



POLISH

Proficiency Improvement Course

Listening Workbook

Volume 4
Units 46 - 50

1989
Reconfigured 1995

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER





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POLISH PROFICIENCY IMPROVEMENT COURSE

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Subcourse Overview

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

Workbook 10 is at proficiency level 2+. It contains texts about political education in some western armies, national problems (Namibia and the Ukraine), imposition of martial law in Poland in 1981, and economic and legal problems in the Polish army. These texts have been taken from the Polish media.

This is the only workbook at level 2+. 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 the sequence of events,
- listening for numerical information,
- listening for time references,
- using context to guess the meaning of words.

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Table of Contents

Section		Page
Subcourse Overview		i
Administrative Instructions		iv
Grading and Certification Instructions		iv
Unit 46	**The Katyń Massacre**	
	Exercises 1–9	2
	Key Vocabulary	10
	Acronyms and Abbreviations	11
Unit 47	**The Ukraine**	
	Exercises 1–10	14
	Key Vocabulary	23
Unit 48	**The Kukliński Report**	
	Exercises 1–10	25
	Key Vocabulary	35
Unit 49	**Namibia**	
	Exercises 1–10	38
	Key Vocabulary	48
	Acronyms and Abbreviations	48
Unit 50	**Economic and Legal Problems in the Army**	
	Exercises 1–10	49
	Key Vocabulary	56
Speaking Suggestions		59
Answer Keys, Units 46—50		63
Dictionary		81
Glossary		85
Workbook Test		87

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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 46. The Katyń Massacre

Katyń is a place in the Soviet Union where more than four thousand Polish soldiers were killed by the Soviet government during the Second World War. This massacre of defenseless prisoners is still a very sensitive issue in Polish-Soviet relations that has only recently been openly discussed. During his 1990 visit to the Soviet Union President Jaruzelski received some documents with the names of the Polish officers kept in Soviet camps from President Gorbachev.

Formerly, the Soviets claimed that the Nazis were responsible for the deaths of thousands of Poles in 1940. Recently, the Soviet government has admitted the crime was committed by the NKVD (People's Commissariat of Internal Affairs, former Soviet security police).

In this unit you will hear an interview with Colonel Kazimierz Sobczak, the head of the Military Historical Institute. The interview concentrates on the role of the Polish Armed Forces in looking for 'lost' Polish officers in the Soviet Union and in discovering the truth about the massacre.

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Exercise 1 About 15,000 Polish officers were kept in three Soviet camps: Kozielsk, Starobielsk, and Ostashkov. Find Katyn and these three places on the map below and circle them.

Figure 46.1. The Katyn Massacre



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Exercise 2 To further prepare you to understand the interview check your knowledge of the following Polish words and phrases. Match the Polish words and phrases with their English equivalents by writing appropriate letters in column A in the spaces provided.

Column A	Column B
1. _____ sądowa (medycyna)	a. mass grave
2. _____ posądzić	b. missing
3. _____ sporządzić	c. to attribute
4. _____ wiarygodność	d. appointment
5. _____ brygada kolejowa	e. to make up
6. _____ zbiorowa mogiła	f. forensic
7. _____ obsada stanowiska	g. railroad work party
8. _____ przepaść bez wieści	h. credibility

Exercise 3 Listen to Text A which answers the questions why and how many Polish soldiers were imprisoned by the Soviets.

1. Read the questions below. Then listen to the text and answer them in English in the spaces provided.

   a. What happened on September 17, 1939?

   _____

   _____

   b. How many Polish soldiers were taken prisoner by the Soviets?

   _____

   _____

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c. How many officers were among them?

_____

_____

d. When did correspondence between the imprisoned officers and their families stop?

_____

_____

2. Listen to Text A again. This time we shall concentrate on the organization of the text. What do the following words and phrases refer to? Write your answers in Polish in the spaces provided.

a. tych wydarzeń:

_____

b. oni:

_____

c. w tych obozach:

_____

Exercise 4 Listen to Text B which is about how the massacre came to light in 1943. State which of the sentences below are true (T) and which are false (F). Check the appropriate boxes.

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	T	F
1. A group of Poles working on the German railroads discovered graves of Polish soldiers.	❑	❑
2. The local population informed Poles working on the German railroads about the discovery of the Polish soldiers' graves.	❑	❑
3. German experts under the leadership of Gerhard Butz unearthed eighteen mass graves in the spring of 1943.	❑	❑
4. Berlin radio broadcast information about the discovery of the graves of Polish officers on April 13, 1943.	❑	❑
5. Berlin radio accused the NKVD of murdering the Polish soldiers.	❑	❑

Exercise 5 Text C is a continuation of Text B. It is about some of the reactions to the discovery of mass graves. Write the answers to the following questions in Polish in the spaces provided.

1. Who confirmed Berlin radio's statement?

   a. _____

   _____

   b. _____

   _____

2. When did the Soviets publish their communique on the murder?

   _____

3. Whom did they accuse of the massacre?

   _____

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4. Who confirmed their communique?

_____

_____

Background Note 

Władysław Anders, General, an organizer of the Polish Armed Forces in the Soviet Union which he moved out of Russia into the Middle East in the summer of 1942;
Zygmunt Berling, Lieutenant Colonel, an organizer of the Pro-Soviet Polish Armed Forces in the Soviet Union;
Władysław Sikorski, General, the head of the Polish Government in Exile and Commander-in-Chief of the Polish Armed Forces in the West;
Wsiewołod Mierkułow, the Soviet Minister of State Security;
Ławrentij Beria, Minister of the People's Commissariat of Internal Affairs (NKVD).

Exercise 6 Text D is the first part of the answer to the Polish Armed Forces' inquiries about the fate of the officers kept in Kozielsk, Starobielsk, and Ostashkov. Listen to the text and answer the questions in Polish. Write your answers in the spaces provided.

1. What did Colonel **Berling** do in the fall of 1940?

_____

_____

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2. For what positions were those persons to be considered?

_____

_____

3. What was Mierkułow's answer when asked about the missing officers?

_____

4. What did Beria say?

_____

5. Who started a large-scale search for the missing officers in April 1940?

_____

Exercise 7 Text E is about another inquiry into the fate of the Polish officers. Listen to the text and answer the questions below in Polish in the spaces provided.

1. What did General Sikorski ask Captain Czapski to do?

_____

_____

2. What did Czapski do then?

_____

_____

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3. Who asked Stalin about the fate of 10,000 Polish officers taken POW's by the Soviet Army on the 3rd of December, 1941?

_____

4. What took place on the 3rd of December, 1941?

_____

5. Who asked Stalin about the Polish officers on the 18th of March, 1942, Anders or Sikorski?

_____

_____

6. What were Stalin's answers both times?

_____

_____

Exercise 8 Text F is about Soviet pressure on Polish Armed Forces serving in the Soviet Union to authenticate the report that the Germans killed the Polish soldiers at Katyń. Listen to the text and answer the following questions in Polish.

1. According to the text, why was the investigation conducted by the Polish Armed Forces in the Soviet Union dramatic?

_____

_____

2. Did the majority of officers and soldiers sign the resolution?

_____

_____

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3. What argument did the Soviets use to force the unconvinced to change their minds?

_____

_____

Exercise 9 Turn off your tape-recorder now and match the questions given below with the answers to them. Write the letter of the appropriate question in the box supplied before each answer. Then turn on the tape-recorder and verify your answers. The questions and answers in this exercise are a fragment of an interview with a Soviet historian, Natalia Lebiedieva.

1. Zginęło 15 131 — z tego w Katyniu rozstrzelano ponad 4 tysiące. Co stało się z pozostałymi?
2. Czy zadawała sobie pani pytanie o motywy zbrodni popełnionej na polskich oficerach?
3. Czy na podstawie odnalezionych dokumentów można potwierdzić ten fakt?
4. Z pani wyliczeń wynika, że w Związku Radzieckim zginęło 15 131 polskich oficerów...

❑ - _____

a To nie są moje obliczenia, lecz obliczenia Berii i Soprunienki. Liczba taka figuruje w kilku dokumentach, sporządzonych przez Soprunienkę dla Berii i całkowicie zgadza się ona z obliczeniami historyków polskich.

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❑ - _____

b. Jak to co? Pozostali zginęli w okolicach Charkowa i Kalinina. Tam ich rozstrzelano. Nie znamy dokładnego miejsca egzekucji i gdzie ich pochowano.

❑ - _____

c. Absolutnie dokładnie wiadomo, że skierowano ich do Kalinina oraz do Charkowa i tam ślad się urywa. Nazwiska oficerów z listy charkowskiej i kalinińskiej nigdy więcej już nie pojawiają się w żadnych dokumentach, co nie było niedopatrzeniem...

❑ - _____

d. Oczywiście i wypowiadałam się w tej sprawie już wielokrotnie. Czas przeprowadzenia całej operacji wskazuje na jej związek z przygotowaną akcją w państwach bałtyckich. Chodziło o zwolnienie kilkudziesięciu tysięcy miejsc dla nowych więźniów. Stalin i Hitler, likwidując w 1939 roku państwo polskie, dążyli jednocześnie do zlikwidowania i tych, którzy mogli walczyć później o jego odbudowę. Stalinowi zależało [także] na zlikwidowaniu polskiej inteligencji i elity intelektualnej.

Key Vocabulary

być w obiegu	to be in circulation
dociekanie	inquiry
niewola	captivity
organ	body
Polski Czerwony Krzyż	Polish Red Cross
rotmistrz	captain (in the pre-war army)

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skorygować	to correct
ujawnienie	exposure
wymijająca odpowiedź	guarded reply

Acronyms and Abbreviations

PSZ (Polskie Siły Zbrojne)	Polish Armed Forces

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Unit 47. The Ukraine

To help you work with this unit, some historical information on the Ukraine will be useful.

The protocols agreed on at Lublin in 1569 established the formal union of Poland and Lithuania under the Polish crown. As part of the agreement, the Lithuanians ceded the largest portion of the Ukraine to Poland. The Union of Lublin guaranteed the equality of the Greek Orthodox hierarchy with the Roman Catholic hierarchy. But at a synod in Brest in 1596, a majority of the Orthodox bishops recognized the supremacy of the pope while retaining for the Ukrainian church its traditional Byzantine liturgy and separate ecclesiastical jurisdiction. The largely Polonized — and increasingly Roman Catholic — aristocracy in the Ukraine supported the bishops in transforming the Ukrainian church into a Greek Catholic community, but the union with Rome was rejected by many of the lower clergy and much of the peasantry. Today the Ukrainian Greek Catholic Church is still considered something of a center of Ukrainian nationalism.

The Ukraine's current population is 51.7 million, of which 74% is Ukrainian, 21% is Russian, and 1% is Jewish. It became a Soviet republic in 1922. Nationalist opposition in this largest non-Russian republic is led by Rukh, a coalition of Communists and non-Communists organized in September 1989. The group, which claims several hundred thousand members, is fighting for economic autonomy, political pluralism, and more freedom to use the Ukrainian language. Demonstrations calling for the resignation of party officials have been mounted in several cities. Much resentment centers on Moscow's mishandling of the 1987 Chernobyl nuclear disaster.

In this unit you will hear an interview with a Polish Consul to the Ukraine, an interview with the head of the Ukrainian Greek Catholic Church and a news broadcast about the founding of a new independent Ukrainian movement.

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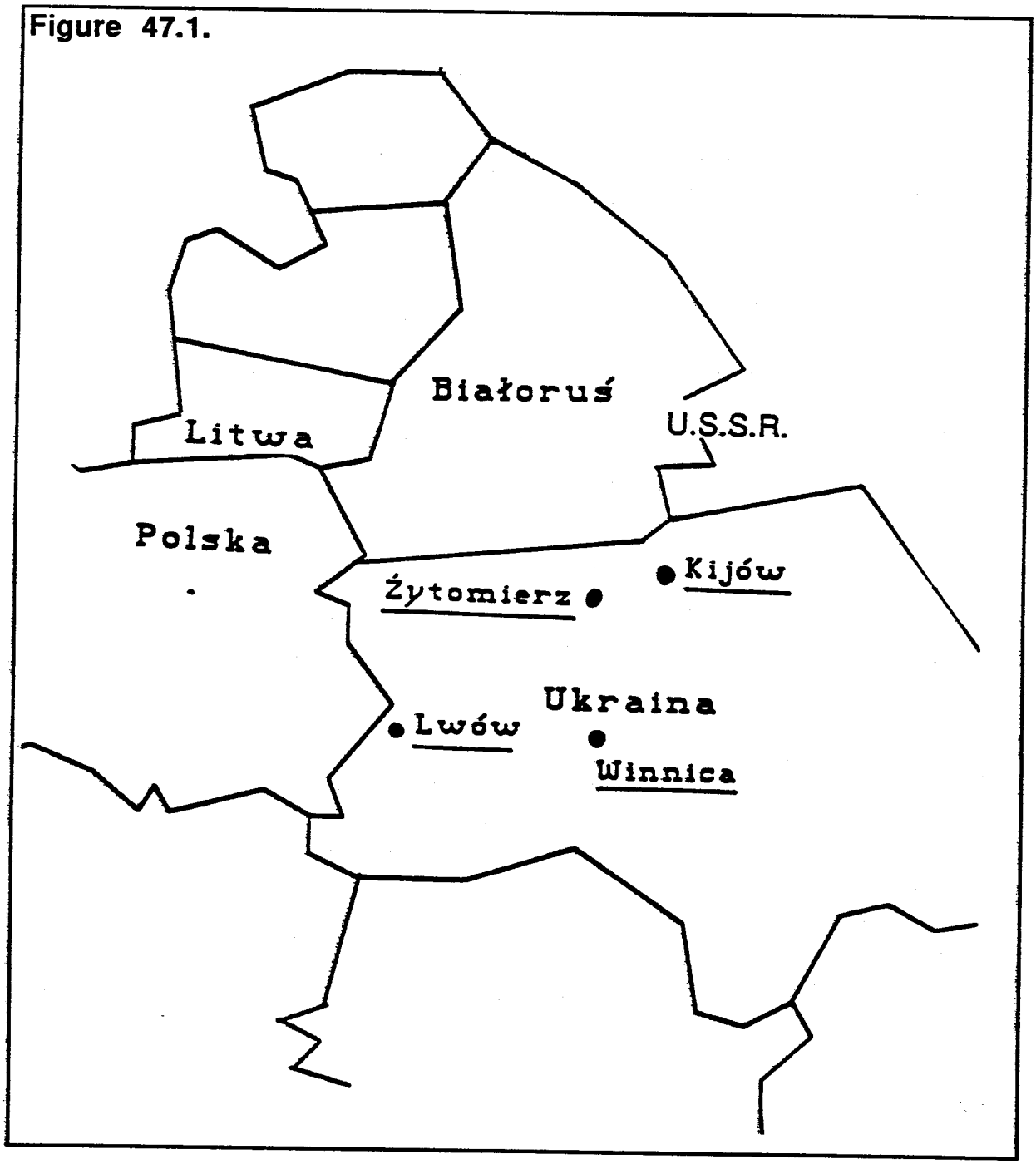
Exercise 1 On the map below locate and underline the following cities: Kijów, Lwów, Winnica, Żytomierz.

Figure 47.1.



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Background Note 

Porta Otomańska, the Ottoman Empire (also called the Turkish Empire), was a former Turkish empire that was founded about 1300 by Osman. It reached its greatest extent under Suleiman in the 16th century, and collapsed after World War I.

Exercise 2 Text A is the beginning of an interview with a Polish consul in Kiev, the capital city of the Republic of Ukraine. The interview deals with the problems of Poles living in that region. Listen to the text and answer the questions below in Polish. Write your answers in the spaces provided.

1. Unofficially, how many Poles are said to live in the Ukraine?

_____

2. What is the official number of Poles living in the Ukraine?

_____

3. Why is it difficult to know the precise number of Poles living in that region?

_____

_____

4. How many Poles are living in the following cities?

CITY	NUMBER OF POLES
Lwów	a. _____
Winnica	b. _____
Żytomierz	c. _____

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5. Who wants to talk about organizing Polish schools in the Ukraine?

_____

_____

6. What subjects are proposed to be taught in those schools?

a. _____

b. _____

c. _____

Exercise 3 Text B is about some duties of the Polish consulate in Kiev and the problems and activities of Poles living there. Listen to the text and check which of the following statements are true (T), and which are false (F).

	T	F
1. The interviewer accuses the consulate's employees of not fulfilling their duties well.	❑	❑
2. The number of duties performed by the consulate employees has increased.	❑	❑
3. Most of these duties center on finding displaced persons.	❑	❑
4. These displaced persons have left apartments, houses, and belongings in the Ukraine.	❑	❑
5. The displaced persons want to get their belongings back.	❑	❑
6. It is impossible for the displaced persons to achieve anything without the consulate's help.	❑	❑

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Exercise 4 Text C is about some activities organized by some of the Polish organizations active in the Ukraine and the Consulate. Listen to the text and answer the questions below. Write your answers in Polish in the spaces provided.

1. What events does the Polish Cultural-Educational Society organize? Check the correct answers from among the ones provided in the box below.

_____	a. organizowanie wystaw rzemiosła polskiego
_____	b. organizowanie kursów języka polskiego
_____	c. torowanie dróg dla polskich filmów
_____	d. opieka nad polskimi zabytkami
_____	e. torowanie dróg dla wypuszczania na rynek polskich współczesnych książek

2. Before answering the questions that follow, listen to the consul's answer to the second question. What do the following referential words refer to? Write your answers in Polish in the spaces provided. Doing this will help you concentrate on what is implied in the answer.

   a. jej - _____

   b. wykazujemy - _____

   c. żyjemy - _____

3. In what other field besides consular work are the consulate employees active?

   _____

   _____

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4. Why is this extra activity necessary?

_____

_____

5. What does the interviewee have to do?

_____

_____

6. Does it mean that there is not enough information in the media?

_____

Exercise 5 Text D is the beginning of an interview with Cardinal Myrosław Iwan Lubacziwski, head of the Ukrainian Greek Catholic church. The part of the interview you will hear in this unit concentrates on political matters and Polish-Ukrainian relations. Listen to the text and answer the questions in Polish. Write your answers in the spaces provided.

1. When asked why Ukrainians so rarely voice their demands for independence, he gives two reasons: the Ukraine's neighbors and the Ukrainian temperament. Give more specific information on this answer.

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a. What neighbors/enemies does he list?

1. _____	na południu,
2. _____	na południu,
3. _____	na wschodzie,
4. _____	na zachodzie,
5. _____	(Drang nach Osten)
6. _____	

b. How does the Ukrainian temperament explain Ukrainians' apparent inability to defend themselves?

_____

_____

2. The interviewer asks whether the Ukraine will follow East European countries and some Soviet republics in their drive for independence. What does the Cardinal say about the situation in the Ukraine?

_____

_____

3. What does the Cardinal say about Moscow's possible reaction to separation in Estonia and the Ukraine?

_____

_____

4. According to the Cardinal, will Moscow agree to give the Ukraine its land back?

_____

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Exercise 6 Text E is about the beginning of independence movements in the Ukraine and the attitude of the church towards them. Listen to the text. To whom do the words in the table refer? Write your answers in Polish in the spaces provided.

WORD	WHO?
on	a. _____
głowa Kościoła	b. _____
jesteśmy	c. _____
obudzili, zaczynają	d. _____
my	e. _____
swojej	f. _____

Exercise 7 Listen to Text E again and answer the questions below in English. Write your answers in the spaces provided.

1. What took place in Kiev, the capital city of the Ukraine, a few weeks earlier?

_____

_____

2. According to the founders of the organization, how many active members will this organization have?

_____

3. How many supporters will it have?

_____

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4. Who is among the delegates?

_____

_____

5. What does the Cardinal say about the church's role in politics?

_____

_____

6. In what way is the church going to support the movement?

_____

_____

Exercise 8 In Text F the interviewer mentions that at a certain time in history relations between Poland and the Ukraine began to sour. He asks about the Cardinal's opinion on this subject. Listen to the text and check which of the sentences below are true (T) and which are false (F).

	T	F
1. Poles still think of the Ukrainians as their enemy.	❑	❑
2. The Ukrainians, on the other hand, treat Poles as brothers.	❑	❑
3. The churches have reconciled.	❑	❑
4. Polish cardinals have visited Cardinal Lubacziwski in Rome.	❑	❑
5. Cardinal Lubacziwski has been to Poland three times recently.	❑	❑
6. The feeling of animosity, however, has not yet disappeared completely.	❑	❑

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Exercise 9 Text G is about the founding of a congress of a new independent Ukrainian movement. Listen to the text and, in Polish, supply the necessary information in the table below.

Name of the organization:	_____
Its demands:	a. _____ _____ b. _____ _____
Leadership:	President: _____ Deputy President: _____ General Secretary: _____

Exercise 10 Text H is about the attitude of some Soviet military commanders towards independent movements. Listen to the text and fill out the blank spaces below.

Ogromne wrażenie wywarło wystąpienie _____ (a) Dilena Mitrosiana, _____ (b) do Rady Najwyższej, dowódcy _____ (c) wojsk łączności w Równem. "Oprócz mnie jest już u nas wielu dowódców _____ (d) i wielu oficerów, którzy nigdy nie wydadzą rozkazu _____ (e) do obywateli naszego kraju. Obiecuję też, że dopóki będę _____ (f), żaden z moich _____ (g) nie będzie strzelał do matek i braci _____ _____ (h) " – mówił. Po tych słowach sala długo _____ (i) "Jedność", "Jedność".

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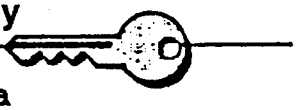
Key Vocabulary



do ustalenia	to be decided
dowódca pułku wojsk łączności	commander of a communication troop regiment
Drang nach Osten (German)	territorial expansion to the East
gryźć się	to be at loggerheads
koczownicze plemiona	nomadic tribes
krótkowzroczność	shortsightedness
Ludowy Ruch Ukrainy	Ukrainian People's Movement
nadmierna troska	excessive solicitude
Narodowy Ruch Ukrainy Na Rzecz Przebudowy	National Movement for the Restructuring of the Ukraine
nieskrępowany rozwój	unrestrained development
Polskie Stowarzyszenie Kulturalno-Oświatowe	Polish Culture and Education Society
Porta Otomańska	Ottoman Empire
prawa majątkowe	property rights
przesiedleniec	emigrant, displaced person
rycerski	knightly
torowanie dróg	showing the way
wypuszczanie książek na rynek	publishing books
zapobiegać	to prevent
Związek Helsiński	Helsinki Union

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Unit 48. The Kukliński Report

Martial law in Poland was introduced on December 13, 1981, as a result of Moscow's pressure to suppress *Solidarity*, the first independent trade union movement in the communist bloc. The movement came into existence in 1980 as a result of the Gdańsk agreements signed by the representatives of the Polish Communist Party (formerly known as Polish United Workers' Party) and the representatives of the Strike Committee led by Lech Wałęsa. Under pressure from Moscow, representatives of the Polish armed and security forces decided to use Polish forces to crush Solidarity.

The texts you are going to hear are parts of the so-called Kukliński report. Colonel Kukliński participated in the preparation for martial law and was a witness to all behind-the-scenes maneuvers. Two months before martial law was imposed, he defected to the West with some documents. These documents have become known as *The Kukliński Report*. The important figures in Polish political life at that time whose names you will hear in the texts in this unit were: General Wojciech Jaruzelski, Minister of Defense, Prime Minister and, after, Stanisław Kania's resignation from the post (October 18, 1981), First Secretary of the Polish United Workers' Party; Mirosław Milewski, replaced later by General Czesław Kiszczak, Minister of Internal Affairs; and General Florian Siwicki, present Minister of Defense, who was then Chief of the General Staff.

Exercise 1 The words and phrases on the next page come from the texts you will listen to in this unit. Match the English words and phrases with their Polish equivalents by writing the appropriate letters next to the Polish words. Write your answers in the spaces provided. Doing this exercise will help you better understand the texts.

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___ 1.	czynna służba wojskowa	a. active military service
___ 2.	godzina policyjna	b. allied cooperation
___ 3.	gotowość bojowa	c. Civil Defense
___ 4.	internować	d. combat readiness
___ 5.	Komitet Obrony Kraju	e. curfew
___ 6.	Obrona Cywilna	f. Committee for the National Defense
___ 7.	pełna gotowość	g. martial law
___ 8.	stan wojenny	h. full readiness
___ 9.	współpraca sojusznicza	i. shock
___10.	wstrząs	j. to intern

Exercise 2 Text A is about the motives that underlay the imposition of martial law in Poland. Listen to the text and answer the questions below. Write your answers in Polish in the spaces provided.

1. When was the decision about introducing martial law in Poland made?

   _____

2. According to the plans, who was to conduct the operation?

   _____

3. Who was to enter the scene if the plan failed?

   a. _____

   b. _____

   c. _____

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Exercise 3 Text B is about the demands of the military concerning regulations which were to be obligatory during martial law. They had two sets of plans: one concerning the civilian sector, the other concerning the military sector. Listen to the text and, in Polish, supply the necessary information in the table below.

Civilian Sector	Military Sector
1. _____	1. _____
2. _____	_____
_____	2. _____
	_____
	3. _____
	_____
	4. _____
	_____

Exercise 4 Text C is about the division of duties between the military and police sectors in implementing martial law regulations. Listen to the text and answer the questions below in Polish. Write your answers in the spaces provided.

1. Who is mentioned as a body responsible for making decisions concerning use of military troops?

_____

2. What was this body's role supposed to be?

_____

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3. Where was the army not supposed to be used?

_____

4. Who was supposed to perform these duties?

_____

5. Turn your tape-recorder off now and look at the three sentences below which form Text C. Their order has been changed. Put them in proper order by writing appropriate letters in the spaces provided. When you have finished listen to the text again to verify your answer.

_____ Sztab Generalny WP chciał ograniczyć funkcje wojska w okresie stanu wojennego do terroryzowania społeczeństwa w dużych aglomeracjach miejsko-przemysłowych.

_____ Sztab Generalny WP stał na stanowisku, że funkcja ta powinna przypaść siłom Ministerstwa Spraw Wewnętrznych.

_____ Nie widział natomiast dla wojska żadnych zadań w bezpośredniej konfrontacji ze strajkującymi robotnikami.

Exercise 5 Text D is about proposals made by Mirosław Milewski, Minister of the Interior, concerning regulations obligatory during martial law.

1. Listen to the text and supply the necessary information to complete the table that follows. Write your answers in Polish in the spaces provided.

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Regulations concerning *SOLIDARITY*	Regulations concerning civil rights
1. _____ _____ 2. _____ _____	1. _____ _____ 2 _____ a. _____ b. _____ c. _____ d. _____ _____ _____ _____ _____ _____ 3. _____ _____ _____

2. Colonel Kukliński says that the above plans were not much different from what was implemented during martial law. The plans covered the following topics:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

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Exercise 6 Text E is about Soviet plans to deal with the situation in Poland. Listen to the text and answer the questions below in Polish. Write your answers in the spaces provided.

1. What kind of government did the Soviet leadership want to introduce in Poland?

_____

_____

2. What was going to happen before the introduction of a new government?

_____

_____

3. What was Moscow's opinion about the Polish armed forces?

_____

_____

4. Who did Soviets talk to about their plans?

_____

_____

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5. Who was sent to Moscow? Fill in the table below.

Polish Delegation to Moscow			
Departure date	Name	Rank/Title	Reason for going

Exercise 7 Text F is about the reaction of the Polish administration to Moscow's plans. Listen to the text and check which of the following statements are true (T), and which are false (F).

	T	F
1. The Moscow meeting on December 5, 1980, did not avert the danger of military intervention.	❑	❑
2. The Polish armed forces were to be supported by the Red Army and other Warsaw Pact armies.	❑	❑
3. Jaruzelski went to the General Staff to familiarize himself with the plans on April 11.	❑	❑
4. Jaruzelski was depressed and upset.	❑	❑
5. He did not want to sign the documents.	❑	❑
6. The First Secretary of the Polish United Workers' Party was in favor of immediate imposition of martial law.	❑	❑
7. The Polish Ministries of Defense and Internal Affairs proposed an immediate introduction of martial law.	❑	❑

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Exercise 8 Text G is about one of two methods of introducing martial law. Listen to the text and answer the questions below. Write your answers in Polish in the spaces provided.

1. What was the condition for declaring heightened combat readiness?

_____

_____

2. What was supposed to be set in combat readiness?

a. _____

_____

b. _____

_____

c. _____

_____

3. According to General Siwicki, what were the advantages of this method of introducing martial law?

_____

_____

4. What were the disadvantages of this method?

_____

_____

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Exercise 9 Text H is about the characteristics of the second method of introducing martial law. Listen to the text and answer the questions below. Write your answers in Polish in the spaces provided.

1. What two institutions considered the second method the main one?

   a. _____

   b. _____

2. What were its main features?

   a. _____

   _____

   b. _____

   _____

3. What matter was problematic?

   _____

   _____

4. What kind of reaction did Siwicki anticipate on the part of the Polish public?

   _____

   _____

5. What would the allies have done if Polish forces had been unable to crush the public's resistance?

   _____

   _____

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6. What kind of attitude towards the Soviet Union and Poland's Warsaw Pact allies on the part of the Polish leadership did Siwicki suggest?

_____

_____

7. How did the General Staff evaluate the chances of succeeding with the plan?

_____

_____

Exercise 10 Text I is about the final stages of preparing for the introduction of martial law. Listen to the text and fill out the empty spaces in the text.

Za wprowadzeniem _____ (a) wypowiedzieli się właściwie wszyscy członkowie _____ (b).

Od 13 września 1981 roku tylko Kania stał na _____ (c) podjęcia ostatecznej decyzji politycznej o wprowadzeniu w Polsce stanu wojennego.

W październiku i listopadzie ciężar _____ (d) wyraźnie przesunął się do _____ (e) oraz wydziału propagandy KC PZPR, które miały przygotować silne, trafiające społeczeństwu do przekonania _____ (f) użycia siły.

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Key Vocabulary



dokuczliwość	spite(fulness)
ekstrema	people having extreme opinions, likely to act violently, extremists
Komitet Obrony Kraju	Committee of National Defense
montować	to organize
nadzwyczajne uprawnienia	extraordinary powers
naruszenie prawa	breaking the law
nienaruszalność mieszkań	inviolability of residences
nieodwołalny	irrevocable, irreversible
nietykalność osobista	personal immunity
postulować	to postulate/stipulate
prawa obywatelskie	civil liberties
prawo zrzeszania się	right of association
przymiarka	attempt (n.)
skrytość	secretiveness
swobodne poruszanie się	free movement
tajemnica korespondencji	secrecy of correspondence
wstrzemięźliwość	moderation, restraint
zakulisowo	behind-the-scene (adj.)
zażegnać	to avert
zawieszenie	suspension
złamać opór	to break resistance

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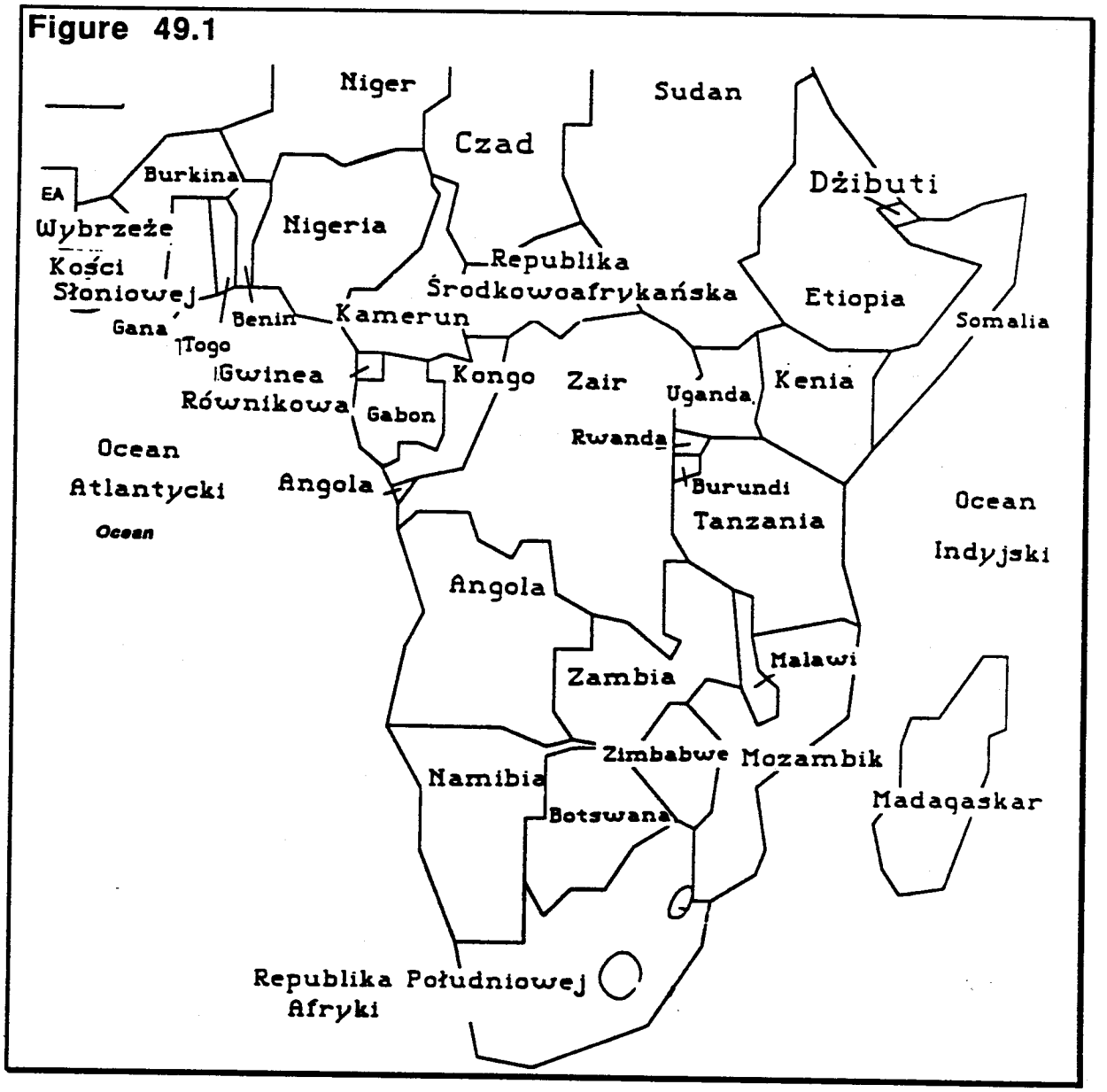
Unit 49. Namibia

In 1990 Namibia became an independent country. The texts in this unit present this country, the last major colony in Africa to be liberated, and the process which led to Namibia's liberation. This process was not an easy one, yet Namibia emerged as a country with the potentially most democratic system in Africa.

Figure 49.1



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Exercise 1 Text A reports on an assasination of a lawyer and political activist, Anton Lubovsky. Listen to the text and then answer the following questions. Write your answers in English in the spaces provided below.

1. Where was Lubovsky killed?

_____

2. Of what descent was Lubovsky?

_____

3. When were the first death threats against him made?

_____

4. What international figure condemned the assasination?

_____

5. Who was returning to Namibia two days after Lubovsky's assasination?

_____

Exercise 2 This exercise will check your understanding of some of the details of Text A. Listen to the text again. Then decide whether the following sentences are true or false. Indicate your choices by putting check marks in the appropriate boxes.

	T	F
1. Lubovsky was involved in political trials.	❑	❑
2. Lubovsky recently headed SWAPO's election campaign.	❑	❑
3. The Democratic Turnhalle Alliance is an ally of SWAPO.	❑	❑

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4. SWAPO is accused of imprisoning dissidents in its camps in Angola and Zambia. ❑ ❑

5. Sam Nujoma was considering withdrawing his candidacy for the office of Namibia's president. ❑ ❑

Exercise 3 In the texts in this unit you will hear what might be some new political and historical vocabulary, as well as certain phrases typical of the language used in these kinds of texts. To help you work with these texts, complete this two-part exercise.

1. This part will give you practice with single-word vocabulary items. Match the Polish words from column A with English words in column B. Note that not all English words will be used. Indicate your answers by writing the letters of the appropriate words from column B next to the words in column A.

A	B
1. ___ stawka	a. declared
2. ___ podbity	b. grant
3. ___ wyparty	c. leading
4. ___ przyznać	d. call
5. ___ czołowy	e. colonized
6. ___ sojusz	f. domination
	g. ousted
	h. ally
	i. stake
	j. alliance

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2. Now you can practice the more common political and historical two-word phrases. Match the Polish phrases from column A with English phrases in column B. Indicate your answers by writing the letters of the appropriate words from column B next to the words in column A.

	A	B
1. __	niezmierzone bogactwa	a. constitution
2. __	ludność miejscowa	b. mixed economy
3. __	obszar powierniczy	c. immense resources
4. __	walka niepodległościowa	d. local population
5. __	ustawa zasadnicza	e. independence struggle
6. __	gospodarka mieszana	f. trust territory



Background Note

The League of Nations played an important role in the history of Namibia. This international organization, a forerunner of the United Nations, was created after World War I by the Treaty of Versailles to promote international peace. It was located in Geneva, Switzerland. The United States never joined the League of Nations, which was dissolved in 1946.

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Exercise 4 Text B gives you background information about Namibia and SWAPO. Listen to the text and then complete the history of Namibia and SWAPO in the box below. Fill in either the appropriate date or event that happened on the date given.

Date	What happened?
15th century	
19th century	
	First German government officials arrive in Namibia.
1915	
	Namibia becomes a South African trust territory.
	UN withdraws the South African trust authority over Namibia.
	The Ovambo People's Organization is created.
	SWAPO is created. It extends control over an area larger than originally covered by the Ovambo People's Organization.

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Exercise 5

1. In addition to dates, historical information can be structured with words and phrases expressing sequence in time. Below are some of the more commonly used time expressions in Polish. Check your knowledge of them by supplying the English equivalent of each in the space provided.

   a. dopiero _____

   b. w tym czasie _____

   c. już _____

   d. ostatecznie _____

   e. dziś _____

   f. dzisiejszej _____

   g. w ślad za tym aktem _____

   h. jako pierwszy _____

   i. po czterech stuleciach _____

2. Below are a number of sentences and parts of sentences from the text which are out of sequence. Listen to Text B and number the sentences from one to seven as you hear them in the text. Note how the time expressions help you orient yourself in the text.

   a. ___ Historia tego kraju jest typowa dla większości niepodległych dziś państw Afryki.

   b. ___ Dopiero w roku 1966 ONZ cofnęła powiernictwo RPA na Afryką Południowo-Zachodnią.

   c. ___ Zaś w ślad za tym aktem w 1884 roku pojawili się w Namibii oficjalni przedstawiciele rządu w Berlinie.

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d. ___ W tym czasie rozwijają się już aktywne działania ONZ i organizacji politycznych ludności namibijskiej na rzecz przyznania niepodległości temu krajowi.

e. ___ Kupiec niemiecki A. Luederitz jako pierwszy zawarł z miejscową ludnością plemienia Nama porozumienie w sprawie handlu.

f.___ Ostatecznie na mocy mandatu Ligii Narodów z 1920 roku Afryka Zachodnio-Południowa stała się obszarem powierniczym dzisiejszej Republiki Południowej Afryki.

g. ___ Po czterech stuleciach zameldował się tu spóźniony kolonializm niemiecki.

3. Listen to Text B again. Which of the sentences in each of the following pairs is correct? Indicate your choice by circling the correct sentence.

a. 1. Namibia is named after a desert.
   2. Namibia is named after a tribe.

b. 1. The Portuguese and Germans were among the five colonial powers involved in Namibia.
   2. The Portuguese and Germans were the only two major colonial powers involved in Namibia.

c. 1. A. Luederitz, a German merchant, entered into a trade agreement with the Nama people.
   2. The German government entered into a trade agreement with the Nama people.

d. 1. The name Namibia replaced the name South-West Africa in 1920.
   2. The name Namibia replaced the name South-West Africa in 1968.

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Exercise 6 Text C talks about the Polish involvement in Namibia. Listen to the text and then answer the following questions. Write your answers in English in the spaces provided below.

1. What are the responsibilities of the Polish soldiers in Namibia?

_____

2. What two international organizations are mentioned in connection with the Polish involvement in Namibia?

_____

3. When did Poland become a member of the UN Council on Namibia?

_____

4. Until what time was the Council supposed to administer Namibian affairs?

_____

5. Why did the Council never visit Namibia?

_____



Background Note

UNTAG stands for the United Nations Transition Assistance Group. These UN peace-keeping forces were sent to Namibia in February 1989. They were created to oversee all military activities in Namibia, including the withdrawal of the South African forces, disarmament of all local military groups, and protection of borders. UNTAG also monitored the first elections in Namibia. These forces had a year mandate and were dissolved in March 1990, after the elections took place.

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Exercise 7 In Text C you will hear a number of complex sentences. This exercise will help you deal with their syntax. Listen to Text C. Match the sections below by writing the letter of a section in column B next to the other section from the same sentence in column A as you heard them in Text C.

	A	B
1. ____	Polska nieprzerwanie popierała	a. wydawanie dekretów
2. ____	do jej kompetencji należało	b. sprawowanie administracji nad terytorium Namibii
3. ____	zadaniem rady było	c. sprawiedliwe rozwiązanie problemu Namibii

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Exercise 8 This exercise will help you practice listening for details of a text. Listen to Text C and then complete the exercise below by filling in the blanks in Polish.

W Namibii są już również oficerowie Wojska Polskiego, którzy w (1)_____ UNTAG pełnić będą funkcje obserwatorów z (2)_____ ONZ.

Skąd polscy żołnierze (3)_____ w UNTAG? Mało kto wie, ale Polska była już wcześniej (4)_____ w Namibii. Polska (5)_____ popierała sprawiedliwe (6)_____ problemu Namibii zgodnie z wolą jej rdzennej (7)_____. Nasze (8)_____ w sprawy dekolonizacji terytoriów (9)_____, w tym także Namibii sprawiło, że Polska została (10)_____ Rady ONZ do spraw Namibii. Tak więc z ramienia ONZ byliśmy niejako członkami (11)_____ władz Namibii.

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Exercise 9 Text D is an interview with one of the officers from the Polish UNTAG unit after his return to Poland. Listen to the text and then fill out the box below. Write your answers in English.

How many Polish soldiers were in Namibia?	
What three countries worked closely with the Poles?	a. b. c.
What other UNTAG forces are mentioned in the interview?	a. b. c. d.
After what date did UNTAG operate in all of Namibia?	

Exercise 10 Listen to Text D again. Then, determine which of the sentences in each of the following pairs is correct. Indicate your choice by circling the appropriate sentence.

1. a. Jan Kempara is the Commander of the Polish UNTAG forces.
   b. Jan Kempara is one of the officers in charge of the Polish UNTAG forces.

2. a. The Tuesday flight brought home all the Polish soldiers who were stationed in Namibia.
   b. Only part of the Polish contingent in Namibia came back on the Tuesday flight.

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3. a. The role of UNTAG ended with the independence of Namibia.
   b. UNTAG will continue to operate in Namibia for some time in the future.

4. a. Polish UNTAG forces helped refugees in Namibia.
   b. There was a special UN body organized to help refugees in Namibia.

Key Vocabulary



bogactwa	resources, wealth
czołowy	leading
gospodarka mieszana	mixed economy
ludność	population
miejscowa	local
niezmierzone	unlimited, immense
obszar powierniczy	trust territory
podbity	conquered
przyznać	to grant
sojusz	alliance
stawka	stake
ustawa zasadnicza	constitution
w ślad za	in the footsteps of
wyparty	ousted
zwierzchnictwo (nad)	authority (over)

Acronyms and Abbreviations

OPO (Organizacja Ludu Ovambo)	Ovambo People's Organization
SWAPO (Organizacja Ludów Afryki Południowo-Zachodniej)	South-West African Peoples Organization
UNTAG (Grupa Pomocy Okresu Przejściowego ONZ)	United Nations Transition Assistance Group

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Unit 50. Economic and Legal Problems in the Army

So far you have heard texts on various economic problems that affect the Polish army at various levels. In this unit you will hear texts about personal problems of individual soldiers, including retired officers and war veterans. The problems are economic, legal, and disciplinary, but they all reflect social changes which have taken place in Polish society in 1989 and 1990.

Exercise 1 This exercise will give you practice with the vocabulary typical of texts on salaries, legal matters, etc. Read the list of Polish words below. Then, match English words from column B with the words in column A. Note that not all words in column B will be used.

A	B
1.____ portfel	a. weak
2.____ emeryt	b. leave
3.____ niesprawny	c. unnecessary
4.____ słaby	d. wallet
5.____ odejść	e. unemployed
6.____ sądownictwo	f. handicapped
	g. court
	h. legal system
	i. pensioner

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Exercise 2 This exercise will help you practice your general comprehension of a text. Listen to Text A, which is an opening of an interview. Then, answer the following questions. Write your answers in English in the spaces provided.

1. Whose union had a congress last week?

_____

2. Why is Colonel Zbigniew Bednarski being interviewed?

_____

3. What is the common view in Polish society on the material status of retired soldiers?

_____

4. How many pension plans for retired soldiers are there?

_____

Background Note



In the text you will hear about the so-called old and new wallets (stary i nowy portfel). This refers to the various pension plans that the Polish government has set up throughout the past forty years. Each "wallet" usually applied to people who retired within a certain period of time, after which a new "wallet" was created, as the cost of living rose. The problem faced by each group of retirees was to make the government update the old "wallets" to match the inflation rate.

Exercise 3 In this exercise you can practice your understanding of certain idiomatic constructions and phrases. Listen to Text A again and then decide which interpretation of the following phrases is correct. Circle the appropriate answer.

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1. (...)w naszym społeczeństwie utarło się przekonanie, że wojskowi emeryci i renciści to ludzie, którzy są najlepiej sytuowani.

   a. The opinion is presented as objective.
   b. The opinion is common, but not necessarily objective.
   c. The opinion is strongly condemned as wrong.

2. Tymczasem z wypowiedzi pana wynika, że również i w środowisku wojskowych emerytów i rencistów są stare portfele, nowe portfele(...)

   a. This states something new.
   b. This only repeats what the interviewer said before.
   c. This states something well-known.

Exercise 4 Now, listen to Text B. This text continues the interview from Text A. To check your understanding of the text, decide which of the following sentences are true or false. Indicate your choice by putting a check mark in the appropriate box.

	T	F
1. Retired soldiers are on average better off than civilian pensioners.	❑	❑
2. Retired soldiers are also helped by their former units and colleagues.	❑	❑
3. The Board of the union provides financial help for retired soldiers.	❑	❑
4. The interviewed officer served on the Opole board.	❑	❑
5. The union in Opole provided help only once and it was inadequate.	❑	❑

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Exercise 5 This exercise will help you deal with more complicated syntax. Listen to Text B. Match the sections below by writing the letter of a section in column B next to the other section from the same sentence in column A as you heard them in Text B.

	A	B
1. ___	traktuje się ich	a. na kilka lat parę złotych
2. ___	rozumiem, że zarząd	b. jak gdyby byli nikomu niepotrzebni
3. ___	to było jednorazowe	c. tej pomocy udziela

Exercise 6 Text C concludes the interview about the financial situation of retired soldiers. Listen to Text C. To check your understanding of the text, decide which sentence in each of the following pairs is true. Indicate your choice by circling the appropriate sentence.

1. a. The soldiers who retired in the 1950s and 1960s have recently received considerable raises.
   b. The soldiers who retired in the 1950s and 1960s are in the worst financial situation.

2. a. Those who joined the army after the war had good living conditions.
   b. Those who joined the army after the war had to take part in lengthy exercises.

3. a. The conference did not discuss the impact of military service on soldiers' families.
   b. During the conference speakers discussed how their family lives were affected by their service.

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Exercise 7 The next text will be a short presentation about the profession of a legal counsellor in the army. You may already know the vocabulary in the text, nevertheless it would be easier for you to deal with the text if you do this short exercise. The terms below are all two-word items, both in Polish and in English. Match the Polish terms in column A with their English equivalents in column B.

A	B
1.____ radca prawny	a. arbitrating committee
2.____ sąd gospodarczy	b. state treasury
3.____ postępowania procesowe	c. legal counsellor
4.____ komisja arbitrażowa	d. make an agreement
5.____ skarb państwa	e. economic court
6.____ zawierać umowę	f. trial procedure

Exercise 8 Now listen to Text D. This text concentrates on the impact of the economic reform of 1989-90 on the economic problems in the army. To check your understanding of the text, decide which of the following sentences are true or false. Indicate your choice by putting a check mark in the appropriate box.

	T	F
1. The role of a legal counsellor in the army is going to change.	❑	❑
2. There will be more demand for legal counsellors in the army because of the new economic situation.	❑	❑
3. Arbitrating committees will take over legal economic problems.	❑	❑

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4. Graduates from civilian law schools can now work in the army. ❑ ❑

5. Civilian and army legal counsellors are required to have the same qualifications. ❑ ❑

6. Civilian graduates can become army counsellors without being drafted. ❑ ❑

Exercise 9

1. The last text will deal with disciplinary problems in today's Polish army. The economic changes affected the private lives of many soldiers. The legal problems were part of these changes, but as you will hear in Text E, there are other issues with potential legal consequences facing the Polish army. Listen to Text E and then answer the following questions. Write your answers in English in the spaces provided.

1. According to Colonel Stefański, what does the state of the army reflect?

_____

2. Where do the draftees' values spring from?

_____

3. What does he say about discipline in the army?

_____

4. How frequently are army regulations violated in the army?

_____

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2. Text E contains various devices used for organizing a text. The phrases used in the text are typical of formal, rather official Polish. Below are four of these phrases, with descriptions of their function within the text. Listen carefully to Text E. Choose the appropriate functional description for each phrase.

1. ___ powracając jednak konkretnie do zadanego pytania

   a. contrast between two opinions

   b. introduction of a new idea

   c. reintroduction of an original idea

2. ___ zacznę - za co przepraszam - od stwierdzenia banalnego

   a. contrast between two words

   b. introduction to the subject

   c. introduction of a speaker

3. ___ pomimo wspomnianych uwarunkowań

   a. qualification of a statement

   b. introduction of a speaker

   c. reference to an earlier statement

4. ___ zarówno wartościowe, jak i niepożądane

   a. contrast between two notions

   b. introduction of a new subject

   c. repetition of an earlier statement

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Exercise 10 This exercise will help you practice listening for details of a text. Listen to Text E and then complete the exercise below by filling in the blanks in Polish.

W (1)_____ wojska jako całości - pomimo wspomnianych uwarunkowań - odnotowujemy systematyczną (2)_____. Dość wspomnieć, że nasze (3)_____ i pododdziały w poszczególnych rodzajach wojsk i (4)_____ wykonują wszystkie postawione przez (5)_____ zadania (6)_____, produkcyjne, (7)_____ - terminowo i na odpowiednim (8)_____.

Key Vocabulary

były	former
emeryt	pensioner, a retired person
jednorazowy	one-time (adj.)
komisja arbitrażowa	arbitrating committee
nabyć	acquire
najlepiej sytuowani	here: best-off (financially)
najsłabsze	weakest
niepotrzebny	unwanted, unnecessary
niesprawny	handicapped
obsługa	services
odnośnie	concerning, in relation to
pole widzenia	field of vision, scope of interest
pomimo	in spite of
portfel	here: a pension plan
postępowanie prawne	legal procedure, proceedings
poświęcić	to sacrifice

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radca prawny	legal counsellor, adviser
rencista	disability payment recipient
renta	disability payment
sąd gospodarczy	economic court (dealing with economic crime)
warunki socjalno-bytowe	living conditions (communist Polish)

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Speaking Suggestions

Unit 46. The Katyń Massacre

Divide your class into pairs. Give student A role card A and student B role card B.

Role Card A
You are staying in Zielona Gora and you want to go to Warsaw to attend ceremonies happening during the month of National Remembrance. Your partner works at the local railway station information center. Find out from him:
How often trains leave for Warsaw
How long the journey takes
Train departure times from Zielona Gora
Train arrival times in Warsaw
Whether you can make a reservation
How much the ticket cost
Whether you can get a meal on the train
Whether you have to change trains

Role Card B
You work at the railway station information center in Zielona Gora. Give your partner the information he needs using the table below.

Zielona Góra	05.00	9.00	10.00	13.33
Poznań		11.15	12.30	
Warszawa	12.30		20.45	21.05

*The direct train has first and second class compartments.
¤Reservations can be made for seats on direct trains.
§The cost of a 2nd class ticket is 2000zl.
**The cost of a 1st class ticket is 2500zl.
¤¤The direct train has a dining car.

Unit 47. The Ukraine

Present the following to your class: The events in the Ukraine have been followed with special interest by Americans of Ukrainian origin. Many Americans take great interest in their

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roots. In this exercise you will carry out a short survey of the roots of students in this class. Interview each of your fellow students and ask the following questions:

Czy wiesz, z jakiego kraju pochodzi rodzina twojego ojca?
Czy wiesz, z jakiego kraju pochodzi rodzina twojej matki?
Czy wiesz coś więcej na temat tego kraju/tych krajów poza ich nazwą?
Czy kultywujecie w waszej rodzinie jakieś tradycje pochodzące z kraju/krajów, z których pochodzi twoja rodzina?
Czy jecie jakieś potrawy pochodzące z kraju/krajów, z których pochodzi twoja rodzina?
Czy członkowie twojej rodziny kiedykolwiek odwiedzili kraj/kraje, z którego/których się wywodzicie?
Jeśli tak, jakie były ich wrażenia?

Unit 48. "The Kukliński Report"

Divide your class into small groups. Present the following situations to each of the groups and ask students to present suggestions for dealing with each situation.

"The Kukliński Report" discusses plans for dealing with unrest. Look at the following situations and suggest ways of dealing with the "unrest" you see there.

Situation A:
The cooks are doing a terrible job. The food is becoming worse by the day. Irritated and frustrated by the situation, a soldier got into a fight with one of the cooks. What do you suggest doing about this situation?

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Situation B:
The company clerk is unpopular. Soldiers complain about his inefficiency and mismanagement. Recently his office was broken into and trashed. Two soldiers who had grudges against the clerk have admitted they were responsible. What should be done about this situation?

Situation C:
A training instructor finds that soldiers are absenting themselves from his class. The excuses for being absent are flimsy. What should be done about this situation?

Unit 49. Namibia

Divide your class into pairs. Give student A role card A below, and student B role card B below.

Role Card A
You are a Polish soldier who has just arrived at Windhoek to take up your duties with the UN Peacekeeping Forces. You meet a friend, also a member of the Peacekeeping Force, and you ask him about:
the weather,
the food,
the living conditions,
the hours of duty,
the commander,
the duties,
the local people.

Role Card B
You are a Polish soldier who has been in Windhoek with the UN Peacekeeping Forces for a month. You meet a friend who has just arrived in Namibia. He asks you about the country so you tell him about the hot dry weather, and the food which is quite good, although fresh vegetables and fruit are not always available. You describe the school dormitory where your unit is stationed and talk about the long hours when you have to patrol the streets of Windhoek. You say that you think the commander is OK, although you have not had much contact with him. You add that you find the local

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people friendly enough, but since you don't speak much English, you don't talk with them very much.

Unit 50. Economic and Legal problems in the Army

Divide your class into small groups. Give one of the following role cards to each student. Ask them to solve the problem of deciding who should receive funds.

Role card A.
You are on the committee of a group which allocates funds to help ex-military personnel in need. You think that funds should be given to World War II veterans. As this population ages it needs help. Argue for funds for this group.

Role card B.
You are on the committee of a group which allocates funds to help ex-military personnel in need. You think that funds should be given to those who have been invalidated out of the army. You think that World War II veterans have already received a lot of help and did have the opportunity to make lives/careers for themselves. After all, the war was over in 1945. Argue for funds for your group.

Role card C.
You are on the committee of a group which allocates funds to help ex-military personnel in need. You think that funds should go to widows and orphans. This group has little chance of getting ahead, yet the children are the hope of the future. Argue for funds for your group.

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Answer Key
Unit 46. The Katyń Massacre

Exercise 1

Figure 46.1. The Katyń Massacre



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Exercise 2

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

Exercise 3

1. a. The Soviet troops invaded Poland.
   b. 230,000
   c. About 15,000
   d. March/April 1940
2. a. wojska radzieckie przekroczyły naszą wschodnią granicę i rozpoczęły działania wojenne przeciwko Polsce
   b. 15 tysięcy oficerów WP
   c. w Kozielsku, Starobielsku i Ostaszkowie

Exercise 4

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

Exercise 5

1. a. Działania specjalnej komisji międzynarodowej pod kierownictwem profesora Francois'a Neville'a ze Szwajcarii i
   b. Komisji Technicznej Polskiego Czerwonego Krzyża
2. 15 kwietnia 1943 roku
3. Gestapo
4. Radziecka komisja specjalna pod kierownictwem Nikołaja Budrenki.

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Exercise 6

1. Sporządził spis 600 oficerów polskich.
2. Dowódcze i sztabowe w polskiej dywizji.
3. "Nie, ci nie, popełniliśmy w stosunku do nich wielki błąd."
4. "Tych ludzi już nie ma w Związku Radzieckim."
5. Instytucje powołane w Polskich Siłach Zbrojnych na Zachodzie.

Exercise 7

1. O sporządzenie spisu oficerów, którzy przepadli bez wieści.
2. Przekazał spis władzom radzieckim.
3. Generał Anders.
4. Odbyło się spotkanie Stalina z generałem Władysławem Sikorskim.
5. Anders.
6. Wymijające.

Exercise 8

1. Ponieważ żołnierze mieli podpisywać rezolucje, mówiące o niemieckiej odpowiedzialności za zbrodnię katyńską.
2. Duża część oficerów i żołnierzy nie chciała podpisywać tych rezolucji.
3. Kto nie uznaje niemieckiej odpowiedzialności za zbrodnię katyńską jest wrogiem przyjaźni polsko-radzieckiej i braterstwa broni Wojska Polskiego i Armii Czerwonej.

Exercise 9

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

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Answer Key
Unit 47. The Ukraine

Exercise 1

Figure 47.1



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Exercise 2

1. 800 tysięcy
2. Około trzystu tysięcy
3. Ponieważ przez całe lata wykreślano z paszportów słowo Polak
4. a. Przeszło 30 tysięcy
   b. Prawie 30 tysięcy
   c. Ponad 80 tysięcy
5. Ministerstwo Edukacji Narodowej
6. a. Język polski
   b. Historia Polski
   c. Geografia Polski

Exercise 3

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

Exercise 4

1. b, c, e
2. a. Pracy
   b. Pracownicy konsulatu
   c. Polacy i Ukraińcy
3. Na polu politycznym
4. Ponieważ przemiany polityczne w Polsce wzbudzają ogromne zainteresowanie zarówno wśród ludzi ulicy, jak i we władzach.
5. Musi on dokładnie wyjaśniać, tłumaczyć, czasami uspokajać
6. Nie, ale to nie wystarcza

Exercise 5

1. a. 1. Koczownicze plemiona
      2. Porta otomańska
      3. Rosja
      4. Polska

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5. Niemcy
6. Szwedzi

b. Ukraińcy są narodem rolniczym.

2. Naród ukraiński budzi się ze snu. Intelektualiści ukraińscy domagają się najpierw autonomii, później niepodległości.
3. Jeśli odłączy się Estonia to nic się nie stanie, jeśli odłaczy się Ukraina, to będzie to koniec Związku Radzieckiego.
4. Nie

Exercise 6

a. Ludowy Ruch Ukrainy
b. Kardynał Lubacziwski
c. Kardynał Lubacziwski i/lub Kościół ukraiński
d. mieszkańcy Ukrainy
e. Kościół ukraiński
f. Kościół ukraiński

Exercise 7

1. The Congress of the Ukrainian People's Movement was established.
2. 300 thousand
3. Many millions
4. Representatives of the Ukrainian church
5. The church will not engage in political intrigues.
6. The church will give only moral support.

Exercise 8

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

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Exercise 9

Name of the organization:	Narodowy Ruch Ukrainy na rzecz Przebudowy
Its demands:	a. usunięcie I sekretarza, Szczerbickiego b. usunięcie przewodniczącego Rady Najwyższej Ukrainy, Szewczenko
Leadership:	President: Iwan Dracz Deputy President: Siergiej Koniew General Secretary: Michał Horyń

Exercise 10

a. Ormianina
b. deputowanego
c. pułku
d. jednostek
e. strzelania
f. dowódcą
g. żołnierzy
h. własnego narodu
i. skandowała

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Answer Key
Unit 48. The Kukliński Report

Exercise 1

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

Exercise 2

1. W początkach listopada 1981 roku
2. Polskie siły policyjno-wojskowe
3. a. Dywizje radzieckie
   b. Dywizje czeskie
   c. Dywizje niemieckie

Exercise 3

Civilian Sector	Military Sector
1. zawieszenie praw obywatelskich 2. ustanowienie nadzwyczajnych uprawnień władzy i administracji	1. przeprowadzenie częściowej mobilizacji 2. zamianę przeszkolenia studentów i absolwentów szkół wyższych na czynną służbę wojskową 3. przeprowadzenie szerokiej militaryzacji jednostek gospodarki narodowej 4. powołanie jednego miliona osób do służby w Obronie Cywilnej

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Exercise 4

1. Sztab Generalny
2. Terroryzowanie społeczeństwa w dużych aglomeracjach miejsko-przemysłowych
3. W bezpośredniej konfrontacji ze strajkującymi robotnikami
4. Siły Ministerstwa Spraw Wewnętrznych
5. a, c, b

Exercise 5

1.

Regulations concerning *SOLIDARITY*	**Regulations concerning civil rights**
1. zdelegalizowanie 2. internowanie działaczy opozycji i "Solidarności"	1. wydanie zakazu swobodnego poruszania się obywateli i ustanowienie godziny policyjnej 2. zawieszenie takich praw obywatelskich, jak: a. nietykalność osobista b. nienaruszalność mieszkań i tajemnicy korespondencji c. prawo zrzeszania się d. wolność słowa, druków, zgromadzeń, wieców, pochodów i manifestacji 3. ustanowienie sądów specjalnych do karania winnych naruszenia praw stanu wojennego

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2. a. zawieszanie
   b. zakazywanie
   c. nakazywanie
   d. militaryzowanie
   e. delegalizowanie
   f. gdzie posłać wojsko, a gdzie siły bezpieczeństwa
   g. postanowienie o ochronie niektórych osób, a internowaniu innych

Exercise 6

1. Rząd zwolenników twardego kursu
2. Wprowadzenie do Polski sił wojskowych Związku Radzieckiego i innych państw Układu Warszawskiego
3. Rosjanie uważali je za zdemoralizowane
4. Z generałem broni Wojciechem Jaruzelskim
5.

Polish Delegation to Moscow			
Departure date	Name	Rank/Title	Reason for going
1 grudnia 1980	Tadeusz Hupałowski	1wszy zastępca szefa Sztabu Generalnego, gen. dywizji	Zapoznanie się ze szczegółami radzieckich planów wprowadzenia do Polski wojskowych sił interwencyjnych
	Franciszek Huapała	pułkownik dyplomowany	

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Exercise 7

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

Exercise 8

1. Proklamowanie przez Krajową Komisję Porozumiewawczą gotowości strajkowej lub strajku prasy, radia i telewizji.
2. a. Sił zbrojnych
   b. Sił resortu Spraw Wewnętrznych
   c. Niektórych organów administracji państwowej
3. Niewielka szansa przezwyciężenia impasu bez użycia siły.
4. Rezygnacja z czynnika zaskoczenia

Exercise 9

1. a. Sztab Generalny
   b. Resort Spraw Wewnętrznych
2. a. Pełna skrytość przygotowań
   b. Taki dobór momentu wprowadzenia stanu wojennego, który zapewnia największe zaskoczenie niezbędne zarówno do celów operacyjnych, jak i wywołania silnego wstrząsu w społeczeństwie.
3. Użycie broni.
4. Przeciwko decyzji władz może aktywnie wystąpić jedynie nieliczna ekstrema, natomiast większość społeczeństwa odczuwająca poważne dokuczliwości obecnego stanu zachowa

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wstrzemięźliwość, a następnie władzę poprze.
5. Poprosili o pomoc ZSRR i sojuszników z Układu Warszawskiego.
6. Zacieśnianie sojuszniczej współpracy ze Związkiem Radzieckim i pozostałymi państwami Układu Warszawskiego.
7. Dawał duże szanse rozstrzygnięcia problemów własnymi siłami.

Exercise 10

a. stanu wojennego
b. Komitetu Obrony Kraju
c. przeszkodzie
d. przygotowań
e. Ministerstwa Spraw Wewnętrznych
f. usprawiedliwienia

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Answer Key
Unit 49. Namibia

Exercise 1

1. In Windhoek, in front of his own house
2. German
3. In 1984
4. UN Secretary General, Javier Perez de Cuellar
5. SWAPO's Chairman, Sam Nujoma

Exercise 2

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

Exercise 3

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

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Exercise 4

Date	What happened?
15th century	The Portuguese visit southwestern shores of Africa.
19th century	Germans start to colonize Namibia.
1884	First German government officials arrive in Namibia.
1915	Germany loses Namibia as a colony.
1920	Namibia becomes a South African trust territory.
1966	UN withdraws the South African trust authority over Namibia.
1958	The Ovambo People's Organization is created.
1960	SWAPO is created. It extends control over an area larger than originally covered by the Ovambo People's Organization.

Exercise 5

1 a. only
b. at that time
c. already
d. finally
e. today
f. today's
g. following this act
h. as the first one
i. after four centuries

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

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

Exercise 6

1. Logistics and distribution of supplies among all UNTAG units in Namibia
2. The League of Nations and United Nations
3. 1972
4. Until Namibia gained independence
5. South African authorities never let them in.

Exercise 7

1. c
2. a
3. b

Exercise 8

1. ramach
2. ramienia
3. wzięli się
4. obecna
5. nieprzerwanie
6. rozwiązanie
7. ludności
8. zaangażowanie
9. zależnych
10. członkiem
11. kolegialnych

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Exercise 9

How many Polish soldiers were in Namibia?	363
What three countries worked closely with the Poles?	a.Finland b.Malaysia c.Kenya
What other UNTAG forces are mentioned in the interview?	a.Australia b.Switzerland c.Italy d.Spain
After what date did UNTAG operate in all of Namibia?	December 17, last year

Exercise 10
1. b
2. b
3. a
4. a

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Answer Key
Unit 50. Economic and Legal Problems in the Army

Exercise 1
1. d
2. i
3. f
4. a
5. b
6. h

Exercise 2
1. The Union of Former Career Soldiers
2. He attended a congress of the union.
3. They are very well-off.
4. There are 10 different pension plans.

Exercise 3
1. b
2. a

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

Exercise 5
1. b
2. c
3. a

Exercise 6
1. b
2. b
3. a

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

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Exercise 8

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

Exercise 9

1. 1. The state of society
   2. Their homes
   3. It is constantly improving.
   4. Very infrequently

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

Exercise 10

1. zdyscyplinowaniu
2. poprawę
3. oddziały
4. służb
5. przełożonych
6. szkoleniowe
7. wychowawcze
8. poziomie

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Dictionary of Key Vocabulary

bogactwa	resources, wealth
być w obiegu	to be in circulation
były	former
czołowy	leading
do ustalenia	to be decided
dociekanie	inquiry
dokuczliwość	spite(fulness)
dowódca pułku wojsk łączności	commander of communication troop reggiment
Drang nach Osten (German)	territorial expansion to the East
ekstrema	people having extreme opinions, likely to act violently, extremists
emeryt	pensioner, a retired person
gospodarka mieszana	mixed economy
gryźć się	to be at loggerheads
jednorazowy	one-time
koczownicze plemiona	nomadic tribes
komisja arbitrażowa	arbitrating committee
Komitet Obrony Kraju	Committee of National Defense
krótkowzroczność	shortsightedness
ludność	population
Ludowy Ruch Ukrainy	Ukrainian People's Movement
miejscowa	local
montować	to organize
nabyć	acquire
nadmierna troska	excessive solicitude
nadzwyczajne uprawnienia	extraordinary powers
najlepiej sytuowani	best-off (financially)
najsłabsze	weakest
Narodowy Ruch Ukrainy Na Rzecz Przebudowy	National Movement for the Restructuring of the Ukraine
naruszenie prawa	breaking the law

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nienaruszalność mieszkań	inviolability of residences
nieodwołalny	irrevocable, irreversible
niepotrzebny	unwanted, unnecessary
nieskrępowany rozwój	urestrained development
niesprawny	handicapped
nietykalność osobista	personal immunity
niewola	captivity
niezmierzone	unlimited, immense
obszar powierniczy	trust territory
obsługa	services
odnośnie	concerning, in relation to
organ	body
poświęcić	to sacrifice
podbity	conquered
pole widzenia	field of vison, scope of interest
Polski Czerwony Krzyż	Polish Red Cross
Polskie Stowarzyszenie Kulturalno-Oświatowe	Polish Culture and Education Society
Porta Otomańska	the Ottoman Empire
portfel	here: a pension plan
postulować	to postulate/stipulate
postępowanie prawne	legal procedure, proceedings
prawa majątkowe	property rights
prawa obywatelskie	civil liberties
prawo zrzeszania się	right of association
przesiedleniec	emigrant, diplaced person
przymiarka	attempt (n.)
przyznać	to grant
radca prawny	legal counsellor, adviser
rencista	disability payment recepient
renta	disability payment
rotmistrz	captain (in the pre-war army)
rycerski	knightly
sąd gospodarczy	economic court (dealing with economic crime)
skorygować	to correct

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skrytość	secretiveness
sojusz	alliance
stawka	stake
swobodne poruszanie się	free movement
tajemnica korespondencji	secrecy of correspondence
torowanie dróg	showin the way
trwały majątek	immovables
ujawnienie	exposure
ustawa zasadnicza	constitution
warunki socjalno-bytowe	living conditions (ccommunist Polish)
wstrzemięźliwość	moderation, restraint
wymijająca odpowiedź	guarded reply
wyparty	ousted
wypuszczanie książek na rynek	publishing books
zakulisowo	behind-the-scene (adj.)
zapobiegać	to prevent
zażegnać	to avert
zawieszenie	suspension
złamać opór	to break resistance
zwierzchnictwo (nad)	authority (over)
Związek Helsiński	the Helsinki Union

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Glossary of Acronyms and Abbreviations

OPO (Organizacja Ludu Ovambo)	Ovambo People's Organization
PSZ (Polskie Siły Zbrojne)	Polish Armed Forces
SWAPO (Organizacja Ludów Afryki Południowo-Zachodniej)	South-West African Peoples Organization
UNTAG (Grupa Pomocy Okresu Przejściowego ONZ)	United Nations Transition Assistance Group

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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 46. The Katyń Massacre

Listen to Text A and answer questions 1-5.

1. How many people were in the first group of officers?

   a. 62
   b. Either 62 or 67
   c. 72
   d. Either 62 or 74

2. What does Text A say about the officers in that group?

   a. They had different ranks.
   b. They were all high-ranking officers.
   c. They had the same rank.
   d. They were all low-ranking officers.

3. The prisoners who lived in the part of the camp called Skita were from

   a. the parts of Poland annexed by Germany.
   b. the units that fought against the Germans.
   c. the parts of Poland annexed by the Soviet Union.
   d. the units that fought against the Soviets.

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4. What was the name of the commandant of the Kozielsk camp?

   a. Wołkowicki
   b. Elman
   c. Aleksandrowicz
   d. Felsztyn

5. Which of the following is NOT mentioned as a possible destination for the Polish officers leaving Kozielsk?

   a. Byelorussia
   b. Transitory camps
   c. The Ukraine
   d. Distribution camps

Listen to Text B and answer questions 6-8.

6. What day of the week was April 7?

   a. Monday
   b. Tuesday
   c. Sunday
   d. Friday

7. What happened on April 7?

   a. The Russian commandant had dinner with Polish generals.
   b. A new group of Polish officers was brought into the camp.
   c. The Russian commandant had dinner with Soviet officials.
   d. A decision came from Moscow to close down the camp.

8. Which of the Polish generals became "senior-of-the-camp" on April 7?

   a. Minkiewicz
   b. Smorawiński
   c. Wołkowicki
   d. Bohaterowicz

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Listen to Text C and answer questions 9-10.

9. How many officers left the camp on April 8?

   a. 92
   b. 110
   c. 270
   d. 277

10. Why are Adam Solski and Wacław Kruk mentioned in Text C?

   a. They were the first people to investigate the massacre.
   b. Their notes provided information about the massacre.
   c. They were the only people who managed to escape.
   d. Their accounts of the execution were published after the war.

Unit 47. The Ukraine

Listen to Text D and answer questions 11-16.

11. The Unitarian Church in the Ukraine has an autonomous

   a. liturgy and dogma.
   b. dogma.
   c. hierarchy and dogma.
   d. hierarchy.

12. Where are the largest concentrations of the Ukrainian Church members?

   a. Canada, Poland, and the Soviet Union
   b. Canada, Hungary and Czechoslovakia, and the U.S.
   c. Poland, Czechoslovakia and Hungary
   d. The Soviet Union, the United States, and Hungary

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13. What is the status of the Ukrainian Church in the Ukraine?

a. It is illegal but tolerated.
b. It is illegal.
c. It is gaining legal recognition.
d. It is fully legal.

14. Which of the following dates appear in the text?

a. 1569
b. 1576
c. 1596
d. 1599

15. What did the Polish parliament do with the Ukrainian Church bishops?

a. It did not give them seats in the Senate.
b. It asked them to join the Catholic hierarchy.
c. It gave them seats in the lower chamber.
d. It refused to recognize them as bishops.

16. How did the situation of the Ukrainian Church change under the tzarist authorities?

a. They granted the church special privileges.
b. The situation did not change.
c. They persecuted the church ruthlessly.
d. It was incorporated into the Russian Orthodox Church.

Listen to Text E and answer questions 17-20.

17. Who started to destroy the Ukrainian Church after September 17, 1939?

a. Germans
b. Soviets
c. Poles
d. Slovaks

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18. How many nuns were arrested during these repressions?

a. 10
b. 80
c. 140
d. 1400

19. What happened in 1947?

a. The Polish authorities formally banned the Ukrainian Church.
b. Ukrainians living in Poland were deported to the Soviet Union.
c. The Polish authorities recognized the Ukrainian Church.
d. Ukrainians were deported to northern and western Poland.

20. Jozafat Kocyłowski and Hryhorij Łakota were two Ukrainian

a. bishops.
b. civilian officials.
c. monks.
d. chaplains.

Unit 48. The Kukliński Report

Listen to Text F and answer questions 21-26.

21. What prompted the idea of the imposition of military law?

a. A party congress
b. Industrial unrest
c. Government crisis
d. Food riots

22. How soon after was martial law imposed?

a. 6 months
b. 10 months
c. 13 months
d. 16 months

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23. Who was Józef Pińkowski?

a. First secretary
b. Defense minister
c. Prime minister
d. Strike leader

24. Which of the following was a deputy prime minister?

a. Tadeusz Grabski
b. Mieczysław Jagielski
c. Stefan Olszowski
d. Kazimierz Barcikowski

25. What was Mirosław Milewski responsible for?

a. The Party Propaganda Office
b. The Ministry of Justice
c. The Warsaw party chapter
d. The Ministry of the Interior

26. When did the court hearings for the registration of Solidarity take place?

a. October 20
b. October 22
c. October 24
d. October 26

Listen to Text G and answer questions 27-30.

27. What did the Committee of National Defense decide about the imposition of martial law at that time?

a. It was the best solution.
b. It would bring about Russian intervention.
c. It was an alternative solution.
d. It would result in civil war and political chaos.

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28. Which of the following ministries was NOT included in the preparations for martial law?

    a. Health
    b. Telecommunications
    c. Energy
    d. Transportation

29. What does Text G say about the role played in the events by Stanisław Kania?

    a. It cannot be left out.
    b. It was disappointing.
    c. It can be dismissed.
    d. It was negative.

30. What means did Kania want to use in fighting against Solidarity?

    a. Economic and military
    b. Military
    c. Economic and political
    d. Political

Unit 49. Namibia

Listen to Text H and answer questions 31-34.

31. What happened in 1975?

    a. Angola became independent.
    b. Soviets declared support for SWAPO.
    c. Mozambique became independent.
    d. South Africa invaded Namibia.

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32. In response to the Angolan support of Namibia, South Africa started

    a. UN supervised negotiations with Angola.
    b. an undeclared war against Angola.
    c. negotiations with SWAPO.
    d. economic war against Namibia.

33. In Text H, the words tym samym ów kraj refer to

    a. Angola
    b. South Africa
    c. Namibia
    d. The Soviet Union

34. Where did the South African forces fighting Angola operate?

    a. In central and northern Namibia
    b. In the Angolan areas bordering Namibia
    c. In northern and eastern Namibia
    d. In the Angolan areas bordering South Africa

Listen to Text I and answer questions 35-40.

35. Which of the following countries was directly involved in the military operations in Namibia and Angola?

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

36. The agreements on Namibia signed on December 22, 1988 were promoted by the United Nations and

    a. Angola.
    b. South Africa.
    c. Cuba.
    d. The United States.

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37. Where were the agreements signed?

a. New York
b. Geneva
c. Brazzaville
d. London

38. The first agreement was signed between

a. Angola and Cuba.
b. Cuba, Namibia, and South Africa.
c. Angola and South Africa.
d. Namibia, Angola, and Cuba.

39. What will be completed by July 1, 1991?

a. South African withdrawal from Angola
b. Cuban withdrawal from Angola
c. South African withdrawal from Namibia
d. Cuban withdrawal from Namibia

40. What nationality is mentioned among the members of UNTAG?

a. Soviets
b. Cubans
c. Poles
d. Namibians

Unit 50. Economic and Legal Problems in the Army

Listen to Text J and answer questions 41-45.

41. What is the issue presented in Text J?

a. Disarmament
b. Health and social services
c. Army reforms
d. Education and military training

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42. What did the Minister of Defense say about the budget cuts?

a. They will drastically change living conditions in the army.
b. They cannot mean any deterioration of living conditions in the army.
c. They will make everyone realize how many reserves there are in the army.
d. They can be offset by new funds for health and social services for the public.

43. What is the foundation of the defensive power of the army, according to the Minister of Defense?

a. Men
b. Equipment
c. Morale
d. Training

44. What does the Rada MON do spraw Socjalno-Bytowych supervise?

a. All social policies in the army
b. Health care in the army
c. Retirement plans for career officers
d. Services for drafted soldiers

45. What does the phrase tę działalność refer to?

a. Vocational training for draftees
b. Political reforms in the army
c. Social policies in the army
d. Military education for the public

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Listen to Text K and answer questions 46-50.

46. What effect did the state of the economy in the years 1985-88 have on living conditions of the Polish society?

a. It helped improve them.
b. It prevented them from declining.
c. It did not improve them.
d. It helped some groups in the society.

47. Which of the following problems were NOT dealt with by the council?

a. Housing
b. Health
c. Tourism
d. Childcare

48. What were the Council's recommendations for the construction industry?

a. To get more money from the budget
b. To use the existing resources more effectively
c. To use the resources of the civilian sector
d. To suspend the construction of new buildings

49. Which of the following groups is NOT mentioned?

a. Young married couples
b. Families with many children
c. Retired soldiers
d. Military support staff

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50. What was the Council's conclusion about the living conditions of these groups?

    a. There was not enough data for generalization.
    b. There are drastic differences among the groups.
    c. They were found to be generally adequate.
    d. They are much better than in the civilian sector.

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