date of the offensive?

a. It is not yet known.
b. It is planned for October 16.
c. It is planned for between October 16 and 18.
d. It is planned for October 18.

50. What did Abdullah Uliumi say about the offensive itself?

a. Pakistani soldiers will take part in it.
b. It was entirely planned by Pakistani advisers and will involve about 15,000 soldiers.
c. It will involve rocket attacks.
d. It is supposed to be very fast and involve 10 to 15,000 people.

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POLISH PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL2203
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 third in a series of 10 Polish workbooks written for linguists serving in the United States armed forces.

Workbook 3 is at proficiency level 1+. It contains texts ranging from the conflicts in the Middle East to Polish military equipment. These texts have been taken from the Polish media.

This is the second workbook at level 1+. You will find that the activities in this book continue building on 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

- anticipating information carried in a text,
- comparing information carried in a text,
- listening for key vocabulary,
- listening for clues to meaning in text formats,
- distinguishing between prepared text and spontaneous speech,
- summarizing information carried in a text.

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Administrative Instructions

1. Number of units in this subcourse: Five.

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

3. Supervisory requirements: None.

Grading and Certification Instructions

Examination:

This subcourse contains a multiple-choice examination covering the material contained in these units. After studying the units and working through the exercises, complete the examination. Mark your answers in the subcourse booklet; then transfer them to the ACCP Examination Response Sheet. Completely black out the lettered oval which corrresponds to your selection (A, B, C, or D). Use a #2 lead pencil to mark your responses. When you have completed the Examination Response Sheet, mail it in the preaddressed envelope provided. Your examination score will be returned to you. A score of 75 or above is passing. Ten credit hours will be awarded for successful completion of this examination.

This publication is to be used primarily in support of training military personnel as part of the Defense Language Nonresident Program. Topics in the areas of politics, international relations, mores, etc., which may be considered controversial from some points of view are sometimes included in language training for DLI students, since military personnel may find themselves in positions where clear understanding of conversations or written material of this nature will be essential to their mission. The presence of controversial statements—whether real or apparent—in DLI materials should not be construed as representing the opinions of the writers, the Defense Language Institute or the Department of Defense.

In DLI publications, the words "he," "him," and "his" denote both masculine and feminine genders. This statement does not apply to translations of foreign texts.

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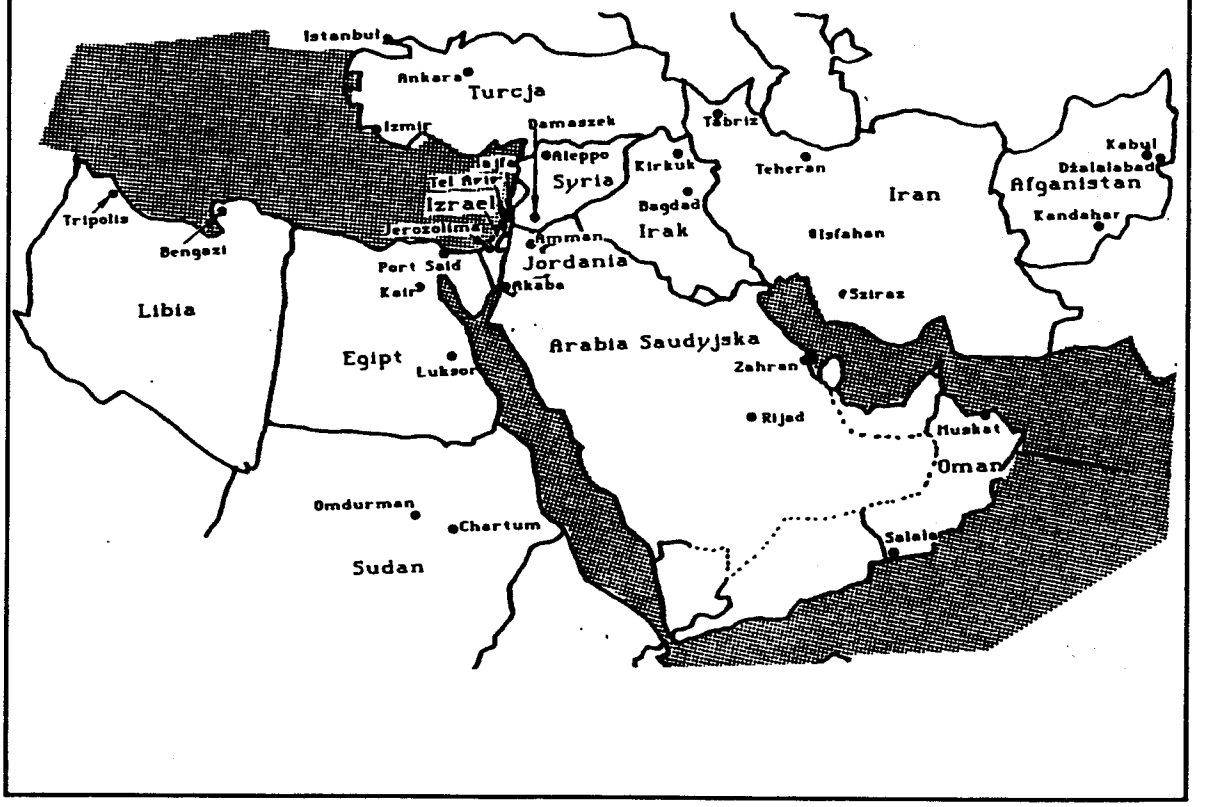
Unit 11. Conflicts in the Middle East

In this unit you will listen to texts about conflicts in some Middle East countries. As you might expect you will hear about conflicts in Lebanon and you will also hear about the role of Israel and other countries in these conflicts.

Exercise 1 Before listening to the passages in this unit let's brush up on your knowledge about the Middle East. Doing this exercise will help you understand the texts better.

1. Find the countries listed on the next page and match them with their capital cities by writing appropriate letters next to the countries in the spaces provided.

Figure 11.1. Środkowy Wschód



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1. _____	Afghanistan	a.	Ankara
2. _____	Egypt	b.	Amman
3. _____	Iran	c.	Bagdad
4. _____	Iraq	d.	Cairo
5. _____	Israel	e.	Damascus
6. _____	Jordan	f.	Jerusalem
7. _____	Libya	g.	Khabul
8. _____	Oman	h.	Khartoum
9. _____	Saudi Arabia	i.	Muscat
10. _____	Sudan	j.	Riyadh
11. _____	Syria	k.	Teheran
12. _____	Turkey	l.	Tripoli

2. Does the state of Palestine exist? Check the correct answer.

a. Yes ❑ b. No ❑

3. What parties are at war in Lebanon? Check the correct answer.

a. Lebanon and Israel
b. Various religious factions
c. Lebanon and Syria
d. South and north of the country
e. All of the above

4. What is the status of the West Bank and Gaza Strip? Check the correct answer.

a. They are occupied by Israel.
b. They are occupied by Lebanon.
c. They are part of the Israeli state.
d. They are independent administrative units.

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Exercise 2 Text A is about fighting in the Middle East. Read the following questions first. This will help you focus on the kind of information you will be hearing. Then listen to the text and answer the questions.

1. In which city is the fighting taking place? Check the correct answer.

   a. Bejrut
   b. Kabul
   c. Teheran
   d. Jerusalem

2. In which part of the city is the fighting taking place? Check the correct answer.

   a. Północna
   b. Wschodnia
   c. Południowa
   d. Zachodnia

3. Is the strength of the fighting decreasing? Check the correct answer.

   a. Yes ❑ b. No ❑

4. Who is fighting whom? Answer in English in the space provided?

   _____

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Background Note 

Shiites are members of one of the two great religious divisions of Islam that regards Ali, the son-in-law of Muhammad, as the legitimate successor of Muhammad, and disregards the three caliphs who succeeded him.

Exercise 3 Text B covers incidents in the same region. Read the following questions first. Then listen to the passage and check your comprehension by answering the questions below.

1. Where is the fighting taking place? Write your answer in English in the space provided below.

_____

2. Who is fighting there, according to Text B? Check the correct answer.

   a. Rywalizujące milicje szyickie
   b. Wojska izraelskie z ugrupowaniami palestyńskimi
   c. Rywalizujące ugrupowania palestyńskie
   d. Wojska syryjskie z ugrupowaniami palestyńskimi

3. How many casualties are there from the fighting? Check the correct answer.

   a. Kilka osób zostało rannych
   b. Kilka osób zostało zabitych
   c. Kilkanaście osób zostało zabitych
   d. Kilkadziesiąt osób zostało rannych

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Exercise 4 This exercise deals with Texts A and C. Text A appeared in a news summary and Text C is an extension of Text A. In working with these texts you will be hearing the main ideas and supporting details.

1. Text C is an extended version of Text A. Before listening to Text C, listen to Text A again and fill out in English the empty spaces in the table below.

a. Where is the fighting taking place?	
b. Who is fighting?	

Now read the following questions. Then listen to Text C.

2. In Text C the type of fighting is specified. Which of the following types of fighting are mentioned in Text C? Check the correct answers.

   a. Walka wręcz
   b. Wymiana ognia artyleryjskiego
   c. Walka z użyciem czołgów
   d. Wymiana ognia moździerzowego

3. Who is mentioned in Text C as the source of information about the fighting? Check the correct answer.

   a. Prasa arabska
   b. Dziennikarze zachodni
   c. Policja bejrucka
   d. Prasa libańska

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4. Which countries' interests do the fighting sides represent? Check the correct answers.

   a. Irak
   b. Iran
   c. Izrael
   d. Syria

5. What does the passage say about the role of Syrian troops in the fighting? Write your answer in English in the space provided.

   _____

Exercise 5 Now compare the information contained in Texts A and C. Fill out the empty spaces in the table below.

	Text A	Text C
a. Where is the fighting taking place?		
b. Who is fighting?		1. 2.
c. Weapons used		

Exercise 6 Text D is about a meeting of the Extraordinary National Council of the Palestinian Parliament in Exile.
Listen to Text D. Then check your comprehension by answering the following questions.

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1. Who is reporting on the meeting, according to the text? Write your answer in English in the space provided.

_____

2. How is the meeting described? Check the correct answer.

   a. Surprising
   b. Long awaited
   c. Fruitful
   d. Fruitless

3. When was the meeting to be held? Check the correct answer.

   a. September 5-7
   b. September 15-17
   c. October 5-7
   d. October 15-17

4. What were two topics of the meeting? Check the correct answers.

   a. Palestinian reactions to Israeli policy
   b. Creation of a temporary Palestinian government
   c. Moving the seat of the Parliament to Algiers
   d. Proclamation of an independent Palestinian state

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Exercise 7 Listen to Text E. Then do the following.

1. Listen to Text E to get the gist of the text. What is the passage about? Write your answer in English in the space provided.

_____

_____

Now let us look at some details in this passage.

2. Which of the following words can be heard in the passage? Check the words as you hear them.

_____ a. demonstracja
_____ b. protest
_____ c. rozruchy
_____ d. zamieszki
_____ e. żałoba

3. In English a person who participates in a demonstration is called a demonstrator. Look at the list of Polish events below and write the Polish words which describe a person who participates in each of these events.

a. demonstracja _____

b. protest _____

4. Which of the words that you wrote in the previous answer can be heard in the passage? Write your answer in Polish in the space provided below.

_____

_____

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Exercise 8 The following questions deal with details of number and nationality.
Listen to Text E again. Then check your understanding by answering the following questions.

1. What do the following numbers refer to? Write correct letters in the spaces provided.

1. 2 - _____	a. number of wounded
2. 5 - _____	b. number of killed
3. 9 - _____	c. number of months of rioting

Answer the following four questions in English in the spaces provided.

2. What was the nationality of those who were the killed?

_____

3. What was the nationality of those who were injured?

_____

4. Who was responsible for the killings?

_____

5. When did the shooting take place?

_____

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6. Who declared the day of mourning for the Palestinians who died opposing Israelis? Check the correct answer.

   a. Organizacja Wyzwolenia Palestyny
   b. Podziemne kierownictwo rozruchów, palestyńskich
   c. Podziemna organizacja rozruchów arabskich
   d. Podziemne kierownictwo rozruchów arabskich

Exercise 9 Text F continues with the theme of Palestinian/Israeli conflict. First read the questions, then listen to the passage. When you have finished, check your comprehension by answering the following questions.

1. One day of the week mentioned in the passage tells the listeners when the demonstration took place. Which day of the week was it? Check the correct answer.

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

2. How many Palestinians were killed? Check the correct answer.

   a. dwoje
   b. czworo
   c. kilka

3. According to the news, did the demonstrations stop? Check the correct answer.

   a. Yes ❑ b. No ❑

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4. Where did the demonstrations take place? In English, write the names of the two regions mentioned in the text.

   a. _____

   b. _____

5. What happened in some of the regions? Write your answer in English in the space provided.

   _____

   _____

6. How did the Israeli authorities behave, according to the article? Check the correct answer.

   a. Unikają dalszych konfrontacji z Palestyńczykami.
   b. Dokonują masowych aresztowań.
   c. Zaatakowały palestyńskie obozy.
   d. Zaprzestały masowych aresztowań.

7. What was closed as the result of the rioting? Check the correct answer.

   a. A few Palestinian camps.
   b. A few Palestinian universities.
   c. A few Palestinian high schools.
   d. A few Palestinian schools.

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Exercise 10 Text G deals with some of the consequences of the type of demonstration described in Text F. First read the questions, then check your comprehension by answering them.

1. Who did the Israeli court sentence? Check the correct answer.

   a. Two Iranians
   b. Two Palestinians
   c. Two Lebanese
   d. Two Israelis

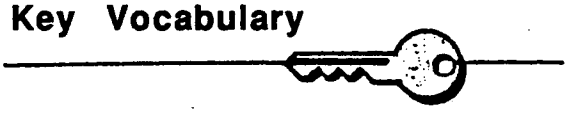
2. What sentence did they receive? Check the correct answer.

   a. Three years
   b. Thirteen years
   c. Thirty years
   d. Thirty months

3. Of what were these persons accused? Check the correct answer.

   a. O przynależność do organizacji palestyńskiej.
   b. O działalność przeciwko interesom libańskim.
   c. O przynależność do organizacji irańskiej.
   d. O działalność przeciwko interesom izraelskim w Libanie.

Key Vocabulary



dokonywać aresztowań	to arrest, to take into custody
doniesienia	reports, information
donosić	to inform, report
działalność przeciwko komuś	activity against somebody

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działać na szkodę czyichś interesów	to act against somebody's interests
dzień żałoby	day of mourning
długoletni	of many years
fala protestów	wave of protests
godzina policyjna	curfew
kara więzienia	imprisonment
nadzwyczajna rada	extraordinary council
niezależny	independent
oczekiwane	expected
ogłaszać/ogłosić	to declare
okupant	invader
pod zarzutem czegoś	to be charged with something
podziemne	underground (adj.)
ponieść śmierć	to die
posiedzenie	session, meeting
proklamowanie	declaration
proklamowany	declared
przedmieścia	suburbs
przybierać na sile	to increase
rozruchy	riots
skazać	to sentence
skazany	sentenced
sojusznik	ally
starcie	clash, encounter
strefa bezpieczeństwa	safety zone
szykować się	to get ready
ugrupowanie	group
wkraczać/wkroczyć do akcji	to take action
wspierany	supported
wybuchać	to break out
wygnanie	banishment, expatriation, deportation, exile, proscription
wymiana ognia	fire exchange
Zachodni Brzeg	West Bank

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zacięty	here: stout
zagwarantować bezpieczeństwo	to guarantee safety
zaprowadzić spokój	to bring peace
zmarli wskutek odniesionych ran	to die of wounds
zostać rannym	to be wounded
żałoba	mourning

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Unit 12. Life in a Remote Garrison

In this unit you will listen to a group of texts which come from a radio program presenting everyday life in a remote garrison. These garrisons are usually located in isolated, forested areas of Poland, very often near the border. The texts are all interviews with officers in the garrison so you will have examples of spontaneous speech. The interviews will give you an insight into the problems of Polish army life in the late eighties.

Exercise 1 Before you listen to the texts, check your knowledge of the vocabulary related to everyday life. 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. ____kadra	a. salary
2. ____rodzina	b. community
3. ____środowisko	c. dormitory
4. ____mieszkanie	d. staff
5. ____przedstawić	e. canteen
6. ____kontrola	f. family
7. ____internat	g. apartment
8. ____uposażenie	h. inspection
9. ____stołówka	i. introduce

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Exercise 2 Text A starts with an introduction. This exercise will focus your attention on the format of a typical broadcast introduction and the information that is conveyed in it. Listen to Text A and then complete in Polish the table below.

Title of the program	
Name of the reporter	
The word used to address the audience	

Exercise 3 As the introduction progresses, more information is given. Listen to the text for this preliminary information and then circle the correct sentence of each pair of sentences below.

1. a. The garrison is near the Warsaw Military District.
   b. The garrison belongs to the Warsaw Military District.

2. a. The unit is several kilometers away from the nearest town.
   b. The unit is several kilometers away from the nearest garrison.

3. a. Remote garrisons used to be called green.
   b. Remote garrisons are now called green.

Exercise 4 Text B is the beginning of the first interview. The text deals on some aspects of life in the garrison. Read the questions first in order to prepare yourself for the text. Then choose the correct answers to the questions below by putting a check mark next to the correct answers.

1. According to Captain Stanisław Zawalicha, the quality of life in any military unit depends on which of the following?

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- ❑ a. Relations between the military staff and local population
- ❑ b. Relations between the military staff and civilian personnel
- ❑ c. Relations between the soldiers and their superiors

2. When compared with units stationed in large cities, life in this unit

- ❑ a. is much worse.
- ❑ b. is boring.
- ❑ c. is not any worse.

3. When the interviewer quotes the saying W jednym miejscu ktoś kicha, w drugim mówią na zdrowie, he is referring to

- ❑ a. the small size of the unit.
- ❑ b. the local health policies.

Exercise 5 In this section of the interview you can hear that both the interviewer and the officer being interviewed have some negative things to say about life in the garrison. This exercise will make you aware of different ways used to introduce negative statements in the text. Below is a list of words and phrases from Text B. Listen to Text B again and as you listen ask yourself which words or phrases are used to express negative ideas. Indicate your choice by putting a check mark next to the appropriate answer.

- ❑ 1. mimo tego, że

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- ❑ 2. wcale nie
- ❑ 3. jakoś
- ❑ 4. bez przesady
- ❑ 5. no i nie sposób
- ❑ 6. można nawet
- ❑ 7. no tak

Exercise 6 This exercise will help you check your general understanding of Text B. Listen to the text and then decide which of the following sentences are true or false. Indicate your choice by checking the appropriate box.

	T	F
1. The reporter is interviewing two officers.	❑	❑
2. There is a playground for children within the garrison.	❑	❑
3. The unit is stationed right next to a small town.	❑	❑
4. The children are not exposed to car traffic.	❑	❑
5. A satellite TV antenna for the garrison has been just installed.	❑	❑

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Exercise 7 This unit presents you with the format of an interview. One of the essential elements of an interview is the introduction. Listen to Text C which consists of three beginning passages that include introductions and then complete the exercise.

1. Below are the texts of the passages. Underline the parts which are the actual introductions.

   a. Zapraszam dziś Państwa do jednej z jednostek Warszawskiego Okręgu Wojskowego, jednostki saperskiej, ale jednostki w oddalonym garnizonie; do jednostki, z której do najbliższej miejscowości kilka kilometrów...

   b. Panie kapitanie, pytam kapitana Stanisława Zawalicha, jak można żyć w takiej jednostce?

   c. Panie poruczniku, pan jest zastępcą dowódcy jednostki do spraw politycznych. Ja pana jeszcze nie przedstawiłem.

2. What information about the officers is presented in the introductions in passages b and c? Fill out the box below in English.

Passage	Rank	Name

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Exercise 8 Now you will hear Text D. This text will give you more factual information about life in the Polish army in the late eighties. It will also provide you with practice in handling information in a longer stretch of text. Listen to the text and then decide which of the questions below can be answered on the basis of the text. Indicate your choice by putting a check mark next to the appropriate question.

- ❑ 1. How many children are there in the garrison?
- ❑ 2. How far is the closest town?
- ❑ 3. How many children go to high schools in the larger town?
- ❑ 4. What accommodation do students have in the larger town?
- ❑ 5. What is the relation between the officer's income and the rent for his children's accommodation?

Exercise 9 This exercise will help you in focussing on numeric information in a text. In Text D you heard a lot of figures which will make clear to you some of the problems facing the interviewed officer. Listen to the text and then complete the sentences below.

1. The larger town is _____ kilometers away.
2. Children who finish _____ grade have problems with finding appropriate high schools.
3. Food for one person at the canteen costs _____ zlotys per day.
4. This makes _____ thousand zlotys a month.
5. The officer in the interview makes _____ thousand a month.
6. He has _____ children.

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Exercise 10 In this unit you have worked with interviews. This particular type of text shows you very well how spoken language differs from written language. You notice when you listen to spoken English that the language used is less "correct" and more informal. You probably heard the same kind of features of spoken language in these Polish interviews. Below is a fragment of Text D with some of these informal features missing. Listen to the text and then fill in the blanks in Polish. This exercise will make you aware of the speech patterns in spontaneous Polish speech.

-Trzeba wysyłać ___(1)___ dzieci do ___(2)___ większego miasta, a to się wiąże również z pewnymi kosztami, niedogodnościami, ___(3)___.

-Przepraszam, a czy wszystkie dostają internat?

-Nie, absolutnie, ___(4)___ nie wszystkie.

-No to jak to robicie?

-Rodzice muszą utrzymywać dzieci na stancjach, płacić za ___(5)___ stancje, i to ___(6)___ słone pieniądze.

-A na to, tak pan powie szczerze, pana stać?

-Mówię szczerze, że teraz ___(7)___, nie stać. Przy obecnym uposażeniu, jakie ___(8)___ niedawno pobrałem w kasie, to... ___(9)___ właśnie przeliczyłem, bo stołujemy się z rodziną na stołówce żołnierskiej w punkcie żywienia kadry, ___(10)___, to nie stać na utrzymanie ___(11)___ dziecka na stancji.

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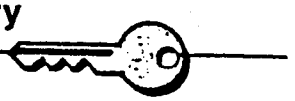
Key Vocabulary



kadra	staff
kichać	to sneeze
kontrola	inspection
miejscowość	locality, town
internat	dormitory
mieszkanie	apartment
niedogodność	inconvenience
oddalony	remote
osiedle	here: settlement
plac zabaw	playground
przedstawić	to introduce
przesada	exaggeration
słone pieniądze	here: steep prices
stancja	here: student's lodgings
stołówka	canteen
środowisko	community, environment
uposażenie	salary
zastępca	deputy

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Unit 13. Air Crashes

In this unit you will listen to radio and TV reports on military and civilian air crashes, which were broadcast during news programs. Among other news clips, you will find texts on military air crashes in the Soviet Union. These clips are made possible by new Soviet policies on information introduced in the late eighties. Listening to these news reports, you will become acquainted with the format of reports on disasters. You will also practice the vocabulary typical of these texts.

Exercise 1 Before you start listening to news reports, this exercise will help you refresh your knowledge of the vocabulary used in news reports on air crashes. Below is a list of the most typical items which you will hear in these reports. Match the English words in column B with their Polish equivalents in column A.

A	B
1. ___rozbić się	a. to collide
2. ___przyczyna	b. to fall
3. ___runąć	c. landing
4. ___katapultować się	d. to determine
5. ___awaria	e. to crash
6. ___ustalić	f. injuries
7. ___lądowanie	g. cause
8. ___zderzyć się	h. malfunction
9. ___obrażenia	i. to eject

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Exercise 2 Now you will hear three short news items, Texts A-C, which report on crashes of military planes. As you might have noticed in English, there are certain verbs and nouns that tend to occur together. Take for example such combinations as *to suffer losses, to inflict pain*. Polish is not different in this respect, and knowing these combinations will help you deal with very often standardized media reports, in which you will hear them again and again.

1. Below is a group of typical Polish combinations discussed above. You will hear them in Texts A-C. Listen to the three texts and then decide which nouns (or noun phrases) in column B occur with the verbs in column A.

A	B
1. __ doznać	a. na spadochronie
2. __ stanąć	b. przyczyny
3. __ ponieść	c. w płomieniach
4. __ ustalić	d. śmierć
5. __ wyskoczyć	e. obrażeń

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2. Now match the Polish expressions above with their English equivalents by writing the number of a completed expression from column A next to its English equivalent below.

_____ to determine the cause

_____ to suffer injuries

_____ to parachute

_____ to die

_____ to burst into flames

Exercise 3 Now listen to the three news items again. Texts A, B and C have a very similar format and provide very similar sets of data. Before you listen to these texts, try to anticipate what type of information you are most likely to hear in a report on a plane crash. What are the most basic What, Who and How questions you could ask about these texts? After you have listened to the texts, complete the table below. Write your answers in English.

Text	Make of the plane	Cause of the crash	How many aboard?	How many killed?	How many injured?
A					1
B	F-14 "Tomcat"				
C				1	

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Exercise 4 After completing the exercise above, you can check your understanding of other Where, When, and Who types of information you heard in Texts A-C. Listen to the texts and then indicate which of the following statements are true or false by checking the appropriate box.

	T	F
1. The Swedish pilot had problems with the hydraulics of the plane.	❑	❑
2. The person who survived the crash of the Swedish plane was only slightly injured.	❑	❑
3. The US Navy plane crashed during take-off.	❑	❑
4. The US Navy pilots were rescued by a helicopter.	❑	❑
5. The Pakistani plane crashed near an air base.	❑	❑
6. The plane belonged to the Pakistani navy.	❑	❑
7. The plane crashed into a private house.	❑	❑
8. The person killed in the crash was a civilian.	❑	❑
9. The pilot of the Pakistani plane was seriously burnt.	❑	❑

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Exercise 5 Now you will hear another report on an airplane crash. Text D is different as the crash it reported involves civilians. Before you listen to the text, think about the kind of information you might expect to hear in such a report. Listen to the text and then answer the questions below. Write your answers in English in the spaces provided.

1. During what event did the crash happen?

_____

2. In what country did the crash happen?

_____

3. What kind of military planes were involved in the crash?

_____

4. What caused the planes to crash?

_____

5. What happened to the people on whom the plane fell?

_____

6. How many people were killed?

_____

7. Why was it difficult to identify some of the dead and injured?

_____

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Exercise 6 This exercise will give you more practice in the skill of anticipating information. The text below is a slightly shortened version of Text D, with some of the words missing. On the basis of Text D you will be able to fill in the blanks. Listen to Text D and then complete the text below by filling in the blanks in Polish.

Miały być imponujące pokazy ____(1)____, ale spektakl ____(2)____ w masakrę. Na największym w Europie lotnisku ____(3)____ w Rahmstein odbywał się pokaz ____(4)____ pilotów ____(5)____ wojskowych. Błąd jednego z nich doprowadził do ____(6)____ w powietrzu. Jedna z ____(7)____ spadła na tłum i dosłownie ____(8)____ masę ____(9)____. Wielu ____(10)____ nie udało się ____(11)____. Nie sposób ustalić ____(12)____ kilku rannych.

Exercise 7 Now you will hear Text E, which reports on the funeral ceremonies for the victims of the crash described in Text D. Read the questions first. This will focus your attention on the information you will need to answer these questions. Then listen to the text and answer in English the questions below in the spaces provided.

1. Where did the funeral ceremonies take place?

_____

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2. How much time passed between the crash and the funeral?

_____

3. How many people are still in critical condition?

_____

4. When did the crash happen?

_____

5. How many planes were involved in the crash?

_____

Exercise 8 So far you have listened to fairly short news items. The text you are about to hear is slightly longer and provides more data. In this exercise you will have the opportunity to practice listening for detailed information. Listen to Text F and then decide which of the items in the horizontal line correspond to the items in the vertical line. Indicate your answer by placing an **X** in the appropriate box.

	Plane captain	In charge of investigation	Number of passengers	Number of crew	Point of origin	Place of crash
30						
Pietropavlovsk-Kamtchatskij						
6						
GeneralSiergieyev						
A remote garrison of rocket forces						
Lt. Col. VladimirYudenitch						

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Exercise 9 This exercise will provide you with practice in summarizing the most important points of a broadcast item. Below are three sets of sentences, summarizing each of the three main ideas of Text F. Listen to the text again and then decide which of the sentences in each set summarizes each main idea most precisely. Indicate your choice by circling the appropriate sentence.

1. a. A troop carrier plane with 36 people aboard crashed in the Soviet Far East.
   b. The Soviet Defense Ministry issued a communique on a plane crash in the Soviet Far East.

2. a. The plane had an experienced crew and was carrying soldiers and their families.
   b. The crew was very experienced but the plane crashed because of poor visibility.

3. a A special commission was organized to investigate the cause of the crash.
   b. A special commission is headed by Deputy Commander of rocket forces.

Key Vocabulary

awaria	malfunction, failure
katapultować się	to eject
katastrofa	crash, disaster
lądowanie	landing
obrażenia	injuries
odnieść obrażenia	to suffer injuries
płomień	flame
płonąć	to burn, be in flames
pokaz	display, show
ponieść śmierć	to die
poparzony	burnt
przyczyna	cause
rozbić się	to crash
runąć	to fall

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spadochron	parachute
stan krytyczny	critical condition
stanąć w płomieniach	to burst into flames
tożsamość	identity
uderzyć	to hit
ustalić	to determine
widoczność	visibility
załoga	crew
zderzyć się	to collide
zniekształcony	deformed

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Unit 14. Polish Military Equipment

In this unit you will hear passages from an educational program for high school students. You will hear detailed descriptions of arms and military vehicles and their capabilities.

Exercise 1 What elements would you expect to be present in descriptions of machineguns? Check the appropriate words below. Doing this exercise will help you focus your attention on the key vocabulary you will hear in this unit.

_____ 1. ciężki
_____ 2. drużyna
_____ 3. egzemplarz
_____ 4. lekki
_____ 5. nieprzyjaciel
_____ 6. opancerzony
_____ 7. pancerz
_____ 8. położenie
_____ 9. przerobiony
_____ 10. sprzężony
_____ 11. trójnożny
_____ 12. wieża
_____ 13. wieżyczka

Exercise 2 Text A lists kinds of small arms and gives their ranges of fire. Listen to the text.

1. First, answer the following questions in English in the spaces provided.

   a. For what kind of troops are small arms the basic equipment?

   _____

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b. What is the biggest caliber of small arms?

_____

2. Now let's look at some details. In the table write in Polish the ranges of these arms as they are given in the text.

BROŃ STRZELECKA	
rodzaj broni	zasięg
karabinek automatyczny	
pistolet maszynowy	
pistolet wojskowy	
ręczny karabin maszynowy	
ciężki karabin maszynowy	
wielkokalibrowy karabin maszynowy	

Exercise 3 Read the questions below before you listen to the tape. This will prepare you for the information you will hear in Text B. Next listen to Text B. Then answer the questions.

1. What is the caliber of the carbine? Write your answer in Polish in the space provided.

_____

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2. Circle the correct answer to complete the following sentence. This carbine produces
   a. single shot fire only.
   b. sustained fire only.
   c. both single shot and sustained fire.

3. What is the carbine's maximum range of fire? Write your answer in Polish in the space provided.

   _____

4. Is the carbine equipped with a bayonet? Check the correct answer.

   a. ❑ Yes b. ❑ No

5. What is the cavity of its cartridge case? Write your answer in Polish in the space provided.

   _____

Exercise 4 Texts describing weapons have many common elements. In becoming used to listening to these descriptions you will be preparing yourself to listen to any texts involving weapons. Text C describes another machinegun and therefore its content resembles that of Text B. But there are also some new elements in this text and some elements of the previous text are missing.

1. What does Text C describe? Check the correct answer. Then in the space provided write the abbreviation of the gun.

   a. Automatyczny karabin maszynowy
   b. Ciężki karabin maszynowy
   c. Ręczny karabin maszynowy
   d. Uniwersalny karabin maszynowy

   e. _____

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2. What kind of fire does this gun NOT produce? Check the correct answer.

   a. Ogień pojedynczy
   b. Krótkie serie
   c. Ogień ciągły
   d. Do celów pojedynczych
   e. Do celów grupowych

3. Which of the following adjectives is used in the text to describe a helicopter? Check the correct answer.

   a. Zaczepny
   b. Niskolecący
   c. Powietrzny
   d. Wysokolecący

Exercise 5 Listen to Text D which is the last text in this unit to deal with arms.

1. What is the caliber of the machinegun described in Text D? Write your answer in Polish in the space provided below.

   _____

2. What kind of machinegun is it? Check the correct answer.

   a. Individual weapon
   b. Crew-served weapon

3. What is the range of fire of the machinegun? Check the correct answer.

   a. Up to 1000 meters
   b. Over 1000 meters

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4. The machinegun described in Text D has two versions: light and heavy. Therefore it is called (write your answer in English in the space provided below):

_____

5. As a heavy machinegun it is mounted on a (check the correct answer)

   a. bipod.
   b. tripod.

6. Can the gun be used against aerial targets? Check the correct answer.

   a. ❑ Yes b. ❑ No

Exercise 6 Now let's summarize the information you heard about arms in Texts B through D.
Listen to Texts A through D again. Then complete the table below. Write your answers in Polish.

BROŃ STRZELECKA	
rodzaj broni	tekst
_____	tekst B
ręczny karabin maszynowy	_____
_____ _____	_____

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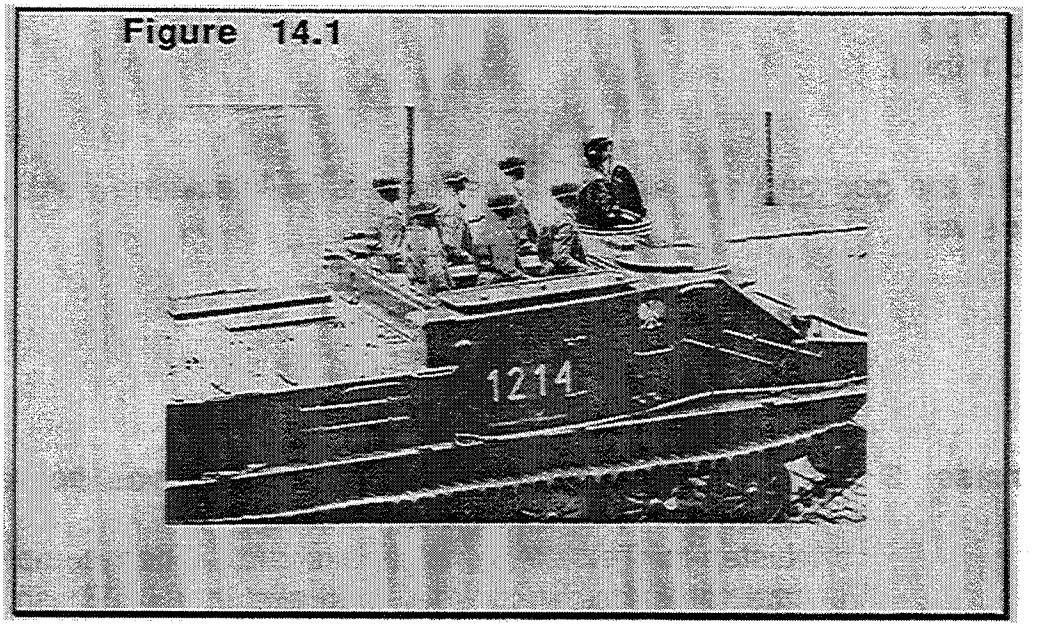
Exercise 7 Listen to Text E which is a section of a documentary program on the equipment used by the Polish armed forces. Then identify the two vehicles mentioned in the text whose names are NOT given in the following pictures. Listen for their names and then write their names in the spaces provided below the pictures.

Figure 14.1



_____

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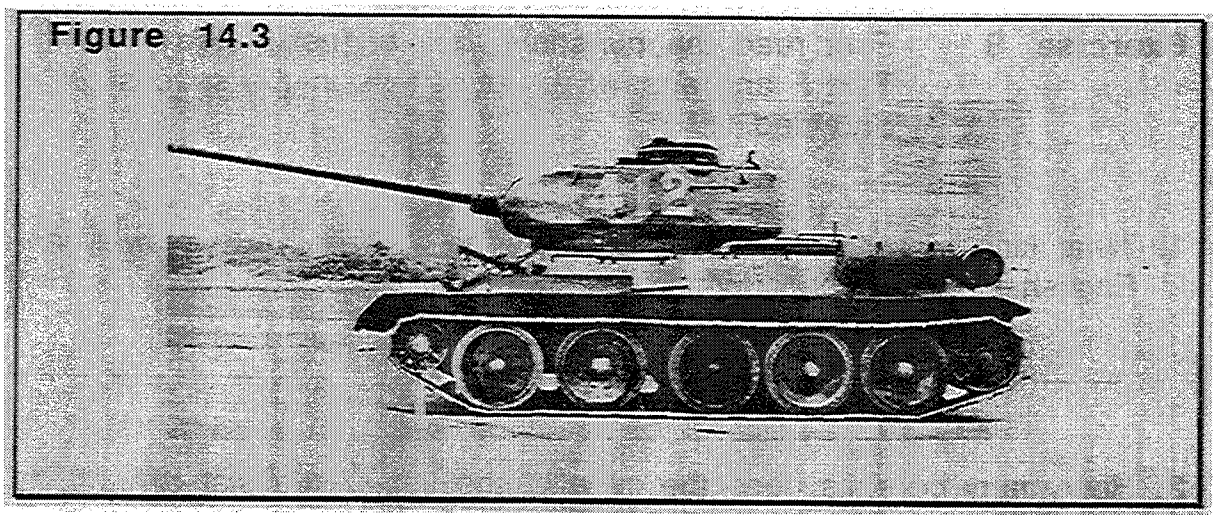
Figure 14.2



Skot

Figure 14.3



T-35

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Figure 14.4



Exercise 8 First read the questions below, then listen to Text F and answer the questions in the spaces provided.

1. What kind of arms does the text describe? Write your answer in English in the space provided.

_____

2. How many persons does the crew of the vehicle consist of? Write your answer in English in the space provided.

_____

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3. What does the crew consist of? Check the correct answers.

   a. Commander
   b. Gunner
   c. Driver
   d. Loader

4. How many persons can the vehicle transport? Check the correct answer.

   a. 4
   b. 5
   c. 8
   d. 10

5. There are two machineguns mounted on the vehicle. What are their calibers? Write your answer in the spaces provided.

   a. _____

   b. _____

6. Can either of them be used against aerial targets? Check the correct answer.

   a. ❑ Yes b. ❑ No

Exercise 9 The text you are going to listen to is about a tank. Read the questions below. Then listen to Text G.

1. What type of a tank is it? Check the correct answer.

   a. lekki
   b. średni
   c. ciężki

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2. What is the name of the tank? Check the correct answer.

   a. T-34/85
   b. T-44

3. What are the differences between the two versions of the tank? Check the correct answers.

   a. speed
   b. thickness of the armor
   c. arms
   d. engine power

Exercise 10 Listen to Text G again. This time listen for the numerical details. Supply the missing information on the tank in the table below.

Crew	
Mass of the tank	
Maximum speed	
Caliber of the gun	
Number of machineguns	
Caliber of the machinegun(s)	

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Key Vocabulary



broń strzelecka	small arms
broń zespołowa	crew-served weapon
cel powietrzny	aerial/airborne target
cel przeciwlotniczy	antiaircraft target
celowniczy	gun-aimer, gunner
drużyna strzelecka	rifle squad
egzemplarz	here: example, sample
gąsienicowy transporter opancerzony	tracked armored personnel carrier
kadłub	framework, fuselage
karabinek automatyczny	automatic carbine
kierowca-mechanik	driver-mechanic
kołowy transporter opancerzony	wheeled armored vehicle
lekko opancerzony	light armored
magazynek	case
masa bojowa	operational mass
mocować	to fix, fasten
niskolecący	low-flying
obrotowa wieżyczka	revolving turret
ogień ciągły	sustained fire
ogień pojedynczy	single shot fire
pierwszy plan	foreground
pojemność	cavity (of cartridge case)
poprzek, w	across
prowadzić ogień	to conduct fire
przerobiony	modified
prędkość maksymalna	maximum speed/velocity
ręczny karabin maszynowy	light machinegun
skuteczność ognia	effectiveness of fire
skuteczny	effective
sprzężony	synchronized, coordinated
stanowić	to constitute
środki walki	battle assets
trójnożna podstawa	tripod
tylna część	rear part

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układ jezdny	propulsion system
ulepszona wersja	improved version
uniwersalny karabin maszynowy	universal machinegun
walka wręcz	close/hand-to-hand combat
wielkokalibrowy	large-caliber (adj.)
wieża	turret
zaliczać	to include
zamontowany	mounted
zmodyfikowany	modified
zwalczanie	fight (noun)

Acronyms and Abbreviations

AKM (automatyczny karabin maszynowy)	automatic machinegun
kaem (=KM-karabin maszynowy)	machinegun
RKM (ręczny karabin maszynowy)	light machinegun

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Unit 15. Polish Radio News Programs

Every week Polish Radio broadcasts a program of short news reports from various radio stations around the world. Reports originating in countries such as the USA or USSR are translated into Polish for Polish radio audiences. In this unit you will hear excerpts from this program which covers topics ranging from Warsaw Pact meetings in 1989 to the California earthquake of 1989.

Exercise 1 Below are listed news headlines from the program and key words from the texts. Match the Polish titles with the key words by writing appropriate letters in the spaces provided next to the headlines.

Headlines	**Key Words**
1. _____ Polityka otwarcia	a. - demands - protests - thousands in the streets
2. _____ Ważkie propozycje	b. - earlier - landed - space shuttle
3. _____ Proklamacja republiki	c. - cooperation - foreign countries - Council of Foreign Ministers
4. _____ Demonstracje nie ustają	d. - highway - earthquake - smashed cars
5. _____ Tragiczny bilans	e. - president - new name - new constitution

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6. _____ Przyspieszone lądowanie

f. - withdrawal
- disarmament
- denuclearization

Exercise 2 Read the questions below which cover basic information about *when* and *where* a Warsaw Pact committee met and *who* took part in the meeting. Then listen to Text A.

1. Answer the questions in Polish in the space provided.

   a. When did the meeting take place?

   _____

   b. Where did the meeting take place?

   _____

2. Who took part in the meeting? Check the correct answer.

   a. Foreign ministers of the Warsaw Pact member countries
   b. Chiefs of the departments of cooperation with foreign countries
   c. Deputy foreign ministers of the Warsaw Pact member countries

Exercise 3 Text B was originally broadcast by the British Broadcasting Corporation. It was translated by Polish Radio and re-broadcast for Polish audiences. The text covers Gorbachev's visit to Finland and some of the comments he made about the Baltic Sea region.

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1. Before listening to the text prepare yourself by checking the countries in the following list which are situated in the Baltic Sea region.

   a. Czechosłowacja
   b. Dania
   c. Republika Federalna Niemiec
   d. Finlandia
   e. Islandia
   f. Polska
   g. Węgry
   h. Związek Radziecki

2. You know about the general idea of Text B. Now listen carefully to the text for *what* Gorbachev said. Specifically, he made some proposals concerning the safety of the Baltic Sea region. Which of the following specific proposals listed below did he make? Check the correct ones.

   _____ a. To limit the number of nuclear submarines in the Baltic Sea
   _____ b. To eliminate all nuclear submarines in the Baltic Sea
   _____ c. To eliminate all 'Gulf' nuclear submarines in the Baltic Sea
   _____ d. To limit the number of nuclear missiles aboard the submarines
   _____ e. To eliminate all nuclear missiles aboard the submarines
   _____ f. To share information about all break-downs aboard ships
   _____ g. To share information about all break-downs aboard nuclear submarines
   _____ h. To start negotiations about sharing information about all break-downs aboard ships, including nuclear submarines

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_____ i. To convene all foreign ministers of the states which participated in the first conference to a second Helsinki Conference on Safety and Cooperation in Europe

_____ j. To convene all heads of the states which participated in the first conference to a second Helsinki of Conference on Safety and Cooperation in Europe

Exercise 4 Text C is based on a Radio Moscow broadcast. It was translated and broadcast for Polish audiences. The text is about one of the changes taking place in Hungary. The questions in this exercise will focus your attention on *what* is happening, *when* and *who* is involved in this change. Listen to the passage and answer the questions.

1. What is the new name of the state of Hungary? Write your answer in Polish in the space provided.

_____

2. Complete the following sentence. According to the passage, the new name is the result of

   a. a government's decision.
   b. a senate's decision.
   c. the new text of the Hungarian constitution.
   d. adding an amendment to the Hungarian constitution.

3. Check the correct answer. Who is Matia Surosh?

   a. Hungary's president
   b. President of the Hungarian Socialist Party
   c. Acting president of Hungary
   d. Chairman of the Hungarian Parliament

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4. When did the celebrations commemorating the 1956 popular uprising take place? Check the correct answer.

   a. The day before the change
   b. The same day as the change
   c. The day following the change

Exercise 5 The changes taking place in eastern Europe in 1989 have generated a lot of reporting. Text D was originally broadcast by VOA before being picked up, translated and re-broadcast by Polish radio. The text covers demonstrations in the German Democratic Republic-East Germany. Notice again that the questions in this exercise focus your attention on *what* is happening and *where.*

1. What did the protesters in Leipzig demand? Write your answer in Polish in the space provided.

   a. _____

   b. _____

2. Where else in East Germany did similar demonstrations take place? Write your answer in Polish in the space provided.

   a. _____

   b. _____

3. What was the authorities reaction to the protests? Finish the sentences below.

   a. East Germany citizens will get _____ and be allowed to visit _____ .

   b. Egon Krentz agreed to _____ .

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4. According to the passage, what influence did the latest changes have on the process of East Germans' exodus to the West? Write your answer in English in the space provided.

_____

Exercise 6 Text E was originally broadcast by an American radio station before being translated and broadcast for Polish audiences. It is about the 1989 earthquake in San Francisco. As you will see, the questions focus your attention on the results of this earthquake, by asking *How much?* and *How many?* Read the questions below. Then listen to the text and answer the questions.

1. According to the text, how much damage was done by the earthquake in San Francisco? Check the correct answer.

_____ a. $6 million
_____ b. $16 million
_____ c. $6 billion
_____ d. $16 billion

2. How many people will try to drive to work in the San Francisco Bay area this morning? Write you answer in English in the space provided.

_____

3. According to the text, how many deaths were reported? Write your answer in Polish in the space provided.

_____

4. How many injured and homeless are there? Check the correct answer.

_____ a. Kilkadziesiąt
_____ b. Kilkaset
_____ c. Kilka tysięcy
_____ d. Kilkaset tysięcy

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Exercise 7 Text F was originally broadcast on an American radio station. It is about the landing of the Atlantis space shuttle. The text is divided into two parts. The first part is an introduction, the second part gives more detailed information. Listen to the introduction first.

1. Check the correct answer. The shuttle landed

   a. 1/2 hour earlier than planned.
   b. 1/2 hour later than planned.
   c. 1 and 1/2 hours earlier than planned.
   d. 1 and 1/2 hours later than planned.

2. On which day of the week did the landing take place? Write your answer in Polish in the space provided.

   _____

3. Where did the shuttle land? Write your answer in English in the space provided.

   _____

Exercise 8 Now listen to the second part of the passage which offers more details on the flight. Check the correct answer.

1. What was the reason for the change in landing time?

   a. Deszcz
   b. Silny wiatr
   c. Silny wiatr z gradem
   d. Silny wiatr z deszczem

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2. At what time did the shuttle land? Write your answer in English in the space provided.

_____

_____

3. How many astronauts were aboard the shuttle? Check the correct answer.

   a. two
   b. three
   c. five

4. What was the most important task of the expedition? Check the correct answer.

   a. Launching of the Galileo probe
   b. Taking samples from the Galileo probe
   c. Fixing the Galileo probe
   d. Correcting the trajectory of the Galileo probe

Exercise 9 Text G is an original Polish broadcast. It is about Soviet-American cooperation. Read the questions first so that you will know what to listen for in this excerpt from a press conference. Then answer the questions.

1. Where was the conference held? Write your answer in English in the space provided.

_____

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2. To what two problems was the conference devoted to? Write your answer in English in the space provided.

   a. _____

   _____

   b. _____

   _____

3. Who did NOT take part in the conference? Check the correct answer.

   a. Diplomats
   b. Scientists
   c. The military
   d. Political activists

4. What was the main topic of the conference? Write your answer in Polish in the space provided.

   _____

5. What else was discussed at the conference? Write your answer in English in the space provided.

   a. _____

   _____

   b. _____

   _____

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Exercise 10 Text H is about a meeting of one of the branches of the NATO. Listen to the text and in the spaces provided write the missing phrases.

W Ilamora w Portugalii rozpoczyna się dzisiaj jesienna sesja _____ (a) NATO. W ciągu dwóch dni obrad _____ _____ (b) czternastu państw tej grupy omówią przyszłość _____ (c) Paktu Północnoatlantyckiego. Przeanalizują oni także rezultaty ostatnich rozmów radziecko-amerykańskich w _____ _____ (d).

Key Vocabulary

atomowy okręt podwodny	nuclear submarine
awaria	break-down, failure
bilans	here: number, amount
doniesienie	report (noun)
gotowość bojowa	combat readiness
korek uliczny	traffic jam
nabożeństwo	service (religious)
nadawać się do użytku	to be operational, to be in good condition
oświadczać	to declare
obchody	celebrations
oszacować	to estimate, evaluate
pełniący obowiązki	acting
pierwotnie	originally
podjąć negocjacje	to start negotiations
powiadamianie	informing
powstanie ludowe	popular uprising

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powstrzymać	to stop
prom kosmiczny	space shuttle
przemawiać	to address, deliver a speech
przewodniczący	chairman
przygnieciony	crushed
przyspieszony	accelerated
rada państwa	national council
rakieta średniego zasięgu	medium-range missile
rakieta krótszego zasięgu	short-range missile
ratownik	rescuer
sięgać	to reach
sonda	probe
spodziewać się	to expect
stać na gruncie	to be of the opinion
szef państwa	head of a state
trzęsienie ziemi	earthquake
ustawać	to stop
uszkodzenie	damage
w związku z	in connection with
wstrząs	tremor, quake
wybór	choice
wycofanie	withdrawal
wydawać	to deliver
wyrażać zgodę	to agree
wystrzelenie	launching
zapewniać	to ensure
zarzut	charge
znaleźć się	to find oneself
zwołać	to convene

Acronyms and Abbreviations

KBWE (Komitet Bezpieczeństwa i Współpracy w Europie)	Committee on Safety and Cooperation in Europe

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Speaking Suggestions

Unit 11. Conflicts in the Middle East

Give student A role card A and student B role card B.

Role card A
You are a news reporter interviewing a member of the intifada in Israel.

Ask him his name,
his age,
his occupation.

Find out if he has ever been arrested,
if so, what happened.

Ask him for two reasons why he is against the Israelis.

Role card B
You are a Palestinian living on the West Bank. You work as a mechanic. You were arrested by the Israeli army for demonstrating. You took part in the demonstration because your young brother was in prison for stone throwing, your neighbor's house had been destroyed.
Answer the questions put to you by the reporter. Base your answers on the information in this role card and your own imagination and background knowledge of the situation on the West Bank.

Unit 12. Life in a Remote Garrison

a. Ask the class to imagine that they are stationed in a remote spot and are having trouble making ends meet. What they need is a "get rich quick" scheme.

b. Divide the class into small groups. Ask each group to describe the remote spot and then to talk about "get rich quick" schemes for making money in that spot.

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c. Ask each group to take turns in telling the rest of the class about its schemes.

Unit 13. Air Crashes

a. Write the following questions on the board:

Co się stało?
Czy ktoś jest ranny? Jak bardzo?
Jak dużo zostało zniszczone lub stracone?
Jaka pomoc jest potrzebna?
Co trzeba zrobić?

b. Divide your class into groups. Ask each group to think of an emergency situation — such as a plane crash, a flood, or an explosion. Tell students to select roles such as civil defense worker, medic, injured person or national guard member. Give them a few minutes to think about their roles, and then to talk about the emergency as each person perceives it. Remind groups of the questions on the board.

Unit 14. Polish Military Equipment

a. Divide your class into pairs. Ask each pair to think of an unusual piece of military equipment. Then ask each pair to answer questions from the rest of the group on what this piece of equipment might be. The questions must only require Yes/No answers. (Not "How old is it?", but "Is it old?")

b. Each pair takes it in turn to answer questions. Keep a tally of how many questions it takes before the class identifies each piece of equipment.

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Unit 15. Polish Radio News Programs

a. Divide your class into small groups. Write the following headlines on the board:

Pomyślny start miejscowego absolwenta
Problemy ekonomiczne w regionie
Nowe możliwości dla kombatantów
Wybuch skandalu w mieście

b. Ask students to choose one of the headlines and apply it to something that recently happened in their families. Ask each group member to tell other group members the family news item.

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Listening Workbook 3, Speaking Suggestions

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Answer Key
Unit 11. Conflicts in the Middle East

Exercise 1

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

Exercise 2

1. a
2. c
3. a
4. Competing factions of Shiite militias are fighting each other.

Exercise 3

1. In a Palestinian camp in the southern part of Beirut
2. c
3. d

Exercise 4

1.

a. Where is the fighting taking place?	Beirut
b. Who is fighting?	Shiite militias

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2. b, d
3. c
4. b, d
5. They were getting ready to put an end to the fighting.

Exercise 5

	Text A	Text C
a. Where is the fighting taking place?	Beirut	Beirut
b. Who is fighting?	Shiite militias	Shiite militias: 1. pro-Syrian militia 'Amal'; 2. pro-Iranian militia 'Hezbollah'.
c. Weapons used	n/a	artillery, mortars and tanks

Exercise 6

1. Arab press
2. b
3. c
4. b, d

Exercise 7

1. It is about the casualties in Israeli-Palestinian clashes.
2. b, c, e
3. a. demonstrant
   b. protestant
4. demonstrant

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Exercise 8

1. 1. 2 b
   2. 5 c
   3. 9 a
2. Palestinian
3. Palestinian
4. Israeli soldiers
5. During demonstrations
6. b

Exercise 9

1. a
2. b
3. b
4. a. The West Bank
   b. The Gaza Strip
5. In some regions a curfew was introduced.
6. b
7. c

Exercise 10

1. c
2. b
3. d

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Aswer Key
Unit 12. Life in a Remote Garrison

Exercise 1

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

Exercise 2

Title of the program	Żołnierski zwiad
Name of the reporter	Marek Matysek
The word used to address the audience	Państwo

Exercise 3

1. b
2. b
3. a

Exercise 4

1. a, b
2. c
3. a

Exercise 5

1, 2, 4, 5

Exercise 6

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

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Exercise 7

a. Zapraszam dziś Państwa do jednej z jednostek Warszawskiego Okręgu Wojskowego, jednostki saperskiej, ale jednostki w oddalonym garnizonie; do jednostki, z której do najbliższej miejscowości kilka kilometrów...

b. Panie kapitanie, pytam kapitana Stanisława Zawalicha, jak można żyć w takiej jednostce?

c. Panie poruczniku, pan jest zastępcą dowódcy jednostki do spraw politycznych. Ja pana jeszcze nie przedstawiłem.

2.

Passage	Rank	Name
b	Captain	Stanisław Zawalich
c	Lieutenant	Not mentioned

Exercise 8 2, 4, 5

Exercise 9
1. 70
2. eighth
3. 1860
4. 210
5. 203
6. 2

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Answer Key, Unit 12

Exercise 10

1. te
2. tego
3. utrudnieniami
4. absolutnie
5. te
6. dość
7. to nie
8. dość
9. Tak
10. nawet nie w kasynie
11. jeszcze

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Answer Keys
Unit 13. Air Crashes

Exercise 1

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

Exercise 2

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

2. 4. to determine the cause
   1. to suffer injuries
   5. to parachute
   3. to die
   2. to burst into flames

Exercise 3

Text	Make of the plane	Cause of the crash	How many aboard?	How many killed?	How many injured?
A	Viking S-3	Undetermined	4	3	1
B	F-14 "Tomcat"	Collision	2	none	none
C	A-5	Probably malfunction	1	1	none

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Answer Key, Unit 13

Exercise 4

1. F
2. T
3. F
4. T
5. T
6. F
7. T
8. T
9. F

Exercise 5

1. During an air show
2. West Germany
3. Fighters
4. Human error
5. They were set on fire
6. 49
7. Their faces were burnt and deformed.

Exercise 6

1. lotnicze
2. przerodził się
3. wojskowym
4. sprawności
5. myśliwców
6. zderzenia
7. maszyn
8. podpaliła
9. ludzką
10. ciał
11. zidentyfikować
12. tożsamości

Exercise 7

1. In Ramstein
2. A week
3. 10
4. August 28
5. three

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Exercise 8

	Plane captain	In charge of investigation	Number of passengers	Number of crew	Point of origin	Place of crash
30			X			
Pietropavlovsk-Kamtchatskij						X
6				X		
GeneralSiergieyev		X				
A remote garrison of rocket forces					X	
Lt. Col. VladimirYudenitch	X					

Exercise 9

1. a
2. b
3. a

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Answer Key
Unit 14. Polish Military Equipment

Exercise 1 1, 3, 4, 8, 9, 10, 11

Exercise 2
1. a. Land forces
   b. 20 millimeters
2.

BROŃ STRZELECKA	
rodzaj broni	zasięg
karabinek automatyczny	800 metrów
pistolet maszynowy	800 metrów
pistolet wojskowy	50 metrów
ręczny karabin maszynowy	800 metrów
ciężki karabin maszynowy	1000 metrów
wielkokalibrowy karabin maszynowy	2000 metrów

Exercise 3
1. 7,62 milimetry
2. c
3. 350 metrów
4. a
5. Magazynek ma pojemność 30 nabojów.

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Exercise 4

1. c
   e. RKM
2. a
3. b

Exercise 5

1. 7,62 milimetry
2. b
3. a
4. Universal
5. b
6. a

Exercise 6

BROŃ STRZELECKA	
rodzaj broni	tekst
AKM	tekst B
ręczny karabin maszynowy	tekst C
uniwersalny karabin maszynowy	tekst D

Exercise 7

Figure 14.1 - Topaz
Figure 14.4 - PT—76

Exercise 8

1. Armored personnel carrier
2. Two
3. a, c
4. d

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5. a. 14.5 mm
   b. 7.62 mm
6. a

Exercise 9

1. b
2. b
3. b, d

Exercise 10

Crew	4
Mass of the tank	31.5 t.
Maximum speed	51 km/h
Caliber of the gun	85 mm
Number of machineguns	2
Caliber of the machineguns	7.62 mm

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Answer Key
Unit 15. Polish Radio News Programs

Exercise 1

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

Exercise 2

1. a. W czwartek i piątek
   b. W Warszawie
2. b

Exercise 3

1. b, c, d, f, h
2. c, e, h, j

Exercise 4

1. Republika Węgierska
2. c
3. c, d
4. b

Exercise 5

1. a. Demokratycznych reform
   b. Usunięcia Egona Krenza ze stanowiska przewodniczącego Rady Państwa
2. a. Drezno
   b. Rostok
3. a. East Germany citizens will get passports and be allowed to visit any foreign country.
   b. Egon Krentz agreed to talk to opposition representatives.
4. They did not stop the exodus.

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Answer Key, Unit 15

Exercise 6

1. c
2. 3 million
3. Pięćdziesiąt dziewięć
4. c

Exercise 7

1. c
2. Poniedziałek
3. Edwards base in California

Exercise 8

1. d
2. 9:43 Western time
3. c
4. a

Exercise 9

1. In Pittsburgh, Pennsylvania
2. a. Bilateral relations
   b. International affairs
3. c
4. Economic relations between the two countries
5. a. Cooperation in space exploration
   b. Cooperation in fighting terrorism and drug trafficking

Exercise 10

a. grupy planowania nuklearnego
b. ministrowie obrony
c. polityki jądrowej
d. sprawie kontroli zbrojeń

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Dictionary of Key Vocabulary

atomowy okręt podwodny	nuclear submarine
awaria	break-down, failure, malfunction
bilans	here: number, amount
broń strzelecka	small arms
broń zespołowa	crew-served weapon
cel powietrzny	aerial/airborne target
cel przeciwlotniczy	antiaircraft target
celowniczy	gun-aimer, gunner
ciężki karabin maszynowy	heavy machinegun
czołg średni	medium tank
długoletni	of many years
dokonywać aresztowań	to arrest, to take into custody
doniesienia	reports, information
doniesienie	report (noun)
donosić	to inform, report
drużyna strzelecka	rifle squad
działać na szkodę czyichś interesów	to act against somebody's interests
działalność przeciwko komuś	activity against somebody
dzień żałoby	day of mourning
egzemplarz	here: example, sample
fala protestów	wave of protests
gąsienicowy transporter opancerzony	tracked armored personnel carrier
godzina policyjna	curfew
gotowość bojowa	combat readiness
internat	dormitory
kadłub	framework, fuselage
kadra	staff
kara więzienia	imprisonment
karabinek automatyczny	automatic carbine
katapultować się	to eject

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katastrofa	crash, disaster
kichać	to sneeze
kierowca-mechanik	driver-mechanic
kołowy transporter opancerzony	wheeled armored vehicle
kontrola	inspection
końcowa faza	final phase/stage
korek uliczny	traffic jam
lądowanie	landing
lekko opancerzony	light armored
magazynek	case
masa bojowa	operational mass
miejscowość	locality, town
mieszkanie	apartment
mocować	to fix, fasten
nabożeństwo	service (religious)
nadawać się do użytku	to be operational, to be in good condition
niedogodność	inconvenience
niezależny	independent
niskolecący	low-flying
obchody	celebrations
obrażenia	injuries
obrotowa wieżyczka	revolving turret
oczekiwane	expected
oddalony	remote
odnieść obrażenia	to suffer injuries
ogień ciągły	sustained fire
ogień pojedynczy	single shot fire
ogłaszać/ogłosić	to declare
okupant	invader
osiedle	here: settlement
oszacować	to estimate, evaluate
oświadczać	to declare
pancerz	armor
pełniący obowiązki	acting
pierwotnie	originally
pierwszy plan	foreground
plac zabaw	playground

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płomień	flame
płonąć	to burn, be in flames
pod zarzutem czegoś	to be charged with something
podjąć negocjacje	to start negotiations
podziemne	underground (adj.)
pojemność	cavity (of cartridge case)
pokaz	display, show
ponieść śmierć	to die
poparzony	burnt
poprzek, w	across
posiedzenie	session, meeting
powiadamianie	informing
powstanie ludowe	popular uprising
powstrzymać	to stop
pozbawienie życia	taking somebody's life
prędkość maksymalna	maximum speed/velocity
proklamowanie	declaration
proklamowany	declared
prom kosmiczny	space shuttle
prowadzić ogień	to conduct fire
przedmieścia	suburbs
przedstawić	to introduce
przemawiać	to address, deliver a speech
przerobiony	modified
przesada	exaggeration
przewodniczący	chairman
przybierać na sile	to increase
przyczyna	cause (noun)
przygnieciony	crushed
przyjmować	to receive
przyspieszony	accelerated
rada państwa	national council
rakieta średniego zasięgu	medium-range missile
rakieta krótszego zasięgu	short-range missile
ratownik	rescuer
razić	here: to strike, to hit
ręczny karabin maszynowy	light machinegun

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rozbić się	to crash
rozruchy	riots
runąć	to fall
sięgać	to reach
skazać	to sentence
skazany	sentenced
składać się	to consist of
skuteczność ognia	effectiveness of fire
skuteczny	effective
słone pieniądze	here: steep prices
sojusznik	ally
sonda	probe
spadochron	parachute
spodziewać się	to expect
sprzężony	synchronized, coordinated
stać na gruncie	to be of the opinion
stan krytyczny	critical condition
stanąć w płomieniach	to burst into flames
stancja	here: student's lodgings
stanowić	to constitute
starcie	heat
stołówka	canteen
strefa bezpieczeństwa	safety zone
sylwetka	profile
szef państwa	head of a state
szykować się	to get ready
środki walki	battle assets
środowisko	community, environment
tożsamość	identity
trójnożna podstawa	tripod
trzęsienie ziemi	earthquake
tylna część	rear part
uderzyć	to hit
ugrupowanie	group
układ jezdny	propulsion system
ulepszona wersja	improved version
uniwersalny karabin maszynowy	universal machinegun

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uposażenie	salary
ustalić	to determine
ustawać	to stop
uszkodzenie	damage
w związku z	in connection with
walka wręcz	close/hand-to-hand combat
widoczność	visibility
wielkokalibrowy	large-caliber (adj.)
wieża	turret
wkraczać/wkroczyć do akcji	to take action
wspierany	supported
wstrząs	tremor, quake
wybuchać	to break out
wybór	choice
wycofanie	withdrawal
wydawać	to deliver
wygnanie	banishment, expatriation, deportation, exile, proscription
wymiana ognia	fire exchange
wyrażać zgodę	to agree
wystrzelenie	launching
Zachodni Brzeg	West Bank
zacięty	here: stout
zagwarantować bezpieczeństwo	to guarantee safety
zaliczać	to include
zamontowany	mounted
zapewniać	to ensure
zaprowadzić spokój	to bring peace
zarzut	charge
zastępca	deputy
zderzyć się	to collide
zmarli wskutek odniesionych ran (past tense)	to die of wounds
zmodyfikowany	modified
znaleźć się	to find oneself

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zniekształcony	deformed
zostać rannym	to be wounded
zostać zastrzelonym	to be shot down
zwalczanie	fight (noun)
zwołać	to convene
żałoba	mourning

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Glossary of Acronyms and Abbreviations

AKM (automatyczny karabin maszynowy)	automatic machinegun
kaem (=KM-karabin maszynowy)	machinegun
KBWE (Komitet Bezpieczeństwa i Współpracy w Europie)	Committee on Safety and Cooperation in Europe
RKM (ręczny karabin maszynowy)	light machinegun

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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 11. Conflicts in the Middle East

Listen to Text A and answer questions 1–3.

1. Who rejected the proposal discussed in Text A?

   a. The Israeli prime minister
   b. The Israeli Parliament
   c. The Israeli Labor Party
   d. The Israeli Cabinet

2. Why does Text A mention Cairo?

   a. A Palestinian communique was issued there.
   b. The Egyptian media reported on the results of the talks.
   c. The Palestinian representatives are based there.
   d. The Palestinians are supported by the Egyptian government.

3. Who supported the initiative?

   a. Six members of Parliament
   b. Six Labor Party ministers
   c. Six independent ministers
   d. Six Likud Party ministers

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Listen to Text B and answer questions 4–5.

4. What does Text B say about the Hezbollah and Amal groups?

   a. They are fighting side by side.
   b. They are fighting with each other.
   c. They have suffered severe losses.
   d. They are supported by Syrian soliders.

5. Where are Syrian soldiers stationed?

   a. In Beirut only
   b. In southern and central Lebanon
   c. In central Lebanon
   d. In northern and central Lebanon

Listen to Text C and answer questions 6–7.

6. Who was Abu Dżihad?

   a. A Tunisian terrorist
   b. A member of the Syrian secret service
   c. A Palestinian fanatic
   d. A PLO military leader

7. The text refers to the killing as

   a. a crime.
   b. an act of revenge.
   c. a mistake.
   d. an act of reprisal.

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Listen to Text D and answer questions 8–10.

8. Who is being arrested in the occupied territories?

   a. Palestinians sympathetic to the independence movement
   b. Palestinians refusing to pay taxes to Israel
   c. Palestinians accused of killing Israeli settlers
   d. Palestinians participating in the general strike

9. The fifty Palestinians mentioned in the text were

   a. arrested last month.
   b. on trial.
   c. arrested last week.
   d. members of the PLO.

10. The Palestinian whose house was blown up was suspected of

   a. hiding Palestinian terrorists.
   b. killing an Israeli villager.
   c. providing weapons to terrorists.
   d. killing an Israeli soldier.

Unit 12. Life in a Remote Garrison

Listen to Text E and answer questions 11-14.

11. Where is the unit stationed?

   a. In a forest near the border
   b. On the border
   c. In a small town near the border
   d. Near a city

12. Colonel Józef Kosnowy talks about cooperation between

   a. different soldiers in his unit.
   b. the garrison and the watch tower guards.
   c. the garrison and civilians.
   d. the watch tower guards and civilians.

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13. Colonel Józef Kosnowy commands

    a. engineer troops.
    b. air defense troops.
    c. border guards.
    d. reconnaissance units.

14. Which of the following are the elements of cooperation discussed in Text E?

    a. Intelligence and maintenance work
    b. Mine detection and maintenance work
    c. Intelligence and cultural exchange
    d. Maintenance work and military training

Listen to Text F and answer questions 15-20.

15. What is the employment situation for soldiers' wives in the garrison?

    a. It takes them a long time to find any work.
    b. They get jobs in the garrison.
    c. It takes them a while to find good jobs.
    d. They do not look for regular jobs.

16. What problems do the soldiers have concerning children?

    a. There are no local kindergartens.
    b. Not all children are admitted to schools in the nearby town.
    c. The local high schools are overcrowded.
    d. There are not enough places in local schools.

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17. The interviewed officer had to drive his

a. daughter to school and his wife to work.
b. wife to work and his children to school and kindergarten.
c. son to high school and his wife to work.
d. wife to the garrison and his children to school.

18. What does the captain say about the new buildings?

a. You have to wait two years to get an apartment in them.
b. They were completed in two years.
c. The new apartments will be furnished in two years.
d. People have been living in them for two years.

19. What does the captain say about the place where he lives?

a. It is a village in a forest.
b. It is not a town, but rather a settlement.
c. The army has ten buildings there.
d. There are only ten buildings there.

20. According to the captain, what problems were solved recently?

a. Commuting of civilian personnel
b. Finding enough qualified staff
c. Commuting of staff and children
d. Finding jobs for soldiers' wives

Unit 13. Air Crashes

Listen to Text G and answer questions 21-25.

21. When did the crash happen?

a. On the night of October 12
b. Sometime in the morning of October 12
c. At noon on October 12
d. Sometime during the early evening of October 12

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22. What planes were involved in the crash?

a. Two civilian planes
b. A civilian and a military plane
c. Two military planes
d. A civilian transport plane and a fighter

23. How many people were killed in the crash?

a. 2
b. 5
c. 6
d. 12

24. How did the crash happen?

a. A plane that was landing crashed into one that was taking off.
b. A plane that was taking off crashed into one on the ground.
c. Two planes that were taking off crashed into each other.
d. Two low-flying planes crashed in mid-air.

25. What happened to the navigator of one of the planes?

a. He was severely injured in the crash.
b. There is no information in the text.
c. He was burnt alive.
d. He ejected at the last minute.

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Listen to Text H and answer questions 26-30.

26. What happened to the planes?

a. They collided in mid-air and crashed into Lake Ontario.
b. Both planes suffered engine problems and crashed into Lake Ontario.
c. They collided in mid-air and crashed into the ground.
d. Both planes suffered engine problems and crashed into the ground.

27. The planes were from

a. a commercial acrobatics team.
b. an air-defense squadron.
c. a military acrobatics team.
d. a Navy acrobatics squadron.

28. What happened to the pilots?

a. They both ejected.
b. One of them was killed and the other ejected.
c. They were both killed.
d. One of them was killed and the other burnt and injured.

29. The accident took place over

a. the lake.
b. the spectators.
c. the airbase.
d. the lakeshore.

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30. What happened to Major Dan Dempsey?

a. He was killed in the crash.
b. He ejected after the plane had gained some altitude.
c. He parachuted from the plane.
d. He ejected and was seriously injured.

Unit 14. Polish Military Equipment

Listen to Text I and answer questions 31-32.

31. What is the relation between the gun discussed in Text I and the 7.62 millimeter carbine?

a. It is a prototype of the carbine.
b. It is a commercial version of the carbine.
c. It is a modified version of the carbine.
d. It is totally unrelated to the carbine.

32. Which of the following is NOT part of the grenade launcher described in Text I?

a. Rubber shock absorber
b. Barrel
c. Special gun sight
d. Base

Listen to Text J and answer questions 33-34.

33. What determines the range of the gun described in Text J?

a. Its gun sight
b. The shape of its tube
c. Special bullets
d. The skill of the soldier

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34. What targets can the gun be used against?

a. Single and air-defense targets
b. Armored vehicles and gasoline tanks
c. Helicopters and gasoline tanks
d. Air-defense targets and armored vehicles

Listen to Text K and answer questions 35-37.

35. Who constitutes the crew of the carrier presented in Text K?

a. Commander, gunner-driver, and engineer
b. Commander, engineer, and gunner
c. Commander, engineer-driver, and gunner
d. Commander, driver, and engineer

36. What is the maximum number of people the carrier can have aboard?

a. 4
b. 9
c. 12
d. 14

37. What weapons does the carrier have aboard?

a. Two synchronized heavy machineguns
b. Two independent machineguns, 7.62 and 12.6 millimeters
c. Two independent light machineguns
d. Two synchronized machineguns, 7.62 and 14.5 millimeters

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Listen to Text L and answer questions 38-40.

38. What guns are aboard the T-55 tank?

a. 100-millimeter gun with a synchronized anti-aircraft machinegun
b. 100-millimeter gun with a synchronized 7.62 machinegun, and an anti-aircraft machinegun
c. 100-millimeter gun with two synchronized machineguns
d. 100-millimeter gun with two synchronized heavy machineguns

39. What major characteristics of the T-55 tank are mentioned in Text L?

a. Ability to cross water obstacles and to shoot when moving
b. Ability to carry and fire anti-aircraft missiles
c. Ability to cross water obstacles and carry anti-tank guided missiles
d. Ability to carry a crew of up to six soldiers

40. Where is the stabilizer mentioned in the text installed?

a. At the base of the gun
b. In the center of the turret
c. At the base of the turret
d. In the center of the body

Unit 15. Polish Radio News Programs

Listen to Text M and answer questions 41-43.

41. What does the first news item say?

a. The Socialist Party in Spain formed a new government.
b. The Spanish government resigned after the election results were published.
c. The Socialist Party lost its parliamentary majority.
d. A new Spanish government will be formed by the Socialist Party.

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42. According to the second news item, the International Air Transportation Association

a. is meeting in Warsaw, its permanent seat.
b. will discuss the air traffic at the Warsaw airport.
c. meets in Warsaw every other year.
d. is holding its annual session in Warsaw.

43. In the third news item it is reported that officials will hold talks in Kuwait on

a. Turkish immigrants living in Bulgaria.
b. Turkish emigrants moving to Kuwait.
c. Bulgarian immigrants of Turkish origin.
d. Turkish immigrants wishing to leave Kuwait.

Listen to Text N and answer questions 44-46.

44. Algeria was hit by three earthquakes

a. last night.
b. yesterday evening.
c. this morning.
d. the night before last.

45. Where was the epicenter of the quake?

a. Six kilometers inland
b. Several kilometers inland
c. Near the capital
d. Six kilometers away from the capital

46. How many casualties did the quake cause?

a. More than 200 hundred killed
b. At least 20 dead and around 100 injured
c. More than 100 dead and 200 missing
d. At least 20 dead and around 100 missing

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Listen to Text O and answer questions 47-50.

47. Text O mentions the border between

a. West and East Germany.
b. Austria and West Germany
c. West Berlin and East Germany
d. Austria and Hungary

48. Approximately how many East Germans had fled their country at the time of the broadcast?

a. Six thousand
b. Forty thousand
c. Forty two thousand
d. Sixty thousand

49. According to Text O, where were the demonstrations held?

a. In Berlin
b. In Berlin and other cities
c. In West Germany
d. In different East German cities

50. What did the demonstators demand?

a. Freedom of travel, democracy, and economic reforms
b. Freedom, free elections, and German unification
c. Free elections, economic reforms, and disarmament
d. Freedom, German unification, and democracy

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POLISH PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL2204
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 fourth in a series of 10 Polish workbooks written for linguists serving in the United States armed forces.

Workbook 4 is at proficiency level 1+. It contains texts about various sorts of visits, and about aircraft and military training. These texts have been taken from the Polish media.

This is the third workbook at level 1+. You will find that the activities in this book continue building on 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

- guessing the meaning of key words,
- distinguishing between the main ideas and supporting details,
- distinguishing between prepared text and spontaneous speech.

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Administrative Instructions

1. Number of units in this subcourse: Five.

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

3. Supervisory requirement: None.

Grading and Certification Instructions

Examination:

This subcourse contains a multiple-choice examination covering the material contained in these units. After studying the units and working through the exercises, complete the examination. Mark your answers in the subcourse booklet; then transfer them to the ACCP Examination Response Sheet. Completely black out the lettered oval which corresponds to your selection (A,B,C, or D). Use a #2 lead pencil to mark your responses. When you have completed the Examination Sheet, mail it in the preaddressed envelope provided. Your examination score will be returned to you. A score of 75 or above is passing. Ten credit hours will be awarded for successful completion of this examination.

This publication is to be used primarily in support of training military personnel as part of the Defense Language Nonresident Program. Topics in the areas of politics, international relations, mores, etc., which may be considered controversial from some points of view are sometimes included in language training for DLIFLC students, since military personnel may find themselves in positions where clear understanding of conversations or written material of this nature will be essential to their mission. The presence of controversial statement -- whether real or apparent -- in DLIFLC materials should not be construed as representing the opinions of the writers, the Defense Language Institute or the Department of Defense.

In DLI publications, the words "he," "him,' and "his" denote both masculine and feminine genders. This statement does not apply to translations of foreign texts.

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Unit 16. General Butler's Visit to Poland

In this unit you will hear texts covering General G. L. Butler's visit to Poland in October 1989. General Butler is the chief of Strategic Plans and Policy for the U.S. Joint Chiefs of Staff. Some of the texts contain Butler's opinions, and his reflections on the visit.

Exercise 1 Before listening to the texts in this unit let's brush up vocabulary related to visiting. Match up the Polish words and phrases with their English equivalents by writing the appropriate letters in the spaces provided.

1. _____	gospodarz	a. to accompany
2. _____	gość	b. to arrive
3. _____	odwiedzić	c. to stay
4. _____	przebywać	d. host
5. _____	przybywać	e. to receive
6. _____	przyjąć	f. to visit
7. _____	towarzyszyć	g. guest

Exercise 2 Listen to Text A. This text describes General Butler's arrival in Poland. Check which of the following sentences are true (T) and which are false (F).

	T	F
1. Butler was invited by the Minister of National Defense.	❑	❑
2. The text does not give the precise date of Butler's arrival.	❑	❑
3. The text does not say precisely how long General Butler will stay in Poland.	❑	❑

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Exercise 3 Before listening to Text B, give the English equivalents of the following names of institutions. These names play an important role in the text. Doing this exercise will help you understand Text B and the texts that will follow.

1. Brygada Powietrzno-De- _____

   santowa _____

2. Ministerstwo Obrony _____

   Narodowej _____

3. Pułk Zmechanizowany _____

4. Sztab Generalny Wojska _____

   Polskiego _____

5. Wyższa Oficerska Szkoła _____

   Lotnicza _____

Exercise 4 Text B gives more specific information about General Butler's stay in Poland. Read the questions. They will focus your attention on what to listen for in the text. Listen to the text and answer the questions.

1. List the five military places General Butler is going to visit. Write your answers in Polish in the spaces provided.

   a. _____

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b. _____

c _____

d. _____

e. _____

2. What other places are mentioned in the text as places General Butler is going to see? Complete the sections below in Polish.

a. Zamek Królewski _____

b. pałac _____

c. _____Starówka

3. How long was Butler's visit to Poland? Write your answer in Polish in the space provided.

_____

Exercise 5 Text C gives more details about the military personnel General Butler met with, and the persons who accompanied him. This exercise will give you practice in the difficult task of catching individuals' names and ranks.

1. Listen to the text and, in Polish, write the posts that the persons listed below occupy.

a. Florian Siwicki _____

_____

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b. Antoni Jasiński _____

_____

c. Tadeusz Cepak _____

_____

d. Józef Użycki _____

_____

e. Glenn A. Bailey _____

_____

2. a. When did General Butler meet the Polish minister of defense? Write your answer in English in the space provided.

_____

b. When did General Butler meet the Polish chief of General Staff? Write your answer in English in the space provided.

_____

Exercise 6 Listen to Text D. It describes General Butler's visits to some of the military institutions and gives details of these visits.

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1. The text mentions two places General Butler visited during his first day in Poland. What are the names of these two places? Write your answer in Polish in the spaces provided.

   a. _____

   b. _____

2. Which of the two buildings described in Exercise 6.1 was decorated with Polish and American flags? Write your answer in Polish in the space provided.

   _____

3. What position is held by General Władysław Mróz, mentioned in the text? Write your answer in Polish in the space provided.

   _____

4. Where did General Butler meet students during the first day of his visit in Poland? Write your answer in English in the space provided.

   _____

5. What did General Butler see in the first institution mentioned in the text? Check the appropriate answers.

   _____ a. Plac ćwiczeń
   _____ b. Sala tradycji
   _____ c. Centrum komputerowe
   _____ d. Centrum rekreacyjne
   _____ e. Sala wykładowa

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Exercise 7 Listen to Texts C and D, and next to the ranks listed below write, in Polish, the names of the officers mentioned in the text. This exercise will give you further practice in listening for people's names.

1. Generał armii _____
2. Generał broni _____
3. Generał brygady _____
4. Generał dywizji _____

Exercise 8 Text E tells about General Butler's visit to a Polish military units. In the text you will hear the Polish interpretation of General Butler's statement expressing his views on this part of his visit. Listen carefully to the first part of his statement in Text E. Then, answer the questions below.

1. General Butler praises Polish soldiers for two things. What are these things? Write your answer in English in the space provided.

   a. _____

   b. _____

2. To what was an American flag attached? Check the correct answer.

   a. A car
   b. A plane
   c. A parachute
   d. A balloon

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3. How many parachute jumps has General Butler made in his life? Write your answer in Polish in the space provided.

_____

Background Note 

Gapa is the Polish equivalent of "jumpwings," the wings given to parachutists who have finished their basic training and have made the necessary amount of parachute jumps.

Exercise 9 Listen to the rest of Text E and the rest of General Butler's statement. Then, answer the questions below.

1. For what did General Butler thank his Polish hosts? Check the correct answer.

___ a. Pokaz
___ b. Parada
___ c. Defilada
___ d. Demonstracja

2. General Butler thanked the commander of the unit that he visited. What kind of unit was it? Write your answer in Polish in the space provided.

_____

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3. What did some American delegates express an interest in? Write your answer in Polish in the space provided.

_____

4. Why can't the American delegates have their wish? Write your answer in Polish in the space provided.

_____

5. What did the visit remind General Butler of? Write your answer in English in the space provided.

_____

_____

Exercise 10 Listen once more to Text E and choose an appropriate title for it--one containing a reference to the type of the unit General Butler visited. Write your answer in English in the space provided below.

_____

_____

Key Vocabulary

1 Praski Pułk Zmechanizowany	1st Mechanized Praga Regiment
6 Brygada Powietrzno-Desantowa	6th Airborne Brigade
Biuro Połączonych Sztabów Sił Zbrojnych USA	U.S. Joint Chiefs of Staff
być pod wrażeniem	to be impressed

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Departament Strategicznych Planów i Polityki	department for Strategic Plans and Policy
dowiadywać się	here: to learn
dzień roboczy	workday
eksponat	exhibit
księga pamiątkowa	visitors' book
metody szkoleniowe	training methods
mieć na koncie	to have scored
odżyć	to come back to life, revive, reappear
oręże	arms
(po)trwać	to last
pokaz	show
pokaz pilotażu	piloting show
przebywający	staying, visiting
ranga	rank; dignity, standing
sala tradycji	tradition hall
sala wykładowa	lecture hall
skoczyć	here: to parachute
skok spadochronowy	parachute jump
spadochron	parachute (noun)
sprawy ogólne	general matters
szef Biura do Spraw Specjalnych	Chief of the Special Affairs Bureau
towarzyszący	accompanying
uczestniczyć	to participate
Wyższa Oficerska Szkoła Lotnicza	Military Academy: Air Force Troops
zajęcia	classes
zwiedzanie	sightseeing
zwiedzić	to tour, visit, see

Acronyms and Abbreviations

PAP (Polska Agencja Prasowa)	Polish Press Agency
bm. (bieżącego miesiąca)	this month
WP (Wojsko Polskie)	Polish Army

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Unit 17. Aviation News

In this unit you will hear news from around the world about current events in aviation. The news is about both civilian and military aviation.

Exercise 1 Below you will find some key aviation vocabulary for this unit. Match the English phrases in column A with their Polish equivalents in column B. Write appropriate letter next to the number of the English phrase.

___ 1. combat aircraft	a.	samolot rozpoznawczy
___ 2. fighter (aircraft)	b.	samolot pionowego startu i lądowania
___ 3. ground-attack aircraft	c.	samolot tłokowy
___ 4. intercepter (aircraft)	d.	samolot bojowy
___ 5. jet aircraft	e.	samolot szkoleniowy
___ 6. piston engine aircraft	f.	samolot szturmowy
___ 7. propeller-driven aircraft	g.	samolot dwuosobowy
___ 8. reconnaissance aircraft	h.	samolot myśliwski
__ 9. single-seater aircraft	i.	samolot przechwytujący
__ 10. trainer aircraft	j.	samolot śmigłowy
__ 11. two-seater aircraft	k.	samolot odrzutowy
__ 12. VTOL aircraft	l.	samolot jednoosobowy

Exercise 2 Listen to Text A, which deals with the MIG-29. Listen to the text and indicate which of the sentences below are true (T) and which are false (F).

	T	F
1. Poland is the tenth country in the world to own the MiG-29 aircraft.	❑	❑
2. The MiG-29 aircraft are fourth generation jet fighters.	❑	❑
3. According to one of the Polish pilots, the MiG-29s are more reliable than the pilots themselves.	❑	❑

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Exercise 3 Text B is about Major Bob Waite, a pilot from a country in the West. (This fact is important for full comprehension of this text.) Read the questions first to prepare yourself to listen to Text B. After listening to the text, answer the questions, in English.

1. What is Waite's nationality?

_____

2. What kind of aircraft did he fly?

_____

3. How long was his flight training?

_____

4. What is special about Waite?

_____

Exercise 4 Text C is different from the rest of the texts in this unit. Prior to 1989 it would have been impossible to hear such a piece of news in the official Polish media. But the changes in the Polish government have resulted in greater freedom for the news media. Listen to the text and indicate which of the sentences below are true (T) and which are false (F).

	T	F
1. Jaroslaw Naksera is Czech.	❑	❑
2. Jaroslaw Naksera is a physician.	❑	❑
3. He left his country on September 18.	❑	❑
4. He crossed the border on foot.	❑	❑
5. His was a tourist visit to West Germany.	❑	❑

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Exercise 5 Listen to Text D. It is about the introduction of new aircraft to the US Air Force. Answer the following questions in English in the spaces provided. *How/Where/What/Who* questions will focus your attention on specific details.

1. How much does one F-15E cost?

_____

2. How many F-15Es did the US Air Force order?

_____

3. Where were the first F-15Es used?

_____

4. What aircraft did the F-14E replace?

_____

5. Who will use the "old" aircraft?

_____

6. In what ways will the F-15E be used?

   a. _____

   b. _____

7. How big is the crew of an F-15E?

_____

8. What does the navigator do in addition to navigating?

   a. _____

   b. _____

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Exercise 6 Listen to Text E. This text is about introducing new aircraft to the French air force. Answer the following questions in English in the spaces provided.

1. What is the aircraft called?

_____

2. How many aircraft have been ordered by the French air force?

_____

3. How many of them are fighter intercepters?

_____

4. What armament does the fighter intercepter have?

   a. _____

   b. _____

   c. _____

5. How many trainer aircraft will the French air force get?

_____

6. How many ground-attack aircraft will the French air force get?

_____

7. How many kilograms of ammunition can the ground-attack aircraft carry?

_____

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8. What is an ASMP?

_____

9. Which aircraft will have the Antilope V radar?

_____

Exercise 7 Text F presents a story of a certain deal between the US and Taiwan. Because buying the F-20, as planned, was not possible for financial reasons, the Taiwanese army chose another option.
Listen to the text. Then answer the questions dealing with the details of the deal and its results.

1. How long did it take the Aero Industry Development Center to prepare a prototype of the Indigenous Defense Fighter? Write your answer in Polish in the space provided.

_____

2. What is the IDF cryptonym? Write your answer in the space provided.

_____

3. What are the differences between the IDF and the F-16? Write your answer in Polish in the space provided.

_____

_____

4. How many IDF's will the Taiwanese air force need? Write your answer in Polish in the space provided.

_____

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Exercise 8 Text G deals with technological changes made to the Cesna 260 aircraft, with the results of the changes, and with the characteristics of the new aircraft. Listen to the text. Then, answer the questions.

1. What kind of aircraft is the Cesna 260? Check the correct answer.

   a. Samolot tłokowy
   b. Samolot śmigłowy
   c. Samolot turbinowy
   d. Samolot turbinowo-śmigłowy

2. How else can the Cesna 260 be characterized? Check the correct answer.

   a. Samolot pasażerski
   b. Samolot transportowy
   c. Samolot turystyczny
   d. Samolot wojskowy

3. Which of the following elements of the aircraft have been changed? Check the correct answers.

   _____ a. Kabina
   _____ b. Koła
   _____ c. Napęd
   _____ d. Skrzydła
   _____ e. Usterzenie

4. In which countries is the Cesna 260 used? Write your answer in Polish in the space provided.

   _____

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Exercise 9 Listen to Text G again. The questions in this exercise concentrate on the nature of the changes made to the Cesna 260 aircraft.

1. What did Soloy do? Check the correct answer.

   a. They remade a turbo aircraft into an air freighter.
   b. They remade a tourist aircraft into a turboprop.

2. How much did the remodeling cost? Write your answer in English in the space provided.

   _____

3. What is the new model called? Write your answer in the space provided.

   _____

4. What made parachute clubs and aeroclubs interested in the new model? Write your answer in English in the space provided.

   _____

   _____

5. Who bought a dozen aircraft? Write your answer in English in the space provided.

   _____

6. What new version of the Cesna 260 is expected to be released? Write your answer in English in the space provided.

   _____

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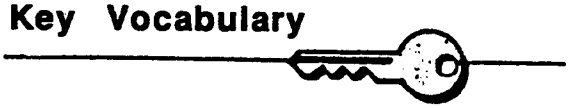
Exercise 10 Listen to Text G and, in the table below, supply the missing information on the new version of the Cesna 260.

Dane techniczne	
Rozpiętość skrzydeł	
Długość	
Masa własna	
Rozbieg	
Prędkość wznoszenia	
Czas lotu	
Zużycie paliwa	

Key Vocabulary



armatka	light gun
dane techniczne	technical data
demontować	to disassemble, dismantle, strip
dojść do zgody	to reach agreement
dostawa	supply
dwojako	doubly, twofold
dwuczęściowe drzwi	doors
dysponować	to have at one's disposal
egzemplarz	here: piece, item
iść na złom	to be scrapped
kabina dwusterowa	dual-control cockpit

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koncern zbrojeniowy	arms syndicate
lot koszący	sweeping flight
łoże silnika	engine bed/cradle
masa własna	net weight
moc	power
motolotnia	motor hang glider
myśliwiec przechwytujący	fighter intercepter
napęd	propulsion, force, mechanical power, drive
oblot	test flight
ogniwo	link (noun)
osiąg	performance
podwozie	chassis
podwyższenie	increase (noun)
poprzedni	preceding, foregoing, previous, former
posiadacz	owner
powiększać	to increase
przebudowa	reconstruction
przelecieć	to fly by (past)
przelot non-stop	non-stop cross-country flight
przeróbka	reshaping, remodeling, remaking, transformation
przeszkodzić	to impede
przeszkolenie	training
przystosowany	adapted
prędkość wznoszenia	speed of ascent
rozbieg	take-off (run)
rozpiętość skrzydeł	wing-spread, wing-span
samodzielnie	independently, individually, separately
schodzenie	descent, glide
skoczek	parachutist
system celowania	aiming system
sztuka	item, piece
szturmowiec	ground-attack aircraft
trasa	route

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unieść	to lift, carry
urządzenie pokładowe	onboard equipment
ustanowić	to set up, create
usterzenie	tail-plane
wartość użyteczna	effective value
wyposażony	equipped
wyszukujący	searching
wysłużony	here: old
względy	reasons
wzmocniony	enforced
wznoszenie się	rising
zamówienie	order (noun)
zapotrzebowanie	demand (noun)
zaprzęgnąć do pracy	to put at work
zawarcie transakcji	making a deal
zużycie paliwa	fuel consumption

Acronyms and Abbreviations

dcm^3 (decymetr sześcienny)	cubic decimeter
RFN (Republika Federalna Niemiec)	West Germany

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Unit 18. A Visit from Americans of Polish Origin

In this unit you will hear reports on the first official visit to Poland by representatives of the Congress of Americans of Polish Origin. The delegation visited a few cities around Poland and met with Polish officials. The visit took place after a non-communist government in Poland had been formed.

Exercise 1 As mentioned in the introduction, the delegation visited a few places in Poland. This exercise will check your knowledge of some of these places and of their importance in Polish life. Doing this will help you comprehend more easily the texts you will hear. Answer the following questions in English in the spaces provided.

1. What is Jasna Góra at Częstochowa famous for?

_____

_____

2. What was at Oświęcim during World War II?

_____

_____

3. Where is the seat of (the Coordinating Commission of) "Solidarity"?

_____

_____

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4. In crushing the 1970 protest, the Polish government opened fire on the Gdańsk shipyard workers, killing dozens of them. How was the workers' memory commemorated after 1980, when 'Solidarity' was recognized as an official union?

_____

_____

5. What happened at Westerplatte in 1939?

_____

_____

Exercise 2 Listen to Text A, which describes a day's activities for the visitors. What places did the delegation visit during the parts of the day listed below, on October 25th? Write your answers in Polish in the spaces provided.

1. Morning - _____
2. Afternoon - _____
3. After that - _____

Exercise 3 Listen to Text A again. Now let's concentrate on details of the text.

1. Which day of the delegation's visit was the 25th of October? Write your answer in Polish in the space provided.

_____

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2. Where did the delegation lay a wreath? Check the correct answer.

   a. Przed bramą wejściową
   b. Przed komorą gazową
   c. Pod Bramą Śmierci
   d. Przed Ścianą Straceń

3. The hospital that the delegation visited was opened

   a. three month ago.
   b. thirteen month ago.
   c. three years ago.

Exercise 4 Read the questions that follow. This will help focus your attention as you listen to the tape. Then listen to Text B and answer the questions. The text describes the delegation's visit to Gdańsk and its meeting with Mr. Wałęsa.

1. What was the main question that members of the delegation asked their hosts? Write your answer in Polish in the space provided.

_____

_____

2 Where did they meet Mr. Wałęsa? Write your answer in Polish in the space provided.

_____

3. What did Mr. Wałęsa say about the situation of the new government? Write your answer in English in the space provided.

_____

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4. According to Mr. Wałęsa, what role can Americans of Polish origin play in the new situation in Poland? Write your answer in English in the space provided.

_____

Exercise 5 Text C is another description of the delegation's visit to Gdańsk. Because the text is long, it has been divided into five logical parts. Listen to Text C1, which is an introductory paragraph to the whole text and answer the questions below.

1. What other place besides Gdańsk did the delegation visit on October 24? Write your answer, in Polish, in the space provided.

_____

2. Who handles economic contacts with Americans of Polish origin?

_____

3. What topic dominated talks in Gdańsk? Check the correct answer.

   a. Gospodarczy
   b. Kulturalny
   c. Międzynarodowy
   d. Polityczny

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Exercise 6 Listen to Text C2, which presents what Mr. Wałęsa said during the meeting with the delegation. Then check your understanding by indicating which sentences below are true (T) and which are false (F).

	T	F
1. According to Mr. Wałęsa, Poles need charity.	❑	❑
2. Americans of Polish origin will help Poland catch up with the rest of the world.	❑	❑
3. Poland is in the process of building economic pluralism.	❑	❑
4. Poland needs help to introduce solutions that have worked elsewhere.	❑	❑

Exercise 7 Listen to Text C3, which relates what Mr. Moskal, president of the Congress of Americans of Polish Origin, and other members of the delegation had to say in reply to Mr. Wałęsa's speech.

1. What was the main point of Mr. Moskal's message? Write your answer in English in the space provided.

_____

_____

2. Now listen to Text C4, which presents Mr. Wałęsa's answer to Mr. Moskal's comments. What was his answer? Put checks next to the correct sentences below.

____ a. He presented a list of 10 enterprises interested in cooperating through joint ventures.
____ b. He presented a list of 10 banks interested in attracting foreign capital.
____ c. He will be able to present a list of 10,000 enterprises interested in cooperation financed with foreign capital.
____ d. He sees a need to open foreign banks in Poland.

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Exercise 8 Now listen to the final part of Text C, Text C5. This section describes the delegation's activities during the final stages of its visit to Gdańsk. Complete the following paragraph by adding the missing words to the text. The words are of military nature.

Po spotkaniu delegacja KPA złożyła wiązankę biało-czerwonych kwiatów przed pomnikiem _____ (1) Stoczniowców przy bramie Stoczni Gdańskiej. Na Westerplatte oddała hołd pamięci bohaterskich _____ (2) Wybrzeża, składając wieniec na grobach poległych _____ (3) oraz ich _____ (4) majora Henryka Sucharskiego. Pod przewodnictwem księdza kanonika Henryka Jankowskiego wzięła też udział we wspólnej modlitwie w intencji obrońców _____ (5).

Exercise 9 Now listen to Text D, which covers the delegation's visit to Warsaw. The text has been divided into two parts. The first part, Text D1, is mainly about whom the members of the delegation met. Write your answers to the questions in Polish in the spaces provided.

1. How many persons does the delegation consist of?

_____

2. Who is Mikołaj Kozakiewicz?

_____

3. Who is Andrzej Stelmachowski?

_____

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4. Who will also receive the delegation?

_____

Exercise 10 This is the second part of Text D, Text D2. It is about US aid plans for Poland, and about the impact of the visit on relations between Poles living abroad, and those living in Poland. Answer the following questions.

1. How much will the United States provide for the Peace Corps in Poland? Write your answer in English in the space provided.

_____

2. How much will the United States Administration provide for a children's hospital in Cracow? Write your answer in Polish in the space provided.

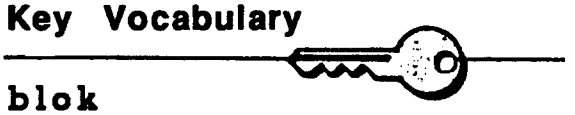
_____

3. Why is the visit important, according to the 'Dziennik Ludowy' newspaper? Write your answer in English in the space provided.

_____

_____

Key Vocabulary



blok	here: barracks in a Nazi concentration camp
dziedziniec	yard
etap	stage (noun)
kanonik	canon (church official)
kapitał zagraniczny	foreign capital
kolejny	here: another
konkret	hard fact

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marszałek Sejmu	president of the Polish Seym, speaker
nieufność	distrust (noun)
obóz zagłady	concentration camp
odbyć (rozmowy)	to hold (talks)
oddać do użytku	to open for use
oddać hołd	to pay (render) homage
pod przewodnictwem	under leadership
pomoc charytatywna	charity
poseł	member of the parliament
prezes	president, chairman
prymas	primate
przekonanie	conviction
przeprowadzać	to conduct
przewodniczący	chairman
przeznaczyć	to appropriate, allocate
przełamywać	here: to overcome (one's feelings)
przełomowe znaczenie	landmark
przyczyniać się	to contribute
przyjść z pomocą	to lend somebody a helping hand
rozmówca	interlocutor
rozwiązanie	solution
Sejm	Seym, Polish Parliament
siedziba	seat (noun)
stocznia	shipyard
stoczniowiec	dockyard/shipyard worker
stwierdzić	to state
ściana straceń	wall of execution
tworzenie	creation, creating
wojewódzki	of a province, provincial
z ramienia	on somebody's behalf
zajmujący się	dealing with
zakład	enterprise
zarobić	to earn
zastosować	to use
złożyć wieniec	to lay a wreath

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Acronyms and Abbreviations

KPA (Kongres Polonii Amerykańskiej)	Congress of Americans of Polish Origin
NSZZ (Niezależny Samorządny Związek Zawodowy)	Independent Autonomous Trade Union

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Unit 19. A Diplomatic Visit

So far you have worked with news items from different radio and TV news programs. In most cases, each item was on a different subject. In this unit you will listen to a number of news clips covering a single international event; the visit of the Polish Prime Minister, Tadeusz Mazowiecki, to Italy. It was his first foreign visit after he assumed office.

Exercise 1 Before you start listening to the texts in this unit, you may want to refresh your Polish vocabulary in the field of diplomatic relations. Below is a list of typical items that you will hear in these reports. Match the English words in column B with their Polish equivalents in column A.

A		B
1. ___	premier	a. chamber
2. ___	rozmowa	b. society
3. ___	towarzyszący	c. governmental
4. ___	oficjalna wizyta	d. accompanying
5. ___	izba	e. discussion
6. ___	koła gospodarcze	f. official visit
7. ___	rządowy	g. prime minister
8. ___	społeczeństwo	h. business circles

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Exercise 2 This exercise will give you exposure to the format used to introduce longer texts on radio and TV. Listen to Text A and then answer the following questions. Write your answers in English in the spaces provided.

1. You heard at the beginning of Text A that the Polish prime minister will hold talks with two groups of people and with one individual. Who are they? List them below.

   a. _____

   b. _____

   c. _____

2. Next, you heard names and titles of some officials. On the basis of what you just heard, finish the two sentences below.

   a. Tadeusz Mazowiecki will meet today with Francesco Cossiga,

   _____ .

   b. _____ holds the same office in Italy as Mazowiecki does in Poland.

Exercise 3 Text B is another introduction to a news item. It reports on an interview given by Tadeusz Mazowiecki before his arrival in Italy. Listen to the text and then complete in Polish the text below by filling in the blanks.

Premier Tadeusz Mazowiecki (1)_____ dziś wizytę w Rzymie. (2)_____ to jego pierwsza (3)_____ po (4)_____ na (5)_____ szefa rządu. Na (6)_____ Rzym: (...)

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Exercise 4 Both the introduction and the information about the interview contain a lot of adjectives that are crucial for understanding the text. In spoken language, the noun and the adjective describing it are sometimes separated. Listen to Text B again. Below is a list of some nouns and adjectives that you will hear in the text. Match the nouns in column A with the adjectives in column B. Write the letter of each adjective in the space next to the appropriate noun.

A	B
1. ___ delegacja	a. deklaratywny
2. ___ partner	b. konkretna
3. ___ poprawa	c. rządowa
4. ___ wydanie	d. pierwszy
5. ___ kryzys	e. największy
6. ___ stosunek	f. odczuwalna
7. ___ kanał	g. główne
8. ___ pomoc	h. gospodarczy

Exercise 5 Text C is a continuation of Text B. You will hear a report of Mazowiecki's answers to the questions in the interview. Listen to the text. Which of the questions below can be answered on the basis of the information in the text? Indicate your choice by putting check marks next to the appropriate questions.

❑ 1. When will the economic situation in Poland improve?

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- ❑ 2. What West European countries have expressed their willingness to help Polish reforms?
- ❑ 3. What factors are affecting Western assistance for Poland?
- ❑ 4. What international organizations are helping Poland?
- ❑ 5. Why did Mazowiecki choose Rome for his first foreign visit?
- ❑ 6. When is Mazowiecki going to meet with the Pope?

Exercise 6 This exercise will help you focus on the most essential information in this text. Text C presents three issues discussed during the report. What are they? Listen to Text C, then write a summary of the main issues in the spaces provided. Write your answers in English.

1. _____

_____

2. _____

_____

3. _____

_____

Exercise 7 Listen to Text D. This exercise will help you focus on the details you hear in the text. Decide which sentences in the pairs below are true. Indicate your choices by circling the appropriate sentences.

1. a. The meetings in Rome will be dominated by issues of European economic cooperation.

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b. The meetings in Rome will concentrate on Polish-Italian economic cooperation.

2. a. Italy has a package of proposals for the Polish delegation.
   b. The Italian hosts declared their support for the reforms in Poland.

3. a. Italy wants to channel its economic help through international organizations and relief programs.
   b. Italy wants to improve its economic relations with Poland on a bilateral basis and through international organizations.

Exercise 8 The following exercise will give you practice listening to the sequence of information in a text. Below are three lists of items mentioned in Text E. Listen to the text. Decide which of the lists presents the items mentioned in the order you hear them in the text. Circle the number of the appropriate list.

1. a. Italian guarantees credit for Poland
   b. Tasks for the opposition in Poland
   c. Importance of the visit
   d. Western promises for Poland
   e. Commentary in *La Republica*

2. a. Importance of the visit
   b. Italian guarantees credit for Poland
   c. Commentary in *La Republica*
   d. Tasks for the opposition in Poland
   e. Western promises for Poland

3. a. Commentary in *La Republica*
   b. Importance of the visit
   c. Tasks for the opposition in Poland
   d. Western promises for Poland
   e. Italian guarantees credit for Poland

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Exercise 9 This exercise will give you practice in determining the exact contents of a text. Listen to Text E and then decide which of the items of information below are included in the text. Indicate your choice by putting a check mark next to the appropriate sentences.

- ❑ 1. The Polish prime minister met with the pope.
- ❑ 2. *La Republica* is the leading Italian newspaper.
- ❑ 3. The Italian press is very interested in the visit of Tadeusz Mazowiecki.
- ❑ 4. The opposition in Poland has become the majority.
- ❑ 5. This is the first visit to Italy by a non-communist government leader from Eastern Europe.
- ❑ 6. The European Community has promised Poland some economic help.
- ❑ 7. In the past, many countries called for changes in Poland.

Exercise 10 This exercise will give you practice in looking for missing information. Below is a text based on information from Text E. Listen to Text E and then complete the text below by filling in the blanks.

Tadeusz Mazowiecki, premier (1)_____ rządzi z (2)_____ komunistów w swoim (3)_____. Jest to jego pierwsza podróż zagraniczna i pierwsza (4)_____. Będzie to pierwsza (5)_____ do (6)_____ owej solidarności międzynarodowej. *La Republica*

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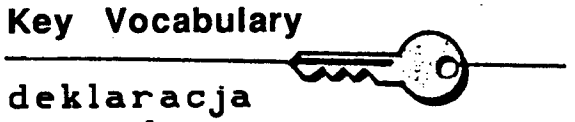
stwierdza, że (7)_____ w Polsce musi dokonać (8)_____ z gospodarką. Zachód, Włochy obiecują pomoc. Włochy miałyby (9)_____ 400 milionową pożyczkę. Suma ta zostanie dokładnie (10)_____ i (11)_____ po (12)_____ rozmów z polskim premierem.

Key Vocabulary



deklaracja	statement, declaration
gospodarz	host
izba	here: chamber of parliament
kanał	channel
koła gospodarcze	business circles
objaw	symptom
odczuwalny	noticeable
oficjalna wizyta	official visit
papież	the pope
pomoc	help
popierać	to support
poprawa	improvement
premier	prime minister
przeddzień	the day before, eve
rozmowa	discussion, talk
rządowy	governmental
społeczeństwo	society
spotkanie	meeting
stanowisko	office, position
towarzyszący	accompanying
wydanie	issue
wywiad	interview

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Unit 20. Training at a Tank Range

In this unit you will listen to texts from a military radio program containing interviews with soldiers at a training range. Interviewees talk about their training, their instructors, and the types of equipment they use. As you will hear, the texts contain examples of spontaneous speech, including repetition and the so-called "gap fillers."

Exercise 1 Before you listen to Text A, you may want to refresh your knowledge of the vocabulary used in texts on training tank forces. Below is a list of Polish words. Decide which of them are likely to appear in the texts you will hear in this unit. Indicate your choice by circling the appropriate words.

1. samolot
2. poligon
3. szkolenie
4. granica
5. posterunek
6. ćwiczenie
7. zajęcia
8. przygotowany
9. budynek
10. sala wykładowa

Exercise 2 In Text A you will hear excerpts from an interview with Major Makarewicz. The sentences below come from Text A. They have been divided into beginnings and endings. Listen to Text A and then match each beginning and ending by writing the letter of the appropriate ending in the space provided next to the beginning.

1. ___W ten sposób dążymy do osiągnięcia

   a. skomasowanych zajęć.

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b. maksymalnych efektów skomasowania.

c. maksymalnych efektów szkolenia.

2. __ W ten sposób realizujemy wszystkie tematy i zagadnienia, które

a. komasujemy w ciągu dnia - w nocy.

b. powinniśmy realizować w dzień - w nocy.

c. realizujemy w dzień - w nocy.

3. __ Pozostałe dni możemy przeznaczyć na wszystkie inne zamierzenia,

a. czy po prostu polecenia przełożonych, jakie nakłada na nas program.

b. jakie nakłada na nas program, czy po prostu polecenia przełożonych.

c. jakie nakłada na nas program, które powinniśmy realizować w dzień.

Exercise 3 Listen to Text A again. Check your understanding of the text by deciding which sentence in the pairs of sentences below is true. Indicate your choice by circling the appropriate sentence.

1. a. Major Piotr Makarewicz is an officer visiting the students trained at the range.
   b. Major Piotr Makarewicz is the commander of the unit taking part in the training.

2. a. The classes take up between two and three days a week, including nights.
   b. Most classes are conducted at night, throughout the week.

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3. a. The rest of the time is devoted to repeating and perfecting other tasks set by the school program.
   b. The rest of the time is devoted to all other tasks included in the program.

4. a. The training facilities are too small and that is why the integrated method has been adopted.
   b. The training facilities can accommodate all subunits of the unit at the same time.

Exercise 4 Major Piotr Makarewicz talks about the advantages of the training method used by the unit. Listen to Text A and then decide which of the benefits listed below are mentioned by Major Makarewicz. Indicate your choice by circling the appropriate sentence.

1. Most soldiers have time to train their younger colleagues.
2. It is a very efficient method of training.
3. All subunits can train together, irrespective of the method.
4. The method is used in this unit along with other methods.
5. Training at night called for this method.
6. Training takes place both during the day and at night.
7. There is enough time to carry out superiors' orders.

Exercise 5 This exercise will focus your attention on details of a training program. Listen to Text B and then answer the following questions. Write your answers in English in the spaces below.

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1. Who is the commander of the subunit?

_____

2. What is the subject of training today?

_____

3. What method is used during training?

_____

4. What else are the soldiers taught during training?

_____

5. According to the commander, what do the soldiers have to know before they start firing practice?

_____

Exercise 6 You have been listening to spontaneous speech in this unit. As you know from English, people often say things that do not add anything to the meaning of their message--for example, "You know," and "I mean." (In linguistic terms, these are called "fillers.") Below are three fragments of sentences from Text B. The fillers have been taken out. Listen to Text B and then fill in the missing words.

Dzisiaj (1)_____ odbywamy zajęcia ze szkolenia...

W ramach tego (2)_____ odbywamy kilka strzelań.

(3)_____ oczywiście, (4)_____ jest tu szereg podpunktów, (...)

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Exercise 7 Listen to Text C. As you have probably noticed by now, asking *what*, *when*, *who*, and *how* questions is a useful way of getting at detailed information. After listening to the text, decide which of the questions below could be answered with information you heard in the text. Indicate your choice by putting a check mark next to the appropriate questions.

- ❑ 1. When are the young soldiers arriving?
- ❑ 2. What type of forces are they from?
- ❑ 3. Who is going to train them?
- ❑ 4. What type of preparation were the instructors given?
- ❑ 5. How long will the training take?
- ❑ 6. To what rank will the soldiers be promoted after the training?
- ❑ 7. What is the commander's opinion of the instructors?

Exercise 8 In this exercise you will be completing a text. Below is a fragment of Text C with some of the words left out. Listen to Text C and then, in Polish, complete the text below by filling in the blanks.

(1)_____ przyjadą młodzi żołnierze. Do

(2)_____ szkolenia (3)_____ chyba

najlepszych (4)_____ plutonów. Już to

(5)_____. Zarówno (6)_____

plutonów, jak i też dowódców (7)_____.

Został (8)_____ dla (9)_____ kurs

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(10)_____ w celu, (11)_____,

przypomnienia, (12)_____ sposobów i

(13)_____ szkolenia.

Exercise 9 Text D includes information on the type of equipment used in training. Listen to Text D, then check your understanding by indicating which of the statements below are true and which are false. Indicate your choice by putting a check mark in the appropriate box.

	T	F
1. The officer who is being interviewed trains anti-tank units.	❑	❑
2. It is his first time at the training range.	❑	❑
3. This year's class was the best in the Warsaw Military District.	❑	❑
4. The missiles are easy to guide.	❑	❑
5. The range of the missiles does not exceed 3,000 meters.	❑	❑
6. The missiles are aimed on a computer screen, not by hand.	❑	❑

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Exercise 10 This exercise summarizes the problems with spontaneous speech you have dealt with in this unit. Text D exhibits all the typical features of spoken language. Below is a fragment of Text D with some words and expressions missing. Listen to Text D again and then, in Polish, complete the text by filling in the blanks.

Chorąży Tadeusz Kaszubski (1)_____ ćwiczy, (2)_____, (3)_____ pociskami kierowanymi. (4)_____, żeby te wyniki były (5)_____. Przykładem będzie, (6)_____, ten rok, kiedy na poligonie mój żołnierz, (7)_____ zdobył (8)_____ na naszym sprzęcie. Ten pocisk może się urwać, (9)_____. Jest to malutki (10)_____, tam się po (11)_____ ekranie przesuwa. Wiem, że wiele, (12)_____ godzin (13)_____ trenować, aby dojść (14)_____.

Key Vocabulary

baza szkoleniowa	training facilities
czyszczenie	cleaning
komasować	to put together, make compact
kurs przygotowawczy	preparatory course
pocisk kierowany	guided missile
pododdział	subunit
podwładny	subordinate
przeciwczołgowy	anti-tank

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przełożony	superior
przewód	wire
przygotowany	prepared
punkt świetlny	point of light
szkolenie	training
wieść prym	to have a lead (in something)
wyznaczyć	to appoint
zamierzenie	task, project
zagadnienie	problem, task
zintegrowany	integrated

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Speaking Suggestions

Unit 16. General Butler's Visit to Poland

Divide your class into groups. Ask students to imagine that they are responsible for organizing the seating plan at a dinner to be held for a visiting Polish general. Ask students to produce a seating plan. This plan should reflect the American host general's wish that everyone pass a pleasant evening together. He does not want confrontation at his dinner table. Tell students to give simple reasons for assigning guest places at the table. Here is the guest list:

1. An American general (the host) and his wife, who should sit at opposite ends of the table. Neither speaks Polish. The general is strongly anti-communist in his views.
2. Colonel Wróblewski, the Polish general's aide, a tactful person who speaks excellent English.
3. General Kwiatkowski, the chief guest, who speaks some English. He was trained in Russia and is known to be a strong communist.
4. Major Rozłubicki, an American of Polish origin, very distrustful of the Soviets.
5. Major Jankowski, who has been highly impressed with what he has seen in the United States — but who is pessimistic about the situation in Poland and does not think America will be able to help much.
6. Colonel Kamper, a specialist in Soviet affairs, who thinks that despite changes in eastern Europe it would be premature to cut back too much on the US defense budget.

Unit 17. Aviation News

Divide your class into pairs. Give student A card A and student B card B.

CARD A
There are eight sections in the airport complex. Can you identify them all? Your partner has some additional information.

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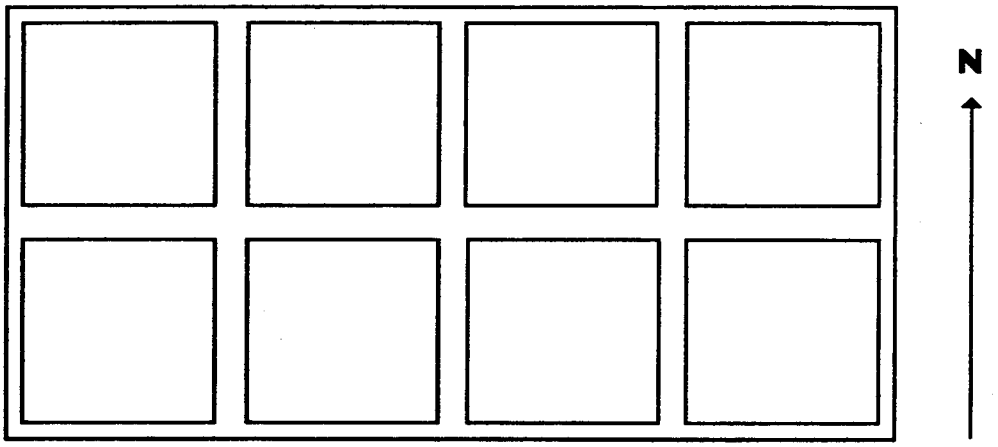
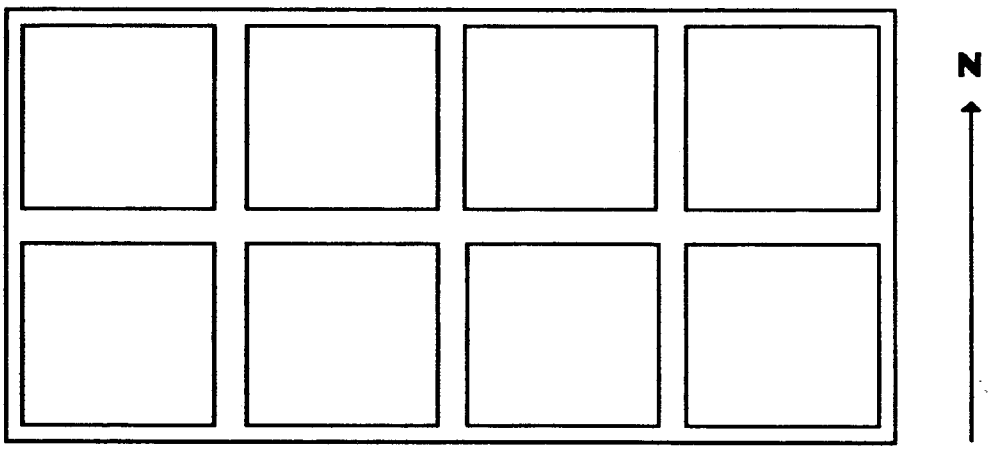


Punkt sanitarny znajduje się obok księgarni na północnej stronie lotniska. Pomiędzy komorą celną a punktem sanitarnym jest biuro rzeczy znalezionych. Placówka pocztowa znajduje się pomiędzy wypożyczalnią samochodów a punktem informacyjnym.

CARD B

There are eight sections in the airport complex. Can you identify them all? Your partner has some additional information.



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Punkt kontroli dokumentów znajduje się po wschodniej stronie lotniska, naprzeciwko komory celnej. Jest on obok drzwi wypożyczalni samochodów. Biuro rzeczy znalezionych znajduje się pomiędzy komorą celną a punktem sanitarnym, po przeciwnej stronie drogi.

Unit 18. A Visit from Americans of Polish Origin

Divide your class into pairs. Give each pair the following puzzle to solve:

Five people come from different towns. They went to five different places for their vacations. Using the information below, fill in the table.

Rafał nie jest z Waszyngtonu; on, a nie Grażyna, udał się do Berlina. Dla kobiety, która pojechała do Jugosławii, Gdańsk jest miastem rodzinnym. Małgosia codziennie cieszyła się słońcem w Bułgarii. Tomek z Warszawy nie poleciał do Stanów. Maruszka z Pragi nie wzięła swego samochodu. Kto pochodzi z Krakowa? Kto udał się do Związku Radzieckiego?

	Pochodzi z	Udał się do
Rafał Anna Małgosia Tomek Maruszka		

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Unit 19. A Diplomatic Visit

a. Divide your class into groups of four. Ask each group to devise a short speech or toast in honor of a group of visiting military dignitaries.

b. Write the following questions on the board to guide students:

1. Jaki jest cel wizyty dygnitarzy?
2. Kim są dygnitarze? Jaką formację reprezentują?
3. Jakie szczególne wydarzenia miały miejsce podczas ich wizyty?

Unit 20. Training at a Tank Range

a. Choose a key Polish word from Unit 20--for example, *missile*, *training*, or *tank*. Write the word on the board. Ask students to associate freely to the key word and to take turns calling out their associations. On the board, write the Polish words called out. You should end up with around 25 Polish words on the board.

b. Divide the class into small groups. Each group chooses 10-15 words from the list on the board and makes up a short radio announcement using these words.

c. Each group in turn makes its announcement to the rest of the class.

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Answer key
Unit 16. General Butler's Visit to Poland

Exercise 1

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

Exercise 2

1. T
2. T
3. T

Exercise 3

1. Airborne Brigade
2. Ministry of National Defense
3. Mechanized Regiment
4. General Staff of the Polish Army
5. Military Academy: Air Force Troops

Exercise 4

1. a. Ministerstwo Obrony Narodowej
   b. Sztab Generalny Wojska Polskiego
   c 6 Brygada Powietrzno-Desantowa
   d. 1 Praski Pułk Zmechanizowany
   e. Wyższa Oficerska Szkoła Lotnicza (the so called "szkoła orląt")

2. a. Zamek Królewski na Wawelu
   b. pałac w Wilanowie
   c. warszawska Starówka

3. Trzy dni

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Answer Key, Unit 16

Exercise 5

1. a. minister obrony narodowej
   b. wiceminister obrony narodowej, zastępca ministra do spraw ogólnych
   c. Szef Biura do Spraw Specjalnych Sztabu Generalnego
   d. szef Sztabu Generalnego
   e. attache wojskowy przy Ambasadzie USA w Warszawie

2. a. On Monday
   b. Monday afternoon

Exercise 6

1. a. Akademia Sztabu Generalnego
   b. Muzeum Wojska Polskiego

2. Akademia Sztabu Generalnego

3. Komendant Akademii Sztabu Generalnego

4. In the lecture room of the General Staff Academy

5. b, c, e

Exercise 7

1. Antoni Jasiński
2. Florian Siwicki
3. Tadeusz Cepak
4. Władysław Mróz

Exercise 8

1. a. Training methods
   b. Discipline
2. c
3. Siedem

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Exercise 9

1. a
2. Pluton
3. Skoki spadochronowe
4. Because there is not enough time.
5. It reminded him of his parachute training.

Exercise 10

General Butler Visits Polish Airborne Troops

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Answer Key
Unit 17. Aviation News

Exercise 1

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

Exercise 2

1. T
2. T
3. T

Exercise 3

1. Canadian
2. MiG-29, a two seater
3. It was short.
4. He is the first Canadian pilot to fly the MiG-29.

Exercise 4

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

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Exercise 5

1. $40 million
2. 292
3. 4th Tactical Fighter Wing
4. F-4E "Phantom"
5. Air force units of the National Guard
6. a. As fighter intercepters
   b. As ground-attack aircraft
7. Two
8. a. He takes care of the aiming system
   b. He takes care of the APG-70 radar

Exercise 6

1. Mirage 2000
2. 240
3. More than a half (124)
4. a. Two 30 mm DEFA 554 guns
   b. Two air-to-air Matra 550 Magic missiles
   c. Two Matra Super 530D missiles
5. 22
6. 93
7. 6,300 kg
8. Missile
9. Mirage 2000 N

Exercise 7

1. Sześć lat
2. Ching Kuo
3. Ching Kuo jest mniejszy i posiada dwa silniki.
4. Dwieście pięćdziesiąt

Exercise 8

1. a
2. c
3. b, c, e
4. Stany Zjednoczone, Kanada

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Exercise 9

1. b
2. $ 250,000
3. Cesna T260
4. Quiet engine and quick rate of ascent
5. West Germany
6. Military

Exercise 10

Dane techniczne	
Rozpiętość skrzydeł	11,14 m
Długość	9,37 m
Masa własna	859 kg
Rozbieg	174 m
Prędkość wznoszenia	10 m/s
Czas lotu	7 godz.
Zużycie paliwa	49,4 dcm^3/godz.

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Answer Key
Unit 18. A Visit from Americans of Polish Origin

Exercise 1

1. It is famous for a monastery with the painting of the Black Madonna.
2. During World War II, at Oświęcim, also known by its German name Auschwitz, there was the largest concentration camp in the world.
3. In Gdańsk.
4. Their memory was commemorated by a monument. Nb., the erecting of such a monument was one of Wałęsa's aims; he spoke of it every year during the '70, at illegal meetings where the workers had been killed.
5. The first shots of the World War II were fired there.

Exercise 2

1. Jasna Góra, Częstochowa
2. Oświęcim
3. Wojewódzki Ośrodek Kardiologii, Katowice-Ochojec

Exercise 3

1. Czwarty
2. d
3. c

Exercise 4

1. Jakie konkretne kroki mogłaby podjąć Polonia, by pomóc staremu krajowi (tzn. Polsce)?
2. Siedziba NSZZ "Solidarność"
3. The new government has little time to convince the society that times will be better in Poland.
4. Americans of Polish origin should support the Polish reforms for the world to be a safer place.

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Answer Key, Unit 18

Exercise 5

1. Pułtusk, Dom Polonii
2. Jacek Merkel
3. a

Exercise 6

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

Exercise 7

1. According to Mr. Moskal Americans of Polish origin needed more information about Poland's needs.
2. c, d.

Exercise 8

1. poległych
2. obrońców
3. żołnierzy
4. dowódcy
5. ojczyzny

Exercise 9

1. Dwanaście
2. Marszałek Sejmu
3. Marszałek Senatu
4. Prymas Polski, Kardynał Józef Glemp

Exercise 10

1. Six million dollars
2. (Jeden) milion dolarów
3. According to the 'Dziennik Ludowy' newspaper, the visit helps to overcome feelings of distrust felt by Poles living abroad.

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Unit 19. A Diplomatic Visit
Answer Keys

Exercise 1

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

Exercise 2

1. a. Politicians
   b. Businessmen
   c. Pope John Paul II
2. a. The President of Italy
   b. Carlo Andreotti

Exercise 3

1. rozpocznie
2. Będzie
3. podróż
4. powołaniu
5. stanowisko
6. antenie

Exercise 4

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

Exercise 5

1, 3, 5

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Answer Key, Unit 19

Exercise 6

1. The improvement of the economic situation in Poland
2. International help for Poland
3. Reasons for choosing Rome as the first foreign destination

Exercise 7

1. b
2. a
3. b

Exercise 8

3

Exercise 9

3, 4, 6, 7

Exercise 10

1. Solidarności
2. czwórką
3. gabinecie
4. na Zachód
5. okazja
6. sprawdzenia
7. opozycja
8. rozgrywki
9. zagwarantować
10. określona
11. zweryfikowana
12. zakończeniu

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Unit 20. Training at a Tank Range
Answer Key

Exercise 1 — 2, 3, 6, 7, 8, 10

Exercise 2
1. c
2. b
3. b

Exercise 3
1. b
2. a
3. b
4. b

Exercise 4 — 2, 3, 6, 7

Exercise 5
1. Captain Leszek Foryś
2. Firing
3. Bloc method
4. Gun cleaning and disassembly
5. Characteristics of the guns

Exercise 6
1. akurat
2. oczywiście
3. no
4. no

Exercise 7 — 1, 3, 4, 7

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Exercise 8

1. niedługo
2. ich
3. wyznaczycie
4. dowódców
5. zrobiliśmy
6. dowódców
7. drużyn
8. zorganizowany
9. nich
10. przygotowawczy
11. no
12. ujednolicania
13. metod

Exercise 9

1. T
2. F
3. T
4. F
5. T
6. T

Exercise 10

1. z kolei
2. zajmuje się
3. przeciwpancernymi
4. No, staramy się
5. jak najwyższe
6. na przkład
7. mój podwładny
8. tytuł mistrza
9. może uciec
10. punkt świetlny
11. tym
12. wiele
13. trzeba
14. do wprawy

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Dictionary of Key Vocabulary

1 Praski Pułk Zmechanizowany	1st Mechanized Praga Regiment
6 Brygada Powietrzno-Desantowa	6th Airborne Brigade
armatka	light gun
baza szkoleniowa	training facilities
Biuro Połączonych Sztabów Sił Zbrojnych USA	U.S. Joint Chiefs of Staff
blok	here: barracks in a Nazi concentration camp
być pod wrażeniem	to be impressed
czyszczenie	cleaning
dane techniczne	technical data
deklaracja	statement, declaration
demontować	to disassemble, dismantle, strip
Departament Strategicznych Planów i Polityki	Department for Strategic Plans and Policy
dojść do zgody	to reach agreement
dostawa	supply
dowiadywać się	here: to learn
dwojako	doubly, twofold
dwuczęściowe drzwi	doors
dysponować	to have at one's disposal
dziedziniec	yard
dzień roboczy	workday
egzemplarz	here: piece, item
eksponat	exhibit
etap	stage (noun)
gospodarz	host
iść na złom	to be scrapped
izba	here: chamber of parliament
kabina dwusterowa	dual-control cockpit
kanał	channel
kanonik	canon (church official)
kapitał zagraniczny	foreign capital

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kolejny	here: another
komasować	to put together, make compact
koncern zbrojeniowy	arms syndicate
konkret	hard fact
koła gospodarcze	business circles
księga pamiątkowa	visitors' book
kurs przygotowawczy	preparatory course
lot koszący	sweeping flight
łoże silnika	engine bed/cradle
marszałek Sejmu	president of the Polish Seym, speaker
masa własna	net weight
metody szkoleniowe	training methods
mieć na koncie	to have scored
moc	power
motolotnia	motorized hang glider
myśliwiec przechwytujący	fighter intercepter
napęd	propulsion, force, mechanical power, drive
nieufność	distrust (noun)
objaw	symptom
oblot	test flight
obóz zagłady	concentration camp
odbyć (rozmowy)	to hold (talks)
odczuwalny	noticeable
oddać do użytku	to open for use
oddać hołd	to pay (render) homage
odżyć	to come back to life, revive, reappear
oficjalna wizyta	official visit
ogniwo	link (noun)
oręże	arms
osiąg	performance
papież	the pope
pocisk kierowany	guided missile
pod przewodnictwem	under leadership
pododdział	subunit
podwozie	chassis

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podwyższenie	increase (noun)
podwładny	subordinate
pokaz pilotażu	piloting show
pokaz	show
pomoc charytatywna	charity
pomoc	help
popierać	to support
poprawa	improvement
poprzedni	preceding, foregoing, previous, former
poseł	member of the parliament
posiadacz	owner
(po)trwać	to last
powiększać	to increase
premier	prime minister
prezes	president, chairman
prędkość wznoszenia	speed of ascent
prymas	primate
przebudowa	reconstruction
przebywający	staying, visiting
przeciwczołgowy	anti-tank
przeddzień	the day before, eve
przekonanie	conviction
przelecieć	to fly by (past)
przelot non-stop	non-stop cross-country flight
przełamywać	here: to overcome (one's feelings)
przełomowe znaczenie	landmark
przełożony	superior
przeprowadzać	to conduct
przeróbka	reshaping, remodeling, remaking, transformation
przeszkodzić	to impede
przeszkolenie	training
przewodniczący	chairman
przewód	wire
przeznaczyć	to appropriate; allocate
przyczyniać się	to contribute

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przygotowany	prepared
przyjść z pomocą	to lend somebody a helping hand
przystosowany	adapted
punkt świetlny	point of light
ranga	rank; dignity, standing
rozbieg	takeoff (run)
rozmowa	discussion, talk
rozmówca	interlocutor
rozpiętość skrzydeł	wingspread, wingspan
rozwiązanie	solution
rządowy	governmental
sala tradycji	tradition hall
sala wykładowa	lecture hall
samodzielnie	independently, individually, separately
schodzenie	descent, glide
Sejm	Seym, Polish Parliament
siedziba	seat (noun)
skoczek	parachutist
skoczyć	here: to parachute
skok spadochronowy	parachute jump
spadochron	parachute (noun)
spotkanie	meeting
społeczeństwo	society
sprawy ogólne	general matters
stanowisko	office, position
stocznia	shipyard
stoczniowiec	dockyard/shipyard worker
stwierdzić	to state
system celowania	aiming system
szef Biura do Spraw Specjalnych	Chief of the Special Affairs Bureau
szkolenie	training
sztuka	item, piece
szturmowiec	ground-attack aircraft
ściana straceń	wall of execution
towarzyszący	accompanying
trasa	route

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tworzenie	creation, creating
uczestniczyć	to participate
unieść	to lift, carry
urządzenia pokładowe	onboard equipment
ustanowić	to set up, create
usterzenie	tail-plane
wartość użyteczna	effective value
wieść prym	to have a lead (in something)
wojewódzki	of a province, provincial
wydanie	issue
wyposażony	equipped
Wyższa Oficerska Szkoła Lotnicza	Military Academy: Air Force Troops
wyszukujący	searching
wysłużony	here: old
wywiad	interview
wyznaczyć	to appoint
względy	reasons
wzmocniony	reinforced
wznoszenie się	rising
z ramienia	on somebody's behalf
zagadnienie	problem, task
zajmujący się	dealing with
zajęcia	classes
zakład	enterprise
zamierzenie	task, project
zamówienie	order (noun)
zapotrzebowanie	demand (noun)
zaprzęgnąć do pracy	to put at work
zarobić	to earn
zastosować	to use
zawarcie transakcji	making a deal
zintegrowany	integrated
złożyć wieniec	to lay a wreath
zużycie paliwa	fuel consumption
zwiedzanie	sightseeing
zwiedzić	to tour, visit, see

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Glossary of Acronyms and Abbreviations

bm. (bieżącego miesiąca)	this month
dcm^3 (decymetr sześcienny)	cubic decimeter
KPA (Kongres Polonii Amerykańskiej)	Congress of Americans of Polish Origin
NSZZ (Niezależny Samorządny Związek Zawodowy)	Independent Autonomous Trade Union
PAP (Polska Agencja Prasowa)	Polish Press Agency
RFN (Republika Federalna Niemiec)	West Germany
WP (Wojsko Polskie)	Polish Army

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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 16. General Butler's Visit to Poland

Listen to Text A and answer questions 1-5.

1. General Butler says that we are witnessing

   a. the beginning of a new era in Polish-American relations.
   b. a change in the American policy toward Warsaw Pact countries.
   c. the beginning of a new era in Eastern Europe.
   d. the emergence of a new American approach toward Eastern Europe.

2. According to Butler, President Bush's visit to Poland illustrated the American

   a. concern about European security.
   b. attitude toward Poland.
   c. concern about the status quo in Eastern Europe.
   d. attitude toward the Warsaw Pact.

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3. General Butler refers to his visit to Poland as

   a. part of his European trip.
   b. a step that will be followed by many others.
   c. important for him personally.
   d. his initiative supported by the US government.

4. General Butler felt a particular sense of satisfaction because he was the first

   a. NATO officer of that rank to visit Poland.
   b. American officer of that rank to visit a Warsaw Pact country.
   c. NATO officer to visit Poland after the lifting of martial law.
   d. American officer to come to Poland on that kind of mission.

5. How did General Butler end the interview?

   a. He thanked the reporter and greeted all Poles.
   b. He praised the Polish reforms and thanked the reporter.
   c. He expressed gratitude for the reception he had gotten in Poland.
   d. He expressed his hope that the Polish reforms would succeed.

Listen to Text B and answer questions 6-7.

6. What is General Antoni Jasiński asked about by the interviewer?

   a. The goal of General Butler's visit
   b. The itinerary of the visit
   c. Expectations from the visit
   d. His impressions of the visit

7. The exchange of which of the following is NOT mentioned by General Antoni Jasiński?

   a. Medical specialists
   b. Chaplains
   c. Training officers
   d. Historians

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Listen to Text C and answer questions 8-10.

8. Which of the following adjectives are used in Text C to describe Polish society?

   a. Warm, nice, joyful
   b. Hospitable, nice, cordial
   c. Friendly, warm, cordial
   d. Warm, friendly, hospitable

9. What was the most memorable thing about Cracow for General Butler?

   a. Its people
   b. Its beauty
   c. Its buildings
   d. Its history

10. The expression Wszyscy mówimy tym samym językiem refers to

    a. communication between the Polish and US governments.
    b. understanding between General Butler and Polish army pilots.
    c. communication between Polish and American pilots.
    d. understanding between General Butler and US Army pilots.

Unit 17. Aviation News

Listen to Text D and answer questions 11-14.

11. Where did the flight discussed in Text D originate?

    a. Sydney
    b. Canberra
    c. London
    d. Seattle

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12. How long was this flight?

a. 7, 954 kilometers
b. 16, 546 kilometers
c. 17, 945 kilometers
d. 17, 954 kilometers

13. How much shorter was the previous record flight?

a. 400 kilometers
b. 800 kilometers
c. 976 kilometers
d. 1,408 kilometers

14. According to Text D, how many 747s are currently in use?

a. 609
b. 690
c. 716
d. 968

Listen to Text E and answer questions 15-18.

15. How many CN-235 has the French air force already bought?

a. 5
b. 7
c. 8
d. 15

16. Which of the following countries does NOT use Casa CN-235s?

a. Indonesia
b. Spain
c. Saudi Arabia
d. Italy

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17. How many parachutists can a Casa CN-235 take aboard?

a. 8
b. 44
c. 50
d. 80

18. What was the reason for rejecting the ATR-42 transport plane?

a. It has a loading ramp in the front.
b. It has a poor safety record.
c. It has no loading ramp in the back.
d. Its manufacturer did not make any concessions.

Listen to Text F and answer questions 19-20.

19. What was the decisive factor in choosing F-18s over F-16s for the Swiss army?

a. Lower price
b. Lower maintenance costs and greater suitability for flights over small areas
c. Better safety record
d. Lower price and greater suitability for flights over small areas

20. Which of the following was NOT included in the price?

a. Air-to-ground missiles
b. Electronic equipment
c. Training for Swiss pilots
d. Spare parts

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Unit 18. A Visit from Americans of Polish Origin

Listen to Text G and answer questions 21-22.

21. Who claimed that there had been a major change in relations between Poland and Poles abroad?

    a. Polish Ministry of Foreign Affairs
    b. Edward Moskal
    c. The Congress of Polish Americans
    d. Tadeusz Mazowiecki

22. According to the text, what did the delegation of Polish Americans support?

    a. The new governmental approach to relations between Poles abroad and Poland
    b. The foreign policy of the new Polish government
    c. The efforts of the Polish government to tackle the economic crisis
    d. The new policy toward emigration from Poland

Listen to Text H and answer questions 23-25.

23. The delegation of Polish Americans decided to hold talks in Poland after

    a. meeting with US government officials.
    b. a bill on aid to Poland was passed by the House.
    c. meeting with Polish officials in the US.
    d. a new set of emigration laws was adopted in Poland.

24. What did the delegation talk about with Cardinal Józef Glemp?

    a. Human rights violations in Poland
    b. The role of the Catholic Church in Poland
    c. Relations between state and church in Poland
    d. The role of the Catholic Church among Poles abroad

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25. Who is, at the moment, the main provider of assistance to the poor in Poland?

    a. The Catholic Church
    b. The Congress of Polish Americans
    c. The Polish government
    d. The Polish trade unions

Listen to Text I and answer questions 26-27.

26. According to Andrzej Stelmachowski, who should be coordinating relations between Poles abroad and Poland?

    a. The Ministry of Foreign Affairs
    b. A parliamentary committee
    c. A new, special ministry
    d. The Senate and its Chairman

27. Where is the meeting of all organizations for Poles abroad going to be held?

    a. In Warsaw
    b. In Gdańsk
    c. In Rome
    d. In Chicago

Listen to Text J and answer questions 28-30.

28. According to Mikołaj Kozakiewicz, what type of assistance does Poland need?

    a. Long-term, to overcome economic problems
    b. Short-term, to survive this difficult period
    c. Short-term, to service foreign debt
    d. Long-term, to ensure the survival of democracy

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29. What can Poland do in return for this help?

    a. Make investment and visits by Poles living abroad easier
    b. Pay off its foreign debt
    c. Make more political changes toward democratization
    d. Ease travel restrictions for Poles living in Poland

30. The delegation discussed with Zdzisław Skakuj investments in

    a. shipbuilding.
    b. agriculture and the construction industry.
    c. coal mining.
    d. telecommunications and agriculture.

Unit 19. A Diplomatic Visit

Listen to Text K and answer questions 31-33.

31. Where did Tadeusz Mazowiecki meet with trade union leaders?

    a. At the airport
    b. At union headquarters
    c. At the Polish embassy
    d. At his residence

32. What happened on Saturday?

    a. The Polish Prime Minister met with the Pope.
    b. The Polish Prime Minister arrived in Rome.
    c. The Polish Prime Minister had his first talks with Italian officials.
    d. The Polish Prime Minister left Rome.

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33. Who did Tadeusz Mazowiecki talk to at Ciampino?

a. The Polish journalists
b. The Italian Prime minister
c. The Italian journalists
d. The Italian opposition leaders

Listen to Text L and answer questions 34-40.

34. What did Tadeusz Mazowiecki do first on Thursday?

a. He talked to the chairmen of both Houses of Parliament.
b. He met with the Italian President.
c. He visited the Tomb of the Unknown Soldier.
d. He toured the Parliament building.

35. According to the Italian president, a visit by General Wojciech Jaruzelski to Italy demonstrated

a. that Italy had trust in Poland.
b. Italy's desire to forget Polish martial law.
c. that Italy does not interfere with any country's internal policy.
d. Italy's desire to re-establish relations with Poland.

36. According to the president, the fact that Polish reforms are peaceful is important for

a. Poland.
b. East-West relations.
c. the European Community.
d. democracy in Europe.

37. According to the text, the road to unity in Europe should

a. be based on the recognition of alliances.
b. not mean capitalizing on economic woes of Eastern Europe.
c. include sovereignty for each country.
d. not give priority to economic unification of the continent.

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38. What is the dominant topic of the Polish-Italian talks?

a. Developments in Eastern Europe
b. The international role of both countries
c. Italian economic help for Poland
d. Existing alliances and their place in a united Europe

39. Who else held talks in Rome during Tadeusz Mazowiecki's visit?

a. Polish and Italian parliamentary groups
b. Polish and Italian ministers and experts
c. Polish Church and Vatican officials
d. Polish and Italian military officials

40. According to Text J, during the meeting of both prime ministers, the friendly and constructive spirit of the talks was reflected in

a. the final communique.
b. their speeches.
c. the lunch toasts.
d. TV interviews.

Unit 20. Training at a Tank Range

Listen to Text M and answer questions 41-42.

41. According to Text M, 30 percent of the teaching material must be covered

a. twice a week.
b. once during the day, and then again at night.
c. twice a day.
d. once at night, and then twice during the day.

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42. What are the benefits of the new teaching program?

a. No empty equipment runs, losses of fuel or mileage
b. Shorter time for each topic
c. No empty runs or losses of equipment
d. Fewer hours spent at the range

Listen to Text N and answer questions 43-44.

43. What type of training equipment is mentioned in Text N?

a. Old tanks
b. Simulators for firing practice
c. Computers
d. Missile-guiding simulators

44. How many companies are being trained at the time of the interview?

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

Listen to Text O and answer questions 45-48.

45. Where did the soldiers trained by Lieutenant Danielewski come from?

a. They were recently drafted.
b. They came from another training range.
c. They were transferred from another garrison.
d. They came from an NCO school.

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46. What is Lieutenant Danielewski's opinion of his students?

a. Their training has been inadequate.
b. They are very well prepared.
c. They show a lot of enthusiasm.
d. They are just average.

47. Which of the following is NOT part of the T-72 tank crew?

a. Gunner
b. Commander
c. Engineer
d. Loader

48. How many crew members for the T-54 tanks were trained at the range?

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

Listen to Text P and answer questions 49-50.

49. What was the difference between the exercises in Mazury and regular training at the range?

a. They did not use the integrated training method.
b. They used combat facilities and munitions.
c. They used both the integrated and classical methods.
d. They used combat facilities and techniques.

50. According to the officer interviewed, how did the soldiers perform during the exercises?

a. They showed a need for further improvement.
b. They did much better than he and superiors expected.
c. They did well both in his and his superiors' opinion.
d. They were the best group of soldiers he had ever trained.

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POLISH PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL2205
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 fifth in a series of 10 Polish workbooks written for linguists serving in the United States armed forces.

Workbook 5 is at proficiency level 1+. It contains texts about the political changes in Eastern Europe, military training, and accidents in the army. Texts are taken from newspapers, radio, and television.

This is the fourth and last workbook at level 1+. You will find that the activities in this book continue building on the basic listening strategies of skimming for main ideas and scanning for specific information. You will also find exercises that require such listening strategies as

- using your background knowledge to anticipate information in a text,
- distinguishing between the main idea and supporting details,
- listening for patterns of sequence and chronological order,
- guessing at the meaning of colloquialisms.

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Administrative Instructions

1. Number of units in this subcourse: Five.

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

3. Supervisory requirement: None.

Grading and Certification Instructions

Examination:

This subcourse contains a multiple-choice examination covering the material contained in these units. After studying the units and working through the exercises, complete the examination. Mark your answers in the subcourse booklet; then transfer them to the ACCP Examination Response Sheet. Completely black out the lettered oval which corresponds to your selection (A,B,C, or D). Use a #2 lead pencil to mark your responses. When you have completed the Examination Sheet, mail it in the preaddressed envelope provided. Your examination score will be returned to you. A score of 75 or above is passing. Ten credit hours will be awarded for successful completion of this examination.

This publication is to be used primarily in support of training military personnel as part of the Defense Language Nonresident Program. Topics in the areas of politics, international relations, mores, etc., which may be considered controversial from some points of view are sometimes included in language training for DLIFLC students, since military personnel may find themselves in positions where clear understanding of conversations or written material of this nature will be essential to their mission. The presence of controversial statement -- whether real or apparent -- in DLIFLC materials should not be construed as representing the opinions of the writers, the Defense Language Institute or the Department of Defense.

In DLI publications, the words "he," "him,' and "his" denote both masculine and feminine genders. This statement does not apply to translations of foreign texts.

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Unit 21. Political Changes in Eastern Europe
Part I: East Germany

Dissatisfaction with the communist system led to a mass exodus of East German citizens, and to mass demonstrations on East German streets. The East German government tried to limit the exodus and to crush the demonstrations, but finally it had to accept the demands of the demonstrators. In this unit you will hear texts about those events and their results.

Exercise 1 Listen to Texts A thru C. Determine which of the texts is about the following topics and write appropriate letters in the spaces provided:

1. People leaving their country	_____
2. Demonstrations	_____
3. Changes in power	_____

Exercise 2 Text D is a typical short news item about demonstrations. Listen to the text and insert the missing words and phrases. Doing this exercise will help you understand the format and contents of the texts that follow.

W _____ (1) wieczorem w _____ (2) doszło do kolejnej nielegalnej demonstracji społeczeństwa. Ulicami miasta przeszło około _____ (3) ludzi, wznosząc okrzyki "wolność, równość i braterstwo", domagając się zgody na rejestrację powstałej przed dwoma tygodniami _____ (4) "Nowe forum". Była to największa nielegalna demonstracja w tym mieście od wielu lat. Policja zatrzymała _____ (5) osób.

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Exercise 3 Text E has a similar content to that of Text A. Read the questions first; they will help focus your attention as you listen to the text. Then, answer the following questions in Polish.

1. When did the demonstration take place?

_____

2. Where did the demonstration take place?

_____

3. How many people took part in the demonstration?

_____

4. What kind of demonstration was it?

_____

5. What were demonstrators' demands?

   a. _____

   b. _____

6. Where did the demonstration start?

_____

7. The demonstration you heard about in Text D is mentioned in this text.

   a. How long ago did that demonstration take place?

_____

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b. How many people participated in that demonstration?

_____

Exercise 4 The mass exodus of East German citizens to West Germany, along with protests on the streets of East German cities, forced the authorities to make changes. Text F is about a meeting to introduce changes.

1. What are Egon Krenz's functions? Check the correct answers.

   a. przewodniczący Izby Ludowej
   b. przewodniczący Rady Państwa
   c. przewodniczący Narodowej Rady Obrony
   d. sekretarz generalny KC NSPJ

2. What did Erich Honecker do? Write your answer in English in the space provided.

   _____

   _____

3. Why is Horst Sindermann's name mentioned in the text?

   a. He took Honecker's place.
   b. He became Krenz's deputy.
   c. He announced Honecker's decision.
   d. He resigned.

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Exercise 5 In Text G you will hear that not only did the East Germans demand changes in their government, they also demanded that action should be taken against their former leaders.

Read the questions below. Then listen to Text G and answer the questions in English in the spaces provided.

1. Who besides Erich Honecker was put under house arrest?

_____

_____

2. How many of them were put under arrest?

_____

_____

3. Where is Wandlitz situated?

_____

_____

4. What can be found in Wandlitz?

_____

_____

Background Note

Within the structures of the communist party, the highest level is the Politburo. At the next level is the central committee, then the various branch offices at district or municipal levels. At plenary,

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or full, sessions of the communist party, all levels of the party are represented.

Exercise 6 Text H continues with the same topic as Text G, but it contains more details about the arrests of high ranking officials, including members of the Politburo (see the preceding background note). Listen to the text and decide which of the following sentences are true (T) and which are false (F).

	T	F
1. According to the text, arrests of party and state officials are continuing.	❑	❑
2. The text says that Harry Tisch and Gunther Mittag were arrested on Sunday.	❑	❑
3. Harry Tisch and Gunther Mittag are accused of abusing their power and causing East Germany to suffer economic losses.	❑	❑
4. Thirty-three party and state officials were arrested with Harry Tisch and Gunther Mittag.	❑	❑
5. Half of the Politburo members were arrested.	❑	❑
6. Some officials tried to cover up their crimes.	❑	❑
7. It is estimated that a few dozen people are involved in the criminal activities.	❑	❑

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Exercise 7 Listen to Text I, which describes the interim arrangements set up by the Communist Party to govern East Germany after the fall of Erich Honecker. Then, answer the questions below in English in the spaces provided.

1. What is the information in Text I based on?

_____

2. Who resigned?

_____

3. Why did they resign?

_____

4. A working group was created. What will its duties be?

_____

5. Who does the group consist of?

_____

6. How long will the group perform its duties?

_____

7. Who was removed from the party?

_____

_____

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Exercise 8 Text J is about further changes in the political apparatus in the East German Communist Party. Listen to the text and answer the questions below. Write your answers in English in the spaces provided.

1. What was Egon Krenz forced to do on Sunday?

_____

_____

2. What did he do on Wednesday?

_____

_____

3. Who is Manfred Gerlach?

_____

_____

4. What position does he have?

_____

_____

5. Who asked the citizens to keep calm?

_____

_____

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6. When is the Extraordinary Congress of the East German party to be held?

_____

_____

Exercise 9 Text K is about changes proposed by the East German Parliament. Listen to the text. Then answer the questions below, in Polish, in the spaces provided.

1. When did the extraordinary session of the East German Parliament begin?

_____

_____

2. What is Prime Minister Hans Modrow going to do?

_____

_____

3. What are the deputies going to do?

_____

_____

4. Who does the new cabinet consist of?

_____

_____

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5. What did Hans Modrow say about economic and political reforms in East Germany?

_____

_____

Exercise 10 Listen to Text L. It lists the main political events in East Germany. What are the changes, according to the text? Write your answer in English in the spaces provided.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

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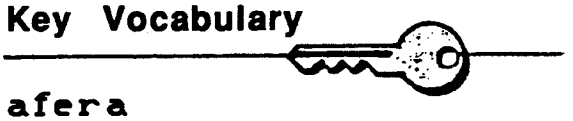
Key Vocabulary



afera	dirty business, swindle
areszt domowy	house arrest
bezpieczeństwo publiczne	public safety
były	former, ex-, late
domagać się	to demand
doły partyjne	party rank and file
gremium	body <group> (of persons)
grupa robocza	working group
Izba Ludowa	People's House
na rzecz (kogoś, czegoś)	for the benefit (of somebody, something)
nacisk	pressure
narazić na straty	to incur losses
Narodowa Rada Obrony	National Defense Council
Niemiecka Republika Demokratyczna	German Democratic Republic; East Germany
obwodowy	regional
odgrodzony	separated
odprawić nabożeństwo	to celebrate a service
osadzić w areszcie śledczym	to arrest, to put in prison, to lock somebody up
posiedzenie	meeting
proces odnowy	revival, restructuring
prokurator generalny	Attorney General
prominent	VIP in a communist country
przejście	passage
przekroczyć granicę	to cross a border
przyspieszyć	to speed up, to advance
Rada Państwa	People's State Council
Republika Federalna Niemiec	Federal Republic of Germany; West Germany

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skład osobowy	members (of a committee, the government)
Socjalistyczna Partia Jedności	Socialist Unity Party
swoboda	freedom, liberty
szafa pancerna	safe box
uciekinier	refugee, fugitive
ustąpić	to resign
ustąpienie	resignation
w intencji czegoś	for something's intention
wezwać do zachowania spokoju	to appeal for calm
wiarygodne źródło	reliable source
wydać nakaz aresztowania	to give an arrest warrant
wydalić z szeregów	to expel from ranks
wyemigrować	to emigrate
wyjść na jaw	to come to light, become apparent, come out into the open
względy zdrowotne	health reasons
wzmocnienie	strengthening
wznosić okrzyki	to raise shouts
zagwarantowanie	guarantee, warrant, assurance
zarzucać	to accuse
zatrzeć ślady	to smooth over, hush up
zatrzymać w areszcie	to keep in prison/police-station
zmiany kadrowe	personnel/staff changes
Zrzeszenie Wolnych Niemieckich Związków Zawodowych	Association of Free German Trade Unions
zrzeszony	union member (adjective)
zwołanie	convention, convocation

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Acronyms and Abbreviations

ADN	East German Press Agency
KC NSPJ (Komitet Centralny Niemieckiej Socjalistycznej Partii Jedności)	Central Committee of the German Socialist Unity Party

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Unit 22. Political Changes in Eastern Europe
Part II: Czechoslovakia

Czechoslovakia is a socialist country that recently underwent radical political changes in a very short period of time. There were changes in the communist party, changes in the cabinet and changes in parliament. In this unit you will hear about three Czechoslovak governments:

1. Husak's government, which lasted from 1968 until December 3, 1989;
2. The government in which Husak was president and Adamec prime minister, which lasted from December 3 until December 10, 1989;
3. The government in which Czalfa was sworn in as prime minister by President Husak, who then resigned from his post.

These texts will require careful listening if you are to follow the events and the rapid changes that took place as various government and communist party officials struggled to meet the demands of the new opposition group, Civic Forum. You will hear the texts in chronological order, which should help you to understand what happened.

Exercise 1 The changes in Czechoslovakia were similar to those in East Germany. Now that you have listened to the texts dealing with changes in East Germany (Unit 21) you will be able to predict what you will hear in this unit. In the space provided below list, in English, what kind of changes you might expect the Czechoslovak people to demand.

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

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Exercise 2 Listen to Text A. The text is about one of the demonstrations that triggered the process of change in Czechoslovakia. It also lists the protesters' demands, which should help you verify your answers in the previous exercise. Answer the following questions in English in the spaces provided.

1. How many people took part in the demonstration?

_____

2. What was the reason for the demonstration?

_____

3. Where was the demonstration?

_____

4. What were the demonstrators' demands?

a. _____

b. _____

c. _____

Exercise 3 Listen to Text B. It is about the reaction of the Czechoslovak Communist Party to the people's demands.

1. Did the results of the plenary session of the Czechoslovak Communist Party satisfy the people? Check the correct answer.

❑ Yes ❑ No

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2. Why did the chairman of trade unions, Miroslav Zavadil, and the secretary of the Prague Communist Party, Miroslav Sztiepan, resign? Write your answer in English in the space provided.

_____

_____

3. What did Karel Urbanek, the new secretary of the Central Committee, declare in his TV speech? Write your answer in English in the space provided.

_____

4. When did the Central Committee meet? Write your answer in Polish in the space provided.

_____

5. What are the two topics on the agenda of the meeting? Write your answer in English in the space provided.

a. _____

_____

b. _____

_____

Background Note

Civic Forum is a group of Czechoslovak dissidents who led the "velvet (i.e., non-violent) revolution" against the government.

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Exercise 4 Listen to Text C, which continues the report on the changes within the Czechoslovak government. Read the questions before you listen. This will help you focus on the important information in this text. Then answer the questions below.

1. What is the name of the Central Committee's spokesman? Write your answer in the space provided.

   _____

2. What did he say about Karel Urbanek's plans? Write your answer in Polish in the space provided.

   _____

   _____

3. Who had been the chairman of the Council of National Defense? Write your answer in the space provided.

   _____

4. How did the Civic Forum present its demand for President Husak's resignation? Complete the Polish sentence below:

   "Gest ten przyczyniłby się do _____

   _____ ."

5. When was Prime Minister Ladislav Adamec expected to propose a new cabinet? Write your answer in Polish in the space provided.

   _____

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6. According to the text, who is this cabinet expected to consist of? Check the correct answers.

   a. Bezpartyjni
   b. Członkowie KPCz
   c. Członkowie innych partii



Background Note

Prior to the 1989 changes in Eastern Europe, communist party members occupied leading positions in all spheres of life. One could not get promoted to any positions of importance in the government without being a party member. The influence of the party extended to the armed forces as well: One was expected to become a party member when choosing the career of a professional soldier.

Exercise 5 Text D is about some of the changes in the military proposed by the opposition. Listen to the text then check your comprehension by answering the questions that follow.

1. Stanislav Pohorzal is the spokesman for the Ministry of Defense. What proposition did he reject? Write your answer in English in the space provided.

   _____

   _____

2. What reasons did he give for the rejection? Write your answer in English in the space provided.

   _____

   _____

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3. There were several changes introduced to the Czechoslovak armed forces. Check the changes that you did NOT hear mentioned in the text.

   a. Shortening of the period of obligatory military service
   b. Eliminating party nominations in the armed forces
   c. Introducing alternative forms of service
   d. Eliminating the party's leading role in the army
   e. Eliminating soldiers' pledge of alliance to the communist party
   f. Dropping the study of Marxism-Leninism from military academies
   g. Introducing parliamentary control of the armed forces

4. Is it true that soldiers were forbidden to read newspapers, listen to the radio, or watch television?

   ❑ Yes ❑ No

5. What did Pohorzal ask the news media to stop doing? Write your answer in English in the space provided.

   _____

   _____

Exercise 6 Text E is first about forming a new Czechoslovak government and then about some of its plans. Thus, the text has been divided into two parts. Listen to Text E1. Answer the questions that follow.

1. Which of the following changes were introduced in Prime Minister Adamec's cabinet? Check the ones you heard in the text.

   a. dwóch wicepremierów
   b. minister obrony narodowej
   c. minister zdrowia
   d. minister spraw wewnętrznych
   e. minister spraw zagranicznych
   f. ministrowie — członkowie Rady Ministrów

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g. szef resortu ochrony środowiska
h. szef resortu spraw socjalnych
i. szef urzędu planowania
j. szef urzędu do spraw cen

2. How many members of the new cabinet will NOT be communist party members? Check the correct answer.

a. 1
b. 3
c. 5

Background Note

In 1986, Czechoslovakia was invaded by Warsaw Pact troops. The Soviets wanted to crush the reforms being introduced during the 'Prague Spring' by then-president of Czechoslovakia, Alexander Dubcek. This invasion, and Dubcek's subsequent removal from office, caused much bitterness in Czechoslovakia. President Husak took office and ruled from 1968 until 1989.

Exercise 7 Listen to Text E2, which is the continuation of Text E1. Answer the questions that follow.

1. How did Bohumil Urban describe the 1968 invasion? Check the correct answer.

a. As an act of aggression
b. As a violation of relations between sovereign countries
c. As a violation of the right of countries to self-determination

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2. What is the group of historians from Czechoslovakia and the five countries participating in the 1968 invasion supposed to investigate? Write your answer in English in the space provided.

_____

_____

3. What was Foreign Minister Jaromir Johanes planning to do? Write your answer in English in the space provided.

_____

_____

Background Note 

Charter 77 ("Karta 77") is the first written document on human rights in Czechoslovakia. Its signatories called upon the government to implement and observe in Czechoslovakia the decrees of the Helsinki document on human rights. It is also the name of the opposition group whose members included the signatories.

Exercise 8 Prime Minister Adamec's new government did not last long. Text F is about what happened to the government and the changes that resulted. Listen to the text and answer the following questions.

1. What was Prime Minister Adamec's warning? Supply the missing Polish phrase in the space provided.

Gdy nadal przyjdzie mu działać pod ciągłymi naciskami i groźbami opozycji, _____

_____

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2. What happened several hours later? Answer the question in English in the space provided.

_____

3. What was President Husak's reaction to Adamec's decision? Answer the question in English in the space provided.

_____

4. To what post was Marian Czalfa nominated? Answer the question in English in the space provided.

_____

5. How many minister's portfolios did the Coordination Center of Civic Forum demand for its people? Answer the question in English in the space provided.

_____

6. Were their names revealed? Check the correct answer.

❑ Yes ❑ No

Exercise 9 Text G is about the next Czechoslovak government and its members. Listen to the text and check which of the following sentences are true (T) and which are false (F).

	T	F
1. The new coalition government was sworn in on Sunday, December 13.	❑	❑
2. The new government is led by Marian Czalfa, a 43-year-old Slovak.	❑	❑
3. It is the first government in 41 years in which communists are a minority.	❑	❑

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4. There are only nine communists in the new government. ❑ ❑
5. The Socialist and People's parties both received one place each in the new government. ❑ ❑
6. Jan Czarnogórski was given the portfolio of Foreign Minister. ❑ ❑
7. Jan Czarnogórski had been released from prison two weeks earlier. ❑ ❑
8. Jiri Dienstbier was nominated to the post of spokesman for the Coordination Center. ❑ ❑

Exercise 10 Text H summarizes the latest changes in Czechoslovakia that this unit deals with. Listen to the text and in the spaces provided list, in English, the five changes that the text mentions. Some of them are personnel changes. The names below appear in this context and are meant to help you answer. Use them in your answers.

1. _____
(Marian Czalfa)

2. _____

3. _____

4. _____
(Milosz Jakesz, Miroslav Sztiepan)

5. _____
(Gustav Husak)

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Key Vocabulary

bezpartyjny	non-party (member) (adjective)
dymisja	resignation
Forum Obywatelskie	Civic Forum
groźba	threat
instancja	branch
mianować	to nominate
napięty	tense
nomenklatura partyjna	people nominated by communist party
obradujący	debating
odejść ze stanowiska	to leave the post, quit
odwołać	to remove, recall
Partia Ludowa	People's Party
pełnić	to be in charge of
pod naciskiem	under pressure
porządek obrad	agenda
przemówienie	speech, address
przysięgać	to swear, to take an oath
Rada Obrony Państwa	National Defense Council
resort	department
rokowania	negotiations
rozliczenie	here: prosecution
skorumpowany	corrupt
sprawy socjalne	social affairs
swobody obywatelskie	civil liberties
szczyt	summit
służba zastępcza	substitute service
teka	portfolio
urząd do spraw cen	bureau regulating prices
ustąpienie	withdrawal, retirement
wakujący	vacant
wielotysięczny	(consisting of) several thousand
wierność	loyalty
więzień polityczny	political prisoner

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wycofanie	withdrawal
wytypowany	chosen, appointed, nominated
zajęcia	classes
zaprzestać	to stop
zaprzysiężenie	oath, vow, pledge
zdementować	to deny
zgłoszony	presented
znosić	to cancel
zwolnić ze stanowiska	to dismiss
złożony	composed of
złożyć rezygnację	to resign

Acronyms and Abbreviations

ČTK (Czech: Československá Tisková Kancelář)	Czechoslovakian Press Agency
CRZZ (Centralna Rada Związków Zawodowych)	Central Council of Trade Unions
KPCz (Komunistyczna Partia Czechosłowacji)	Communist Party of Czechoslovakia

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Unit 23. Joint Maneuvers

In this unit you will listen to radio interviews recorded at a tank range. The soldiers and officers interviewed had just returned from joint maneuvers in the Soviet Union. You may find interesting the openness with which they discuss their experience in the Soviet Union. Such candor signals a new approach to military reporting in the Poland of the late '80s.

Exercise 1 Before listening to the report, you may find it useful to refresh your knowledge of certain Polish vocabulary. Below is a list of Polish words you will hear in the report. Match them with their English equivalents in column B. Write the letter in the appropriate space before each Polish word.

A	B
1.___ poligon	a. communications
2.___ współzawodnictwo	b. cooperation
3.___ obozowisko	c. exercises
4.___ współpraca	d. campsite
5.___ bojowy	e. competition
6.___ ćwiczenia	f. combat
7.___ plac	g. range
8.___ łączność	h. training area

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Exercise 2 Listen to Text A. To check your understanding, complete the table below with information from the text.

Which exercises	Location	What units were involved

Exercise 3 This exercise will help you check your understanding of the remaining factual information in Text A. Listen to Text A and then answer in English the questions below.

1. What military administrative unit is Grodno in?

_____

2. What type of joint exercises was conducted by the Polish and Soviet soldiers?

_____

Exercise 4 In Text B you will hear a casual style of spoken Polish. For example, the expression `plamy nie daliście` means *you did not let us down*. Listen to the text and then answer the questions below.

1. According to the officer interviewed, when did the competition between the Polish and Soviet soldiers start?

_____

2. Where did they compete?

_____

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3. What does the officer say about the Soviet training range?

_____

Exercise 5 Text B talked about competition, whereas Text C talks about cooperation. Listen to Text C, then decide which of the questions below could be answered on the basis of the information in the text. Put a checkmark next to the appropriate questions.

- ❑ 1. When did the cooperation start?
- ❑ 2. What type of transportation was used?
- ❑ 3. How great were the distances covered during the exercises?
- ❑ 4. What type of firing practice was it?
- ❑ 5. Were there any accidents?
- ❑ 6. How did the soldiers communicate?

Exercise 6 This exercise will provide you with practice in listening for language details in a text. Below is a fragment of Text C, with missing words and short phrases. As you listen to Text C, complete the exercise by filling in the blanks in Polish. Note: Listen carefully for the expression that follows the words no i działaliśmy niejakoby. This expression means *in the dark*.

Już (1)___ _____ obozowiska, no, (2)_____

ścisłą (3)_____ z oddziałami armii

radzieckiej, (4)_____ nawet (5)_____

z tego (6)_____, że (7)_____ _____

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taktycznych to dla (8)_____ kolegów był znany. My weszliśmy w (9)_____ obcy teren, nowy teren (10)_____ _____, nam (11)_____, no i działaliśmy niejakoby (12)___ _____. A już pomijam (13)_____ sprawę tą, że (14)_____ _____ samego ćwiczenia musiała być (15)_____ _____, ponieważ działaliśmy (16)_____ _____.

Exercise 7 This exercise will help you focus on information provided by verbs. Listen to Text D. Then, decide which of the activities listed below were mentioned in the text. Indicate your choice by circling the appropriate items.

1. Practicing Russian during meetings with the Soviet soldiers
2. Using combat ammunition during firing practice
3. Visiting local homes
4. Meeting civilians in Grodno
5. Sightseeing
6. Exchanging addresses with Soviet soldiers
7. Touring the living quarters of Soviet regiments

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Exercise 8 In this unit you have heard some colloquial expressions characteristic of any spoken informal text. Below,from Text D, are three sentences with such expressions. Listen to Text D again, then decide which of the English sentences accompanying these expressions is the correct equivalent.

1. Wrażenia były niesamowite.
   a. We were very impressed.
   b. Our impressions differed.
   c. The impressions were unexpected.

2. Dużą frajdę te ćwiczenia przynosiły.
   a. The exercises were very useful.
   b. We had a great time during the exercises.
   c. The exercises gave us new insights.

3. In plus na naszą stronę jednak.
   a. We were better after all.
   b. Everyone was on our side.
   c. We got additional points.

Exercise 9 To check your understanding of Text D, decide which of the following sentences are true or false. Listen to Text D and then indicate your choice by checking the appropriate box.

	T	F
1. The Polish soldiers went to two training ranges in the Soviet Union.	❑	❑
2. They talked about the exercises with their families.	❑	❑
3. They met with Poles who live in Grodno.	❑	❑
4. They wanted to become pen pals with the Soviet soldiers.	❑	❑

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	T	F
5. They were stationed in the living quarters of the Soviet regiments.	❑	❑
6. The Polish soldiers said that they live in much better conditions than their Soviet colleagues.	❑	❑
7. The Polish soldiers particularly enjoyed the use of combat ammunition.	❑	❑

Key Vocabulary



batalionowy	batallion (adj.)
bojowy	combat
ćwiczenia	exercises
dać plamę	to let someone down
frajda	fun (informal)
łączność	telecommunications
niejakoby	as if it were
obozowisko	campsite
pas taktyczny	tactical lane (on a range)
plac	training ground
poligon	range
w ciemno	in the dark
współpraca	cooperation
współzawodnictwo	competition
znaczek	stamp
zwiedzać	to see the sights

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Unit 24. Freshmen at a Military Academy

In this unit you will hear radio interviews recorded in October with first-year students of a military academy. Because the academic year has just started, they talk mostly about their first impressions of the academy, as well as about reasons for choosing a military career. These texts will give you exposure to the contemporary Polish spoken by these students.

Exercise 1 This exercise will prepare you to deal with the vocabulary in the unit. Match the English words in column B with their Polish equivalents. Write the letter of each English word in the space next to the appropriate Polish word in column A.

A	B
1. ___ zniechęcić się	a. time off
2. ___ wolny czas	b. a little bit
3. ___ stolik	c. girlfriend
4. ___ troszeczkę	d. to get discouraged
5. ___ odwołany	e. table
6. ___ rozwiązany	f. to become independent
7. ___ usamodzielnić się	g. cancelled
8. ___ dziewczyna	h. dissolved

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Exercise 2 In Text A you will hear the introduction to the interviews. This text will give you some background information on the text. Listen to the text and then answer the questions below.

1. What is the name of the reporter?

_____

2. How long have the students been at the academy?

_____

3. When will the students graduate as officers and engineers?

_____

4. Where in Poland are they from?

_____

Exercise 3 In Text B three students talk about the reasons why they decided to study at the academy. Listen to Text B and then complete the exercise below.

1. Which student comes from a military familiy?

❑ 1st ❑ 2nd ❑ 3rd

2. Which student previously served in the army?

❑ 1st ❑ 2nd ❑ 3rd

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Exercise 4 Listen to Text B again and then check your understanding by deciding which of the following sentences are true or false. Indicate your choice by putting a checkmark in the appropriate box.

	T	F
1. The first student is getting married in the summer.	❑	❑
2. According to the first student, army officers get apartments easily.	❑	❑
3. The second student originally wanted to become a civil engineer.	❑	❑
4. The third student decided to study in Koszalin after his military service there.	❑	❑
5. The third student knew the officers at the academy before he became a student there.	❑	❑

Exercise 5 Text C tells of the frustrations and difficulties one student faced in finding a place at a military academy. Do not get discouraged by the length of the text. In the following two exercises you will deal with the text as a whole, but later the text will be divided into two parts.

1. In the text you will hear some typical contructions used in both spoken and written Polish. Listen to the text and match the parts of the phrases below by writing the letters from column B next to the appropriate words in column A.

A	B
1. ___ mieć	a. podróż
2. ___ mieć do	b. decyzję
3. ___ podjąć	c. styczność

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4. __ wyruszyć w d. dyspozycji

2. Now match these Polish expressions with their English equivalents. Write the number of each Polish expression in Exercise 5.1 next to the appropriate English one, below.

1. __ to have at one's disposal

2. __ to make a decision

3. __ to set out on a journey

4. __ to have contact with (something)

Exercise 6 The student interviewed in Text C mentions many schools that he had considered attending. Below are their names both in Polish and in English. Match the Polish names with their English equivalents by writing the letter of the English names in the space next to the appropriate Polish name.

1.	____	Wyższa Szkoła Oficerska Wojsk Chemicznych	a. Higher Technical Academy
2.	____	Techniczna Szkoła Wojsk Lotniczych	b. Academy of Mining and Metallurgy
3.	____	Politechnika Warszawska	c. Officer Academy for Chemical Troops
4.	____	Akademia Górniczo-Hutnicza	d. Technical Academy for Air Forces
5.	____	Wyższa Akademia Techniczna	e. Warsaw Institute of Technology

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2. Now, in Polish, list the schools in the order you hear them in Text C.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

Background Note

Wojskowa Komisja Uzupełnień (WKU), Military Draft Command, is an administrative military body responsible for drafting civilians and updating information on reservists.

Exercise 7 Now you will be dealing with the first part of Text C in detail. Listen to Text C1 and circle the letter of the sentences in the pairs below that are true, according to the information in Text C1.

1. a. He decided not to take entrance exams to the Academy of Mining and Metallurgy because his papers had been lost.
   b. He decided not to take entrance exams to the Academy of Mining and Metallurgy because the test he saw was too difficult.

2. a. When the student reported to his local Military Draft Command, he was immediately drafted.
   b. The officer he spoke to at the local Military Draft Command asked him not to give up on military education.

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Exercise 8 Listen to Text C1. again. Below is a fragment of the text with some words missing. Fill in the blanks.

No i chciałem (1)_____ ____ Wyższej Akademii Technicznej w Warszawie. (1)_____ _____ zrezygnowałem, ponieważ zamojskie (3)_____ jest bardzo zbiurokratyzowane i (4)____ _____, że kursy są (5)_____ dotarła dopiero w ten dzień, (6)_____ _____, ale było już (7)_____ _____, ponieważ ja z moimi (8)_____ już (9)_____ w drogę. No, (10)____ _____ _____ _____, oczywiście zostaliśmy (11)_____.

Exercise 9 Now listen to Text C2. To check your understanding of the text, answer the following questions. Notice that this type of *what, where,* and *why* question focuses your attention on the factual details of the text. Write your answers in English in the spaces provided.

1. What schools were left for the student to apply to?

_____

2. Where did he go after Zamość?

_____

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3. Where did he go instead of Warsaw?

_____

4. Why could he not send his documents?

_____

5. What was his final destination?

_____

Exercise 10 Listen to Text C2 again. Indicate which of the following sentences are true, and which are false; put a check mark in the appropriate box. The sentences follow the sequence of the story as it is told in the interview.

	T	F
1. The student is from Zamość.	❑	❑
2. The school in Zamość offers a two-year program every year.	❑	❑
3. In Oleśnica the student had an unpleasant experience with a sergeant.	❑	❑
4. At that point he decided to give up.	❑	❑
5. Then he decided to go to Cracow.	❑	❑
6. He decided to go to Cracow because an officer told him about additional entrance exams.	❑	❑
7. The Cracow school was dissolved and moved to Wrocław.	❑	❑
8. Then he decided to go to Wrocław.	❑	❑

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Key Vocabulary



agitować	to encourage (politically)
dwuletni	two-year (adjective)
odwołany	cancelled
rozwiązany	disbanded
stolik	table (esp. in a restaurant, etc.)
styczność	here: contact, experience
troszeczkę	a little bit (informal)
wyruszyć	to set out (on a journey, etc.)
zniechęcić się	to get discouraged

Acronyms and Abbreviations

AWF (Akademia Wychowania Fizycznego)	Academy of Physical Education (a college-type of school)
WKU (Wojskowa Komenda Uzupełnień)	Military Draft Command

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Unit 25. Accidents in the Army

In this unit you will hear a radio interview with a man who had an accident during his service in the 6th Pomeranian Airborne Division. It would have been impossible to hear reports about such cases before 1989 and even now the whole thing is presented in an optimistic manner. As it is natural speech you will hear the kind of grammatical errors, repetitions and incomplete sentences which are typical of any spoken language. The interview has been divided into shorter texts to make it easier for you to work with.

Exercise 1 Before listening to the texts you should brush up your knowledge of medical terms that will appear in the interview. Below is a list of Polish words you will hear in the interview. Match them with their English equivalents in column B by writing the letter in the appropriate space before each Polish word.

	A	B
1. ____	balkonik	a. spinal cord
2. ____	kręgosłup	b. handicapped
3. ____	kończyny dolne	c. spine
4. ____	kule	d. crutches
5. ____	łuski	e. legs
6. ____	niepełnosprawny	f. fracture
7. ____	porażenie	g. wheel chair
8. ____	rdzeń kręgowy	h. paralysis
9. ____	stawy kolanowe	i. stiffeners
10. ____	wózek inwalidzki	j. knee-joints
11. ____	złamanie	k. walker

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Exercise 2 Listen to Text A which is the introduction to the interview.

1. Listen to the text and fill in the empty spaces.

Dzisiejszą audycję poświęciłem _____ (a),
których spotkało w życiu wielkie _____ (b),
a którzy pomimo swoich osobistych _____ (c)
są dzisiaj uśmiechnięci. Pierwszym moim _____ (d)
był Jan Stachoń z _____ _____ (e).

2. Read the following questions. Then listen to the text again and answer the questions in English in the spaces provided.

   a. Does he introduce his interlocutors as "soldiers"?

   _____

   b. How does the reporter describe them?

   _____

   c. Does the reporter say that they are unhappy?

   _____

Exercise 3 Listen to Text B. It introduces the circumstances in which the accident occurred and the results of the accident. You will be listening for factual details which answer the questions *who?, what?, when?*

1. When was Jan Stachoń drafted? Write your answer in Polish in the space provided.

   _____

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2. During what kind of parachuting did he break his spine? Check the correct answer.

   a. Skok dzienny
   b. Skok nocny
   c. Skok na wodę

3. What kind of military operation was taking place when this accident happened? Write your answer in English in the space provided.

   _____

4. What was the weather like when the accident happened? Check the correct answer.

   a. Było wietrznie
   b. Padał deszcz
   c. Było pochmurnie

5. What happened as a result of his injury? Write your answer in English in the space provided.

   _____

Exercise 4 Listen to Text C. This text begins to describe what happened after the accident: the treatment, its results and rehabilitation therapy.

1. Where is the hospital that Jan Stachoń was transported to located? Write your answer in Polish in the space provided.

   _____

2. How long had he stayed in that hospital? Write your answer in Polish in the space provided.

   _____

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3. After three months in the hospital, what did he overhear his doctor say? Write your answer in English in the space provided.

_____

4. Did he realize the seriousness of his condition at first? Check the correct answer.

❑ Yes ❑ No

5. What could the damage of the spine result in? Write your answer in English in the space provided.

_____

6. Why did he decide to contact with a rehabilitation ward? Write your answer in English in the space provided.

_____

Exercise 5 Listen to Text D. Here Stachoń describes his state after leaving hospital and the first days of recovery.

1. What were the symptoms of Stachoń's injury? Check the correct answers.

   a. bóle głowy
   b. zawroty głowy
   c. zaburzenia mowy
   d. zaburzenia równowagi

2. What did he have to go through during his rehabilitation treatment? Write your answer in Polish in the space provided.

_____

_____

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Exercise 6 Listen to Text E. It continues the description of his recovery.

1. What was the sequence of his recovery? Listen to the tape and put the phrases in the order in which you hear them on the tape. Write the correct numbers in the spaces provided next to the phrases.

_____ a. Poruszanie się o kulach
_____ b. Poruszanie się za pomocą balkonika
_____ c. Usztywnienie stawów kolanowych
_____ d. Zrobienie aparatów ortopedycznych
_____ e. Zrobienie łusek

2. How many hours a day did Stachoń have to work on his physical therapy? Write your answer in Polish in the space provided.

_____

3. What were some of the side effects of his physical therapy? Write your answer in English in the space provided.

_____

4. Where did he do his physical therapy? Write your answer in Polish in the space provided.

_____

5. Why did he start to believe that what he was doing was right? Write your answer in English in the space provided.

_____

6. What was his aim? Write your answer in English in the space provided.

_____

7. When did he go after having left the hospital? Write your answer in English in the space provided.

_____

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8. How long was he there? Write your answer in Polish in the space provided.

_____

Exercise 7 Read the questions below first. This will help focus your attention as you listen to Text F, which describes the effects of the physical therapy. Then answer the questions in English in the spaces provided.

1. What was the effect of the therapy?

_____

_____

2. When did he go to hospital again?

_____

_____

3. Why did he go to there?

_____

_____

4. What was the reaction of the hospital's employees to the condition he was in?

_____

_____

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Exercise 8 Listen to Text G. Here Stachoń is talking about similar cases to his. Answer the questions that follow.

1. What usually happens to people who have similar accidents? Answer the question in English in the space provided.

_____

_____

2. What are some of the symptoms of prolonged confinement to bed? Check the ones that are NOT given in the text.

   a. Zapaść
   b. Odleżyny
   c. Otwarte rany
   d. Paraliż
   e. Porażenia
   f. Złe ukrwienie
   g. Trudności w oddychaniu

3. Do such people live long? Check the correct answer.

   ❑ Yes ❑ No

Exercise 9 In Texts H and I Stachoń describes his return to normal life and his achievements. Listen to Text H. Answer the questions in English in the spaces provided.

1. How does he move round the house?

_____

_____

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2. Why does he do that?

_____

_____

3. How else does he move around?

_____

_____

4. When did he start to work?

_____

_____

5. Does he drive a car?

_____

_____

Exercise 10 Listen to Text I. Then answer the questions that follow.

1. What is his attitude towards his physical condition? He thinks

   a. life has not been fair to him
   b. he is like everybody else.
   c. he can make a full recovery.

2. What kind of trip has he made? Write your answer in English in the space provided.

_____

3. What was the reaction of the people who witnessed his trip? Write your answer in English in the space provided.

_____

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4. How many kilometers can he walk effortlessly? Write your answer in Polish in the space provided.

_____

5. What is his advice for handicapped people ? Write your answer in English in the space provided.

_____

_____

Key Vocabulary

aparat ortopedyczny	orthopedic appliance
audycja	broadcast, program
balkonik	walker
bezwład	decline
bezwładny	in decline
być skazanym na czyjąś pomoc	to be fated to need somebody else's help
być "spionizowanym"	to be "upright"
dochodzić do sprawności	to reach efficiency
doznać	here: to suffer
gojenie	healing
kończyć się	to be passing away
kończyny dolne	legs
kule	crutches
lekarz leczący	guiding physician
naczynie krwionośne	blood vessel
nic ze mnie nie będzie	I'll be good for nothing
nieodwracalny	irreversible, indivertible
niesprawny	unskillful
nieszczęście	bad luck, adversity, ill fortune
nocny skok	night parachuting
o własnych siłach	unaided
odleżyna	bedsore
okrągłe dwa lata	exactly two years
ordynator	(hospital) ward head
poświęcić	to dedicate

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porażenie	paralysis
przeleżeć	to stay in bed
przemieszczenie	translocation
rdzeń kręgowy	spinal cord
sanatorium	sanitarium, nursing home, convalescent house, rest home
schronisko	shelter-home, hospice
skierowany	sent
skok spadochronowy	parachuting
sprawność	fitness
staw kolanowy	knee-joint
szlak	trail
szpital wojskowy	military hospital
trafić do wojska	to land in the army
turnus	fixed period
ukrwienie	blood supply <flow>
uszkodzenie	injury
usztywnienie	stiffener, stiffening
wyjść z czegoś	to escape unhurt
wózek inwalidzki	wheelchair
zaburzenia równowagi	problems with balance
zawrót głowy	dizziness
zbzikować	to go crazy <cranky>
złamać kręgosłup	to break one's spine / backbone

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Speaking Suggestions

Unit 21. Political Changes in Eastern Europe
Part I: East Germany

Divide your class into pairs. Ask each pair to develop a conversation along the following lines:

Student A from East Germany	Student B journalist from the US
	Ask about reactions to changes in East Germany.
Express enthusiasm and then some reservations.	
	Ask about reservations
Explain about fears for the future.	
	Agree with concerns
Ask about American reaction to changes.	
	Express support but surprise at suddenness of changes.

Unit 22. Political Changes in Eastern Europe
Part II: Czechoslovakia

a. Divide your class into two groups. Group A is made up of journalists and group B is made up of Czechoslovakians. Instruct group A to think of questions to ask the Czechoslovakians about changes in their country. Instruct group B to think about the kind of questions they might be asked and the kind of answers they might give.

b. Ask group A to put its questions to group B, the Czechoslovakian panel. Members of group B should use their imagination and world knowledge when replying.

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Unit 23. Joint Maneuvers

Divide your class into pairs. Ask students to interview each other on the last maneuvers they took part in. Write the following questions on the board to guide them.

Gdzie odbyły się manewry?
Kiedy?
Dlaczego?
Jak długo trwały?
Jaki był cel manewrów?
Która część manewrów była najtrudniejsza?
Która część manewrów była najlepsza?

Unit 24. Freshmen at a Military Academy

Divide your class into small groups. Ask each group to think of five pieces of advice it would give to a new recruit in the army.

Unit 25. Accidents in the Army

Present the following scenario to your class:

An unexpected ice storm has resulted in treacherous road conditions. There has been a major accident near the base involving two military trucks, a school bus, a motorcyclist, and six cars. Assign the following roles to students:

Traffic policeman	Medical officer	Injured victim(s)
Garage owner	School director	Witnesses
Truck driver		

Ask students, in their assigned roles, to describe the accident and tell what actions they think should be taken.

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Answer Key
Unit 21. Political Changes in Eastern Europe
Part II: East Germany

Exercise 1

1. Text C
2. Text B
3. Text A

Exercise 2

1. poniedziałek
2. Lipsku
3. ośmiu tysięcy
4. opozycyjnej organizacji politycznej
5. pięćdziesiąt

Exercise 3

1. W poniedziałek wieczorem
2. W Lipsku
3. Kilkadziesiąt tysięcy
4. Polityczna ("na rzecz reform politycznych")
5. a. Wolność prasy i poglądów
   b. Oficjalne uznanie opozycyjnej organizacji "Nowe Forum"
6. Przed kościołami
7. a. Tydzień wcześniej
   b. Siedemdziesiąt tysięcy ludzi

Exercise 4

1. b, c, d
2. He resigned.
3. c

Exercise 5

1. Other members of the former East German administration.
2. The text does not say.
3. Near Berlin
4. Luxurious homes for East German VIPs.

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Answer Key, Unit 21

Exercise 6

1. T
2. F
3. T
4. T
5. F
6. T
7. F

Exercise 7

1. Reports from Berlin Radio
2. Members of the Central Committee and Political Bureau of the East German Socialist Party
3. They were forced to resign by rank-and-file party members.
4. It will take care of party matters.
5. It consists of party members dedicated to the process of reforms.
6. Till the Extraordinary Congress of the East German Socialist Party takes place.
7. Erich Honecker, Erich Mielke and many other members of the Old Guard.

Exercise 8

1. He was forced to resign from the post of General Secretary of the party.
2. He resigned from the post of Chairman of the State Council.
3. He is the leader of the Liberal-Democratic Party.
4. He is the Chairman of the State Council.
5. Manfred Gerlach
6. December 8

Exercise 9

1. W piątek
2. Przedstawi skład nowego rządu oraz program reform politycznych i gospodarczych
3. Wybiorą nową Radę Państwa
4. Składa się z dwudziestu ośmiu osób: siedemnaście z nich to członkowie

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NSPJ, jedenaście — członkowie partii zrzeszonych w tzw. Bloku Demokratycznym.
5. Proces reform politycznych i gospodarczych jest nieodwracalny.

Exercise 10

1. Resignation of Willi Stoph's cabinet
2. Personnel changes in the leadership of the East German Socialist Party
3. Opening of the border with West Germany and passages to West Berlin
4. Extraordinary Congress of the East German Socialist Party of Unity

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Answer Key
Unit 22. Political Changes in Eastern Europe
Part II: Czechoslovakia

Exercise 1

Here are some of the changes that the opposition proposed:
1. Civil liberties
2. Freedom for political prisoners
3. Dismissal of corrupt officials
4. The president's resignation
5. Changes in military service
6. More share in the government for the opposition

Exercise 2

1. Several thousand
2. The 71st anniversary of independence
3. In Vaclav's Square, Prague
4. a. Civil liberties
   b. Freedom for political prisoners
   c. Resignation of Milosz Jakesz, the first Secretary of the Czechoslovak Communist Party, and of Miroslav Sztiepan, the first Secretary of the Prague Communist Party Organization

Exercise 3

1. No
2. Because the people and party cells demanded it
3. "A rapid getting even with corrupt people"
4. W niedzielę po południu
5. a. Proposition to call an Extraordinary Congress of the Party
   b. Personnel changes

Exercise 4

1. Josef Hora
2. Wizyta w Moskwie po zakończeniu szczytu na Malcie
3. Milosz Jakesz

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4. "Gest ten przyczyniłby się do uspokojenia sytuacji społecznej w kraju."
5. Do trzeciego grudnia
6. a, b, c

Exercise 5

1. To make a civilian minister of defense
2. Because this post must be held by a highly qualified specialist in military matters
3. a, g
4. No
5. To stop attacking the armed forces

Exercise 6

1. a, b, d, f, h, j
2. 5

Exercise 7

1. b
2. To investigate the circumstances in which the 1968 invasion took place
3. To start negotiations with Moscow about the withdrawal of 75,000 Soviet troops stationed in Czechoslovakia

Exercise 8

1. Gdy nadal przyjdzie mu działać pod ciągłymi naciskami i groźbami opozycji, zrezygnuje ze stanowiska.
2. He asked President Husak to accept his resignation
3. He agreed
4. Prime Minister
5. Seven
6. No

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Answer Key, Unit 22

Exercise 9

1. F
2. T
3. T
4. T
5. F
6. F
7. T
8. F

Exercise 10

1. Nomination of Marian Czalfa to the post of Prime Minister
2. Changes in the composition of the Czechoslovak government
3. The opposition has a greater share of power
4. Milosz Jakesz and Miroslav Sztiepan were removed from the party
5. Gustav Husak resigned from the presidency

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Answer Key
Unit 23. Joint Manuevers

Exercise 1

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

Exercise 2

Exercises	Location	Units involved
First	Mazury	Infantry battalion
Second	Near Grodno	Polish—infantry Soviet—tank

Exercise 3

1. Byelorussian Military District
2. Joint tactical firing practice

Exercise 4

1. At the very beginning of the joint exercise
2. At the tactical lane on the firing range, at the camp, and on the sports field
3. It was difficult and totally new to the Polish troops.

Exercise 5

1, 2, 4, 6

Exercise 6

1. po zajęciu
2. nawiązaliśmy
3. współpracę
4. chociażby
5. już
6. względu
7. plac ćwiczeń

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8. naszych
9. praktycznie
10. przede wszystkim
11. nieznany
12. w ciemno
13. oczywiście
14. w toku
15. ścisła współpraca
16. na styku

Exercise 7 2, 3, 5, 6, 7

Exercise 8
1. a
2. b
3. a

Exercise 9
1. F
2. T
3. F
4. T
5. F
6. T
7. T

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Answer Key
Unit 24. Freshmen at a Military Academy

Exercise 1

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

Exercise 2

1. Janusz Stegnowski
2. A few days
3. In four years
4. From different parts of Poland

Exercise 3

1. 2nd
2. 3rd

Exercise 4

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

Exercise 5

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

2. 1.2
   2.3
   3.4
   4.1

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Answer Key, Unit 24

Exercise 6

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

a. Akademia Górniczo-Hutnicza
b. Wyższa Akademia Techniczna
c. Techniczna Szkoła Wojsk Lotniczych
d. Politechnika Warszawska
e. Wyższa Szkoła Oficerska Wojsk Chemicznych
f. Wyższa Oficerska Szkoła Wojsk Obrony Przeciwlotniczej

Exercise 7

1. b
2. b

Exercise 8

1. zdawać do
2. Tutaj też
3. WKU
4. ta wiadomość
5. odwołane
6. kiedy dojechaliśmy
7. za późno
8. kolegami
9. wyruszyłem
10. po przybyciu na miejsce
11. odesłani

Exercise 9

1. Schools for warrant officers
2. To Oleśnica
3. Cracow
4. There was a postal strike.
5. Koszalin

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Exercise 10

1. T
2. F
3. F
4. T
5. F
6. T
7. T
8. F

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Answer Key
Unit 25. Accidents in the Army

Exercise 1

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

Exercise 2

1. a. ludziom
   b. nieszczęście
   c. tragedii
   d. rozmówcą
   e. Nowej Huty

2. a. No, he introduces them as "people."
   b. As people who met misfortune.
   c. No, he describes them as people with smiles on their faces.

Exercise 3

1. W 1970 roku
2. b
3. It happened when moving a division from the barracks to a training field.
4. a
5. His legs were paralyzed.

Exercise 4

1. W Krakowie na ulicy Wrocławskiej
2. Dwa lata
3. He heard his doctor saying that there was no sense in treating him and that he would have to spend the rest of his life in bed.
4. No
5. The damage of the spinal cord causing paralysis.
6. Because he wanted to learn how to improve his health in order to be independent of other people.

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Exercise 5

1. b, d
2. Masaże i ćwiczenia

Exercise 6

1. a. 5
   b. 3
   c. 2
   d. 4
   e. 1
2. Od ósmej rano do drugiej w nocy z przerwami na posiłki
3. Some of his blood vessels broke.
4. W szpitalu
5. Because he saw the first positive results of his hard work.
6. He wanted to be fit enough to be independent.
7. He went to a spa at Lądek
8. Trzy turnusy

Exercise 7

1. He could walk using crutches.
2. After two years
3. To have some examinations/tests done.
4. They could not believe that he was in such a good condition.

Exercise 8

1. They are usually confined to bed.
2. a, d, g
3. No

Exercise 9

1. Using a wheel chair
2. Because he is able to do every kind of job.
3. Using crutches
4. 1976
5. Yes

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Answer Key, Unit 25

Exercise 10

1. b
2. A mountain trip
3. They were greatly surprised.
4. Od pięciu do dziesięciu kilometrów
5. Not to give up, not to stay home all the time, to get out and meet people, not to be ashamed of a handicap.

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Dictionary of Key Vocabulary

afera	dirty business, swindle
agitować	to encourage (politically)
aparat ortopedyczny	orthopedic appliance
areszt domowy	house arrest
audycja	broadcast, program
balkonik	walker
batalionowy	battalion (adj.)
bezpartyjny	non-party (member) (adjective)
bezpieczeństwo publiczne	public safety
bezwład	decline
bezwładny	in decline
bojowy	combat
być skazanym na czyjąś pomoc	to be fated to need somebody else's help
być "spionizowanym"	to be "upright"
były	former, ex-, late
ćwiczenia	exercises
dochodzić do sprawności	to be efficient
domagać się	to demand
doznać	here: to suffer
doły partyjne	party rank and file
dwuletni	two-year (adjective)
dymisja	resignation
Forum Obywatelskie	Civic Forum
frajda	fun (informal)
gojenie	healing
gremium	body <group> (of persons)
groźba	threat
grupa robocza	working group
instancja	branch
Izba Ludowa	People's House
kończyć się	to be dying
kończyny dolne	legs
kule	crutches
lekarz leczący	guiding physician
łączność	telecommunications

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mianować	to nominate
na rzecz (kogoś, czegoś)	for the benefit (of somebody, something)
nacisk	pressure
naczynie krwionośne	blood vessel
napięty	tense
narazić na straty	to incur losses
Narodowa Rada Obrony	National Defense Council
nic ze mnie nie będzie	I'll be good for nothing
Niemiecka Republika Demokratyczna	German Democratic Republic; East Germany
nieodwracalny	irreversible, indivertible
niesprawny	unskillful
nieszczęście	bad luck, adversity, ill fortune
nocny skok	night parachuting
nomenklatura partyjna	people nominated by communist party
o własnych siłach	unaided
obozowisko	campsite
obradujący	debating
obwodowy	regional
odejść ze stanowiska	to leave the post, quit
odgrodzony	separated
odleżyna	bedsore
odprawić nabożeństwo	to celebrate a service
odwołać	to remove, recall
odwołany	cancelled
okrągłe dwa lata	exactly two years
ordynator	(hospital) ward head
osadzić w areszcie śledczym	to arrest, to put in prison, to lock somebody up
Partia Ludowa	People's Party
pas taktyczny	tactical lane
pełnić	to be in charge of
plac	training ground
poświęcić	to dedicate
pod naciskiem	under pressure
poligon	range

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porażenie	paralysis
porządek obrad	agenda
posiedzenie	meeting
proces odnowy	revival, restructuring
prokurator generalny	Attorney General
prominent	VIP in a communist country
przejście	passage
przekroczyć granicę	to cross a border
przeleżeć	to stay in bed
przemieszczenie	translocation
przemówienie	speech, address
przysięgać	to swear, to take an oath
przyspieszyć	to speed up, to advance
Rada Obrony Państwa	National Defense Council
Rada Państwa	People's State Council
rdzeń kręgowy	spinal cord
Republika Federalna Niemiec	Federal Republic of Germany; West Germany
resort	department
rokowania	negotiations
rozliczenie	here: prosecution
rozwiązany	disbanded
sanatorium	sanitarium, nursing home, convalescent house, rest home
schronisko	shelter-home, hospice
skierowany	sent
skok spadochronowy	parachuting
skorumpowany	corrupt
skład osobowy	members (of a committee, the government)
Socjalistyczna Partia Jedności	Socialist Unity Party
sprawność	fitness
sprawy socjalne	social affairs
staw kolanowy	knee-joint
stolik	table (esp. in a restaurant, etc.)
styczność	here: contact, experience

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swoboda	freedom, liberty
swobody obywatelskie	civil liberties
szafa pancerna	safe box
szczyt	summit
szlak	trail
szpital wojskowy	military hospital
służba zastępcza	substitute service
teka	portfolio
trafić do wojska	to land in the army
troszeczkę	a little bit (informal)
turnus	fixed period
uciekinier	refugee, fugitive
ukrwienie	blood supply <flow>
urząd do spraw cen	bureau regulating prices
ustąpić	to resign
ustąpienie	withdrawal, retirement, resignation
uszkodzenie	injury
usztywnienie	knee or ankle support
w intencji czegoś	for something's intention
wakujący	vacant
wezwać do zachowania spokoju	to appeal for calm
wiarygodne źródło	reliable source
wielotysięczny	(consisting of) several thousand
wierność	loyalty
więzień polityczny	political prisoner
współpraca	cooperation
współzawodnictwo	competition
wycofanie	withdrawal
wydać nakaz aresztowania	to give an arrest warrant
wydalić z szeregów	to expel from ranks
wyemigrować	to emigrate
wyjść na jaw	to come to light, become apparent, come out into the open
wyjść z czegoś	to escape unhurt

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wyruszyć	to set out (on a journey, etc.)
wytypowany	chosen, appointed, nominated
względy zdrowotne	health reasons
wzmocnienie	strengthening
wznosić okrzyki	to raise shouts
wózek inwalidzki	wheelchair
zaburzenia równowagi	problems with balance
zagwarantowanie	guarantee, warrant, assurance
zajęcia	classes
zaprzestać	to stop
zaprzysiężenie	oath, vow, pledge
zarzucać	to accuse
zatrzeć ślady	to smooth over, hush up
zatrzymać w areszcie	to keep in prison/police-station
zawrót głowy	dizziness
zbzikować	to go crazy <cranky>
zdementować	to deny
zgłoszony	presented
zmiany kadrowe	personnel/staff changes
znaczek	stamp
zniechęcić się	to get discouraged
znosić	to cancel
Zrzeszenie Wolnych Niemieckich Związków Zawodowych	Association of Free German Trade Unions
zrzeszony	union member (adjective)
zwiedzać	to see the sights
zwolnić ze stanowiska	to dismiss
zwołanie	convention, convocation
złamać kręgosłup	to break one's spine/ backbone
złożony	composed of
złożyć rezygnację	to resign

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Glossary of Acronyms and Abbreviations

ADN	East German Press Agency
AWF (Akademia Wychowania Fizycznego)	Academy of Physical Education (a college-type of school
WKU (Wojskowa Komenda Uzupełnień)	Military Draft Command
CRZZ (Centralna Rada Związków Zawodowych)	Central Council of Trade Unions
ČTK (Czech: Československá Tisková Kancelář)	Czechoslovakian Press Agency
KC NSPJ (Komitet Centralny Niemieckiej Socjalistycznej Partii Jedności)	Central Committee of the German Socialist Unity Party
KPCz (Komunistyczna Partia Czechosłowacji)	Communist Party of Czechoslovakia

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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 21. Political Changes in Eastern Europe
Part I: East Germany

Listen to Text A and answer questions 1-2.

1. According to Western press agencies, how many people took part in demonstrations at Plawen?

   a. About 3,000
   b. Over 3,000
   c. About 30,000
   d. Over 30,000

2. Which of the following was NOT one of demonstrators' demands?

   a. Free elections
   b. Freedom for political prisoners
   c. Freedom of press and travel
   d. Legalization of opposition groups

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Listen to Text B and answer questions 3-5.

3. How many people protested in Dresden?

   a. About 2,000
   b. Over 2,000
   c. About 20,000
   d. Over 20,000

4. When did the demonstration start?

   a. After a morning mass
   b. After a noon mass
   c. After an afternoon mass
   d. After an evening mass

5. What did the police do?

   a. They made some arrests.
   b. They did not intervene.
   c. They broke up the demonstration.
   d. They told the protesters to disperse.

Listen to Text C and answer questions 6-10.

6. According to the MTI press agency, how many East Germans left Hungary for Austria?

   a. 669
   b. 3,000
   c. 3,600
   d. 3,669

7. To which country did the highest number of East Germans leave?

   a. Austria
   b. Hungary
   c. Romania
   d. West Germany

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8. According to the text, 43,321 East Germans

   a. emigrated.
   b. emigrated to Austria.
   c. emigrated to West Germany.
   d. emigrated to West Germany via Hungary.

9. The 11,522 people mentioned in Text C crossed the border

   a. illegally to Rumania.
   b. legally to Rumania.
   c. illegally to Hungary.
   d. legally to Hungary.

10. How many people crossed the Hungarian-Romanian border from the 16th to 22nd of October?

   a. Two hundred people crossed the border into Rumania.
   b. Fifty people crossed the border into Rumania.
   c. Five hundred people crossed the border into Hungary.
   d. Fifty people crossed the border into Hungary.

Unit 22. Political Changes in Eastern Europe
Part II: Czechoslovakia

Listen to Text D and answer questions 11-14.

11. When did the Civic Forum call for a general strike?

   a. On Monday
   b. On Wednesday
   c. On Thursday
   d. On Friday

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12. How long was the strike supposed to last?

    a. 2 hours
    b. 4 hours
    c. 12 hours
    d. 14 hours

13. CTK, the Czech press agency, was on strike for only 15 minutes because

    a. the government threatened to shut the agency down.
    b. the personnel had to report current news.
    c. the military threatened to take over the agency.
    d. of a disagreement among its personnel.

14. According to the text, 60-70 percent Czech enterprises

    a. did not strike.
    b. went on strike for 15 minutes.
    c. went on strike for two hours.
    d. had at least sections on strike for two hours.

Listen to Text E and answer questions 15-16.

15. According to the text, why was the entry about the leading role of the communist party removed from the Czechoslovak constitution?

    a. It was decided upon earlier by parliament.
    b. It was suggested by the new government.
    c. It was one of the demands of the protesters.
    d. It was one of the conditions to stop the strikes.

16. The statement about educating the society in the spirit of Marxism-Leninism

    a. was also removed immediately.
    b. was left in place.
    c. was decided to be removed later on.
    d. was not discussed at the session.

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Listen to Text F and answer questions 17-20.

17. Who is Karel Urbanek?

a. Prime Minister
b. Leader of the Czechoslovak Communist Party
c. Chairman of the Parliament
d. Leader of the Prague communist organization

18. What was supposedly one of the topics of discussion between Urbanek and Havel?

a. Nominating a candidate for president
b. Including opposition representatives in the government
c. Nominating a candidate for prime minister
d. The number of opposition representatives in the government

19. According to the text, the talks on changes

a. ended abruptly.
b. were suspended.
c. will continue.
d. will end on Wednesday.

20. Which of the following resigned during the extraordinary plenary session of the Central Committee of the Slovak Communist Party?

a. The Central Committee itself
b. The Secretariat of the Central Committee
c. The Politburo of the Slovak Communist Party
d. The First Secretary of the Slovak Communist Party

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Unit 23. Joint Maneuvers

Listen to Text G and answer questions 21-22.

21. On which day of the maneuvers was the report made?

    a. First
    b. Second
    c. Third
    d. Fourth

22. Whose task is the most difficult one?

    a. Drivers
    b. Gun commanders
    c. Loaders
    d. Gun-aimers

Listen to Text H and answer questions 23-24.

23. What were the Western observers mostly interested in?

    a. Tanks
    b. Amphibious vehicles
    c. Helicopters
    d. Personnel carriers

24. Which feature of the these vehicles is NOT mentioned in the text?

    a. They are fast.
    b. They are easy to operate.
    c. They have thick armor.
    d. They have low ground clearance.

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Listen to Text I and answer questions 25-28.

25. The reporter asks about

    a. the soldiers' performance.
    b. cooperation between soldiers.
    c. the soldiers' impressions.
    d. cooperation between the staffs.

26. What is Krakowski's rank?

    a. Szeregowy
    b. Starszy szeregowy
    c. Kapral
    d. Starszy kapral

27. How did the Polish soldiers cope with the Russian language?

    a. With great difficulty
    b. Easily
    c. With mostly sign language
    d. Passably

28. Where did the soldiers learn their foreign language skills?

    a. At home
    b. At primary school
    c. At high school
    d. At military academy

Listen to Text J and answer questions 29-30.

29. Who sent the major a letter?

    a. A colonel from Wilno
    b. A commander of a regiment from Wilno
    c. A colonel from Grodno
    d. A commander of a regiment from Grodno

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30. Whom did the soldiers meet there?

a. Poles temporarily working in the region
b. Polish soldiers who were nearby
c. Poles living in the region
d. Representatives of the Polish Military Mission

Unit 24. Freshmen at a Military Academy

Listen to Text K and answer questions 31-32.

31. The first speaker knows military life because

a. his father is an officer.
b. he is a graduate of a military high school.
c. his father teaches in a military high school.
d. he planned to go to a military academy.

32. Why didn't he enter a military academy?

a. He failed the entrance exams.
b. He needs some time to think his decision over.
c. Because of his poor health
d. Because of the lack of places

Listen to Text L and answer questions 33-35.

33. Which of the following items does the student NOT mention?

a. Food
b. Footwear
c. Underwear
d. Hot water

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34. What does he find difficult to get used to?

a. Discipline
b. Different food
c. Getting up early
d. Not having enough spare time

35. What does the reporter think will be a problem after a few days?

a. Physical exhaustion
b. Lack of space for oneself
c. Getting used to other students
d. Homesickness

Listen to Text M and answer questions 36-37.

36. Why were this student's parents glad that he entered the school? Check the reason he does NOT give.

a. He will become disciplined.
b. They will not have to support him.
c. He will be able to manage well in life.
d. They will not have to worry about his grades.

37. According to this student if he does not study, he will

a. fail his exams.
b. not be promoted.
c. not get passes.
d. be transferred to ordinary military service.

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Listen to Text N and answer questions 38-40.

38. What is one of the first student's favorite pastimes?

a. Playing soccer
b. Playing the guitar
c. Playing basketball
d. Listening to guitar music

39. What is the second student's favorite pastime?

a. Playing basketball
b. Jogging
c. Playing volleyball
d. Swimming

40. What is the third student interested in?

a. Oriental religions
b. The history of the Roman Catholic Church
c. The history of Far East countries
d. The history of the Orthodox Church

Unit 25. Accidents in the Army

Listen to Text O and answer questions 41-42.

41. When can the best military skills be formed?

a. In direct combat
b. During classes and training
c. At a range
d. During exercises with other armies

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42. According to the text, what can sometimes be more dangerous than weapons?

    a. Absent-mindedness
    b. Seemingly unimportant details
    c. Lack of discipline
    d. Poor safety measures

Listen to Text P and answer questions 43-44.

43. What happened when the soldier approached the rope?

    a. The tank moved and crushed him.
    b. The rope broke and cut him in two.
    c. The truck moved and crushed him.
    d. He was entangled in the rope, which cut him in two.

44. Who, according to the reporter, was responsible for the soldier's death?

    a. The soldier himself
    b. The driver of the truck
    c. The commander
    d. The reporter does not answer the question.

Listen to Text Q and answer questions 45-50.

45. In what kind of unit did Stanisław Bartosz serve?

    a. Airborne
    b. Ground forces
    c. Artillery
    d. Air forces

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46. Where did the bullet hit him?

a. In the leg
b. In the arm
c. In the neck
d. In the spine

47. Which of the following does he talk about when describing his accident?

a. Seeing the gun
b. Seeing blood
c. Feeling pain
d. Hearing shouts

48. How long did the operation last?

a. Two hours
b. Two and a half hours
c. Three hours
d. Two and a half to three hours

49. How long was he in hospital?

a. Two weeks
b. Three weeks
c. Four and half years
d. Five years

50. What is his health situation today?

a. He has no problems.
b. He uses crutches.
c. He uses a wheelchair.
d. He stays in bed.

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