POLISH
Proficiency Improvement Course

LISTENING WORKBOOK

Volume 3

Units 26 - 45

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Subcourse Overview

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

Workbook 6 is at proficiency level 2. It contains texts about the political changes in Eastern Europe, military training, and a Polish naval visit in Riga. These texts have been taken from the Polish media.

This is the first 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

- guessing the meaning of key words through context,
- listening for words which indicate a sequence of events,
- anticipating what information to listen for in a text,
- identifying words in a text which carry numerical information.

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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.

Unit 26. The Rumanian Revolution

In this unit you will hear texts covering the escalating protests in Rumania that led to the overthrow of the Ceausescu government. You will hear about President Ceaucescu's escape, capture, trial, and death. You will also hear about the help Poland offered to Rumania.

Exercise 1 The texts you will listen to in this unit contain a lot of military and medical vocabulary. It is important that you should know the meaning of the words and phrases that play a crucial role in understanding these texts.

1. The words given below come from the texts you will hear. First, divide them into two groups: military and medical. Write them in the spaces provided.

Medical	**Military**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. bratobójczy
2. gips
3. krew
4. materiał opatrunkowy
5. miotacz ognia
6. odpalić pocisk
7. osocze/plazma
8. pojazd opancerzony
9. pozycja okopana
10. wyrzutnia przeciwlotnicza

2. Now next to the English words and phrases, write the numbers of their Polish equivalents.

_____ a. antiaircraft launcher
_____ b. armored vehicle
_____ c. blood
_____ d. fraternal
_____ e. dressing
_____ f. entrenched position
_____ g. flamethrower
_____ h. plasma
_____ i. plaster
_____ j. to launch a projectile

Exercise 2 Listen to Text A which is about the early stages of the Rumanian protests. The phrases below summarize the main ideas of the text. Listen to the text and in the spaces provided write the numbers showing the order in which you hear them.

_____ a. The situation in hospitals

_____ b. Protests in plants

_____ c. The situation in Bucharest

_____ d. Number of casualties

Exercise 3 Now that you know the gist of the text, listen to Text A again. This time you will concentrate on details. Write your answers in English in the spaces provided.

1. What was happening in many plants in Timisoara on Tuesday?

_____

_____

2. Where did shooting take place?

_____

3. According to Greek students, how many were reported dead in Timisoara?

_____

4. Who was among the dead?

_____

5. What happened to the woman with a child mentioned in the text?

_____

6. Why is it not possible to give the precise number of the dead in Timisoara?

_____

_____

7. How can the situation in Bucharest be described?

_____

_____

Background Note: **Rumania during and after WW II**

Rumania was part of the Axis powers (including Germany, Italy, and Bulgaria) during World War II. Although its monarch, King Michael, continued to rule, the real power in the country lay with the fascist organization called the Iron Guard. The country switched sides, joining the Allies in 1944, gaining liberation with Soviet help. The king abdicated in the late 1940's, handing power over to the Rumanian Communist Party under Gheorghe Georghiu-Dej, who ruled the country along Stalinist lines until his death in the late 1960's.

His successor, Nicolae Ceausescu, proceeded to develop a cult of personality that went beyond even the excesses of Stalin. Economically dependent on the Soviet Union, he maintained a somewhat independent posture in foreign affairs. He and his wife, Elena, set up a reign of repression, and terror. In December 1989 a popular revolution, which the army quickly joined, overthrew the much-hated internal security apparatus (the *Securitate*). Ceausescu and his wife fled, were captured, and executed following a swift, secret trial, on December 25, 1989.

A group called the National Salvation Council now rules the country and has promised free general elections in April 1990.

Exercise 4 After the fall of his government, President Ceausescu and his wife Elena, attempted to flee the country. They were captured, tried by a military tribunal and executed. Text B reports on this trial and execution. Read the questions below so that you know what information to listen for. Then listen to Text B and answer the questions that follow in English in the spaces provided.

1. Who gave an interview to the French TV Station "Antenne 2"?

_____

_____

2. What were the Ceausescus accused of?

_____

_____

3. Why were they tried in secret and executed immediately?

_____

_____

4. Who decided that they should have a secret trial?

_____

_____

Exercise 5 Text C is about forming a new temporary government in Rumania. It gives the names of the members of the new cabinet, their function, and their age. Listen to the text and complete the table below.

Temporary Government		
Name	Function	Age
Ion Iliescu		
Dumitru Mazilu		
Petre Roman		
Nicolae Militaru		

Exercise 6 Text D begins the series of texts about Polish help to Rumania. Listen to the text and supply the missing phrases in the text below.

Tegoroczne święta _____ _____ (1) spędzaliśmy w nastroju skupienia i powagi. We wszystkich polskich rodzinach, w każdym domu – głównym tematem rozmów były kolejne akty _____ _____ (2). Jakże tragiczna w skutkach okazała się rumuńska droga do wolności i demokracji.

Przez cały okres świąt nieprzerwanie działał w Wojsku Polskim _____ _____ _____ (3) dla Rumunii, powołany przez ministra obrony narodowej gen. armii Floriana Siwickiego.

Zespół ten, w skład którego weszli m.in. _____ _____ (4) Andrzej Kaliwoszka, płk. Jerzy Grejbus i płk. Włodzimierz Aleksandrowicz – koordynował w skali całego kraju akcję honorowego dawstwa krwi dla rannych – ofiar bratobójczych walk w Rumunii, zbiórkę _____ _____ (5), materiałów i środków opatrunkowych. Organizował też transport krwi i środków medycznej pomocy do stolicy, ich magazynowanie, przeładunek i załadunek na _____ _____ (6) odlatujące do Bukaresztu.

Exercise 7 Text E continues the subject of organizing Polish help for Rumania. Listen to the text and answer the following questions in Polish in the spaces provided.

1. How many soldiers wanted to give their blood to Rumanians?

_____

_____

2. How many of them gave blood?

_____

_____

3. What else except blood was aboard the An-12?

_____

_____

4. Why did the An-12 not take off as soon as the blood was aboard?

_____

_____

5. Where did it land first?

_____

_____

6. Besides transporting blood, what else was the crew supposed to do?

_____

_____

7. What is meant by the word "wojskowe" in the last sentence?

_____

_____

Exercise 8 Listen to Text F. It is about the first stage of the flight to Bucharest. This text will give you important practice in listening for names and locations. Answer the following questions.

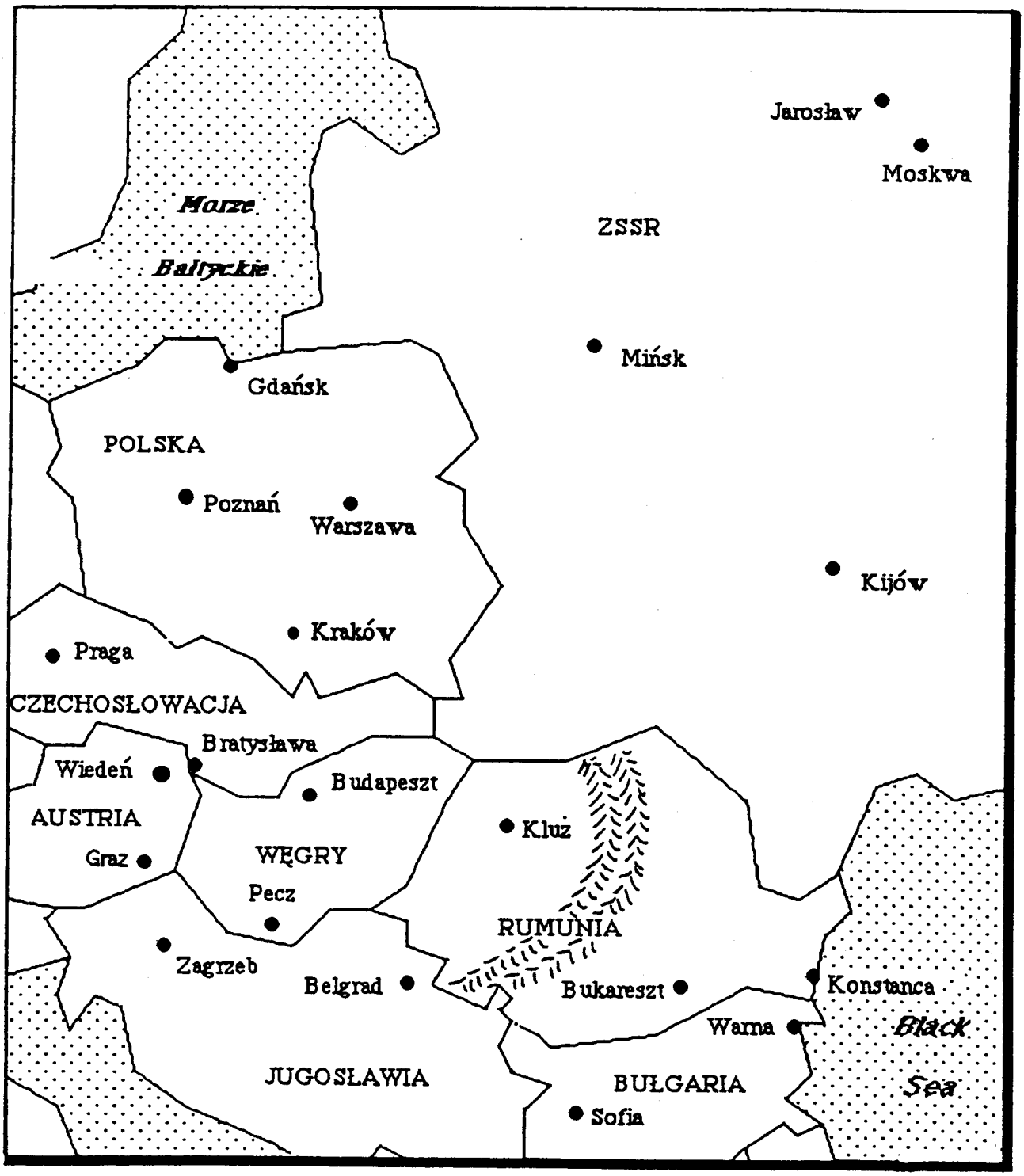
1. What time did they take off? Write your answer in the space provided.

_____

2. Who did the crew of the aircraft consist of? Supply the missing information in Polish in the table below.

Nazwisko	Stopień	Funkcja
Mirosław Ławrynowicz		
	Kapitan	
		Radiotelegrafista

3. Text F roughly describes the route of the airplane from Warsaw to Bucharest. Trace the route on the map below.



4. What was the plane's altitude when flying over Rumanian territory? Write your answer in English in the space provided.

_____

5. Where did they notice military objects? Write your answer in Polish in the space provided.

_____

6. From whom did the Polish plane pick up signals while flying in Rumanian airspace? Write your answer in English in the space provided.

_____

7. What was their main concern at that time? Write your answer in English in the space provided.

_____

Exercise 9 Listen to Text G. It is about the situation around Bucharest and at the international airport there. Check your understanding by indicating which of the following statements are true (T) and which are false (F).

	T	F
1. As the Poles were approaching Bucharest they could see more troops.	❑	❑
2. They could see entrenched army positions around the airport.	❑	❑
3. Securitate took control of the international airport.	❑	❑
4. Some Securitate troops escaped abroad by air.	❑	❑
5. Securitate troops used flamethrowers to burn alive members of an airport crew changing shifts.	❑	❑
6. The airport was recaptured by the troops loyal to the new government.	❑	❑

Exercise 10 Text H summarizes Polish help to Rumania in the early stages of organizing help for Rumania.

1. Listen to the text and fill out the empty spaces in the table below.

MATERIAŁ	ILOŚĆ
	2.200 litrów
Osocze	
	500 kg
Aparaty do przetaczania krwi	
	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

2. Now answer the following questions in English in the spaces provided.

   a. How many planes with medical help were sent to Rumania?

   _____

   b. What was delivered by the military?

   _____

   _____

Key Vocabulary

aparat do przetaczania krwi	transfusion apparatus
bratobójcza walka	civil war

dawstwo krwi	blood donation
Front/Rada Ocalenia Narodowego	Front/Council of National Salvation
gips	plaster
Instytut Hydrotechniki	Hydrotechnology Institute
kurs na, brać	to take the course for, head for
luka	gap
materiał opatrunkowy	dressing
miniony	past
miotacz ognia	flamethrower
Międzynarodowy Czerwony Krzyż	International Red Cross
namierzać (colloquial)	to locate
niecodzienny	unusual
niewiadoma	unknown
norma prawa	law
odgłos	report (noun)
odpalić pocisk	to launch a projectile
osocze	plasma
oszacowanie	estimation
osądzenie	judgement
piastować (stanowisko)	to hold (an office)
pokrwawiony	blood stained
pozycja okopana	entrenched position
preparat krwiopochodny	blood-based product
przenieść w stan spoczynku	to pension off
przestrzegać	to obey
przyziemiać	to ground
rozjechać	to run over
rozstawić	to space out, intersperse
sprawować władzę	to be in power
stacja krwiodawstwa	blood-donation station
ster	rudder (on an aircraft)
tryb uproszczony	simplified procedure
wyekspediować	to send, dispatch
zmiana lotniskowa	airfield shift

Acronyms and Abbreviations

AFP (Agence France Presse)	French Press Agency
An-12 (Antonow-12)	kind of a Soviet-made aircraft named after its constructor
TASS	Telegraph Agency of the Soviet Union
WP (Wojsko Polskie)	Polish Army

Unit 27. The Death of General Rola-Żymierski

In this unit you will hear texts about General of the Army Michał Rola-Żymierski, who died in 1989 at the age of 99. At that time he was the only man in Poland who had this rank. As his life extended over such a long period of time, some additional information about recent Polish history will be helpful.

In three partitions (1772, 1793, 1795) Poland was divided between Prussia, Russia, and Austria. Overrun by the Austro-German armies in World War I, Poland's independence, self-declared on November 11, 1918, was recognized by the treaty of Versailles, June 28, 1919. A great role in winning independence was played by the Legions (Legiony) organized and commanded by Józef Piłsudski who later became the commander-in-chief of the Polish armed forces. In 1926, dissatisfied with the political situation in the country, he organized a successful coup d'etat.

Nazi Germany and the USSR invaded Poland on September 1-27, 1939 and divided the country. With Germany's defeat, a Polish government-in-exile in London was recognized by the United States, but the USSR pressed the claims of a rival group. The election of 1947 was completely dominated by the Communists who controlled Poland until 1989.

Exercise 1 In the texts in this unit you will hear some adverbs expressing the sequence of events in Żymierski's life. In column B find the English equivalents of the adverbs in column A. Match them by writing appropriate letters in the spaces provided in column A.

Column A	Column B
____ 1. następnie	a. soon
____ 2. po czym	b. next
____ 3. początkowo	c. then
____ 4. wkrótce	d. at the beginning

Exercise 2 Text A is one of many memories about Żymierski recounted by a prominent Polish politician. Listen to the text and fill in the blank spaces with Polish words from the text. Doing this will prepare you to follow the texts in this unit more easily. Listen to the text and fill it in with missing words.

Odszedł z naszych _____ (1) wielki Polak. Był świadkiem i współtwórcą historii Polski w mijającym stuleciu. Działacz _____ (2). Jeden z _____ (3) legionowych, bohater walk o wyzwolenie.

Z jego imieniem związana jest chlubna karta walk Gwardii i Armii Ludowej. Był _____ _____ (4) odrodzonego Wojska Polskiego.

Wraz z wieloma innymi, padł w latach stalinizmu ofiarą _____ (5).

Do końca życia gorąco zaangażowany w sprawy ojczyzny i Wojska Polskiego.

Background Note

1. The early part of the 20th century was a turbulent period in Poland's history. General Żymierski's life reflected this turbulence.

2. After World War I, ethnic tensions between Poles and Germans erupted in Silesia. General Żymierski supported the Silesian-Poles who wanted to be part of Poland and who organized three unsuccessful uprisings against the German rulers of Silesia.

3. In 1926, Piłsudski took control of the government and suspended all constitutional rights. General Żymierski opposed Piłsudski and for this has been called a defender of the constitution. He was arrested and sent into exile.

4. He took part in World War II when the People's Guard (Gwardia Ludowa) which later became the People's Army (Armia Ludowa) was formed by pro-Soviet forces to organize a left-wing Polish resistance movement. Its aims were to counter-balance the anti-communist resistance movement, the Home Army (Armia Krajowa).

5. In 1944 he was a co-founder of the National Council of the Homeland that functioned as an interim government in the eastern part of Poland which had been liberated by the Soviets.

Exercise 3 Text B briefly summarizes Żymierski's career. Put the events listed below in the order you hear them on the tape by writing appropriate numbers in the spaces provided.

_____ a. Co-founder of the National People's Council

_____ b. Defender of the constitution

_____ c. Commander of the Polish Army

_____ d. An officer in the Legions

_____ e. Minister of Defense

_____ f. Commander of the People's Army

_____ g. Participant in the Silesian Uprisings

Exercise 4 Listen to Text C. It describes the beginnings of Marshal's military career during the period leading to World War I and immediately after. Put a check in the proper box according to whether the following sentences are true (T) or false (F).

	T	F
1. He entered adulthood when Poles were getting ready for anotheruprising against their occupying armies.	❑	❑
2. He began his military career by joining troops under Piłsudski's leadership.	❑	❑
3. He was the commander of the 1st battalion of the 1st Brigade.	❑	❑
4. At the end of World War I, he was the commander of the 2nd Infantry Regiment.	❑	❑

Exercise 5 Text D is a fragment of Professor Jabłoński's remembrance of the general. Professor Jabłoński was a leading politician in Poland during the seventies and early eighties. Listen to the text and answer the questions below in English.

1. When did Professor Jabłoński first hear about General Żymierski?

   _____

2. What was Żymierski's reputation like at that time?

   _____

3. According to Professor Jabłoński what was Żymierski famous for at that time?

   _____

Exercise 6 Listen to Text E which gives you more information about Żymierski's career. Read the questions first, before listening to the text. Do not worry if you do not understand every word. Just listen for the information you need to complete the exercise. Answer the following questions according to the instructions.

1. What was Żymierski's rank at the end of World War I? Check the correct answer.

   ____ a. Porucznik
   ____ b. Pułkownik
   ____ c. Generał brygady

2. What academy did Żymierski graduate from? Check the correct answer.

   ____ a. Francuska Wyższa Szkoła Wojenna
   ____ b. Francuska Wyższa Szkoła Wojskowa

2. What happened afterwards? Write your answer in English in the spaces provided.

   _____

   _____

3. Żymierski's character is described in the text. Complete the following sentence using three nouns from the text. Write your answer in Polish in the spaces provided.

W służbie ujawniły się jego:

a. _____

b. _____

c. _____

4. How was Żymierski rewarded for his services? Write your answer in English in the spaces provided.

_____

_____

5. What was his attitude towards Piłsudski's coup d'etat? (To refresh your memory on this coup, you may want to re-read the introduction to this unit and the Background Note.) Write your answer in English in the spaces provided.

_____

_____

6. What happened to Żymierski as a result of his attitude? Write your answer in English in the spaces provided.

_____

_____

7. Where did he go? Write your answer in English in the spaces provided.

_____

_____

8. How long was he there? Write your answer in English in the spaces provided.

_____

_____

9. Why did he return to Poland in 1938? Write your answer in English in the spaces provided.

_____

_____

Exercise 7 Listen to Text F. It is about Żymierski's activities during World War II. Answer the following questions according to the instructions.

1. What group did he join during the war and occupation? Write your answer in English in the space provided.

_____

_____

2. What was his function at first? Put a check next to the correct answer in the space provided.

_____ a. Dowódca AL
_____ b. Dowódca GL
_____ c. Wojskowy doradca AL
_____ d. Wojskowy doradca GL

3. What was his function later on? Put a check next to the correct answer in the space provided.

_____ a. Dowódca AL
_____ b. Dowódca GL
_____ c. Wojskowy doradca AL
_____ d. Wojskowy doradca GL

4. To what other group did he also belong? Finish the following sentence:
He was a member of the _____
_____

Exercise 8 Listen to Text G. It is a recollection of a meeting with General Żymierski by General Iwańczyk, one of his soldiers. Answer the following questions according to the instructions.

1. At that time General Żymierski was a member of the resistance movement. What was his pseudonym? Write your answer in the space provided below.

   _____

2. When did Iwańczyk meet General Żymierski? Write your answer in Polish in the space provided below.

   _____

3. What took place then? Write your answer in English in the spaces provided below.

   a. _____

   _____

   b. _____

   _____

Exercise 9 Listen to Text H. It covers the final years of General Żymierski's military career. Answer the following questions in English in the spaces provided.

1. When did he join the Polish Committee of National Liberation?

   _____

   _____

2. What was he responsible for in the Committee?

_____

_____

3. Where was he at the end of World War II?

_____

_____

4. When was he promoted to the rank of General of the Army?

_____

_____

5. For what achievements was he promoted?

_____

_____

6. What happened to him during the Stalinist period?

_____

_____

7. What did he decide to do later on?

_____

_____

Key Vocabulary

Armia Ludowa	People's Army
doradca	adviser
dowódca naczelny	commander-in-chief
drużyna strzelecka	rifle squad
generał brygady	Brigadier General
Gwardia Ludowa	People's Guard
Kielecczyzna	a region in Central Poland
Krajowa Rada Narodowa	National People's Council
lewicowy	leftist
minister spraw wojskowych	minister of military affairs
obronność	defense
obrońca	defender
ochotniczo	voluntarily
odrodzony	reborn
Polski Komitet Wyzwolenia Narodowego	Polish Committee of National Liberation
porucznik	lieutenant
pseudonim	pseudonym
pułkownik	colonel
represjonowany	persecuted
resort obrony narodowej	Department of National Defense
rozkaz	order (noun)
służba	duty
szef uzbrojenia	chief of ordnance
Sztab Główny	General Staff
szturmujący	storming
środowisko kombatanckie	veteran environment
waleczny	valiant, brave
więziony	imprisoned
wkład	contribution
zaborca	invader
zamach (stanu)	coup d'etat
zamachowiec	assassin

zawodowa służba wojskowa	career military service
złożyć przysięgę	to take an oath

Listening Workbook 6, Unit 27

Unit 28. On Maneuvers

This unit contains straightforward descriptions of maneuvers. Listening to the texts will give you an opportunity to expand a useful set of vocabulary and to practice listening for detailed information on participants, training, camouflage, and tactics. In this unit you will hear a report of maneuvers of an air force unit in cooperation with ground forces. The report has not been edited and has all the features of natural speech, such as repetitions, incomplete sentences, and sudden changes in the course of conversation.

Exercise 1 Exercises 1 and 2 are meant to brush up your knowledge of the vocabulary used extensively in the texts in this unit.

1. Which of the following subunits does a Polish battalion consist of? Check the ones that are NOT parts of the battalion.

_____ a. Drużyna
_____ b. Dywizja
_____ c. Kompania
_____ d. Pluton
_____ e. Pułk

2. The words and phrases listed below belong to the group of words used in describing maneuvers. Match the Polish words and phrases with their English equivalents by writing appropriate letters in the spaces provided in column A.

Column A	Column B
_____ 1. okop	a. battlefield
_____ 2. pas obrony	b. no man's land
_____ 3. pole walki	c. defensive zone
_____ 4. przedpole	d. trench

Exercise 2 There are many noun phrases which you will hear in the texts in this unit. You may know some of them and some of them may be new for you. Match the nouns given in column A with the adjectives given in column B by writing appropriate letters in the spaces provided next to the nouns. You can use a dictionary if necessary. Doing this exercise will prepare you for understanding the texts in this unit.

	Column A	Column B
_____	1. amunicja	a. ogólnowojskowy
_____	2. broń	b. lądowe
_____	3. dowódca	c. bojowa
_____	4. pocisk	d. pozycyjna
_____	5. walka	e. pancerna
_____	6. wojska	f. kierowany

Exercise 3 Text A gives details of the maneuvers, where they took place, and who participated in them. Listen to the text and answer the following questions in English in the spaces provided.

1. Where did the maneuvers take place?

_____

2. What did the reporter witness?

_____

3. What could be seen in the foreground?

_____

4. Where was the "enemy"?

_____

5. What were the tanks, armored vehicles and artillery doing?

_____

6. What kind of units also participated in the maneuvers?

_____

7. What is General Harmoża's function?

_____

Exercise 4 Read the questions below to focus your attention as you listen to Text B. Don't worry if you do not understand every word. Just listen for the information you need to answer the questions. The text describes the training that is necessary to achieve the appropriate cooperation between different units. Write your answers in Polish in the spaces provided.

1. What did the helicopters shoot with?

_____

2. How many of them hit their targets?

_____

3. How do helicopter crews achieve such levels of efficiency?

_____

_____

4. What kind of ammunition is used during the maneuvers?

_____

5. According to the general, how long does it take to train a combat vehicle crew?

_____

6. According to the general, how long does it take to train flight personnel?

_____

7. What combat elements are tested during defense maneuvers?

a. _____

b. _____

Exercise 5 Listen to Text C. You will hear a straightforward description of the camouflage employed by the units when on maneuvers. Answer the following questions according to the instructions given.

1. How is it possible to tell where the arms are situated? Write your answer in English in the space provided.

_____

_____

2. Why can't they be seen? Put a check next to the correct answer.

___ a. Jest za ciemno.
___ b. Są dobrze zamaskowani.
___ c. Obserwatorzy są za daleko.

3. What other defensive element is mentioned? Write your answer in Polish in the space provided.

_____

_____

4. What else is mentioned in the text as stopping the enemy's advance? Write your answer in Polish in the space provided.

_____

_____

Exercise 6 Listen to Text D. You will hear about the tactics used by the attacking units and the response of the defending units. Answer the questions following the instructions given below.

1. What signals the "enemy" approach? Write your answer in Polish in the space provided.

_____

_____

2. What is the designated firing range at which troops can open fire? Write your answer in Polish in the space provided.

_____

_____

3. What kind of arms can fire effectively at that range? In the spaces provided, list the arms you hear mentioned in the text. Write your answer in Polish.

   a. _____

   b. _____

   c. _____

4. What, according to the general, should the proportion of forces in attack and in defense be? Write your answer in English in the space provided.

   _____

   _____

Exercise 7 Listen to Text E which is about the role of the air force in defensive actions. It also presents the defensive strategies of the units in defense. Answer the following questions.

1. What kind of air force units take part in defense actions? Write your answer in Polish in the space provided.

   a. _____

   b. _____

2. What kind of units are trying to stop the 'enemy'? In the spaces provided, list the units you hear mentioned in the text. Write your answer in Polish.

   a. _____

   b. _____

   c. _____

3. To which side does the helicopter belong? Put a check in the space provided next to the correct answer.

___ a. Defending troops

___ b. Attacking troops

4. Was the helicopter hit? Put a check in the space provided next to the correct answer.

____ Yes ____ No

5. What imitated "enemy's" units in the extended line? Write your answer in Polish in the space provided.

_____

Exercise 8 Listen to Text F. The text is mainly about the quality of the troops taking part in the maneuvers. Answer the questions that follow according to the instructions.

1. Who was present at the maneuvers? Write your answer in Polish in the space provided.

_____

_____

2. What elements were especially impressive? Check the ones that are NOT mentioned by the general.

a. dobre maskowanie
b. kierowanie ogniem
c. sprawne działanie
d. szybkość działania
e. współdziałanie pododdziałów
f. współdziałanie sił lądowych i lotnictwa
g. wyszkolenie żołnierzy

3. Were the maneuvers prepared carefully earlier? Put a check in the space provided next to the correct answer.

____ Yes ____ No

4. Why are the pilots in a difficult situation? Write your answer in Polish in the space provided.

_____

_____

5. What other elements make the maneuvers additionally difficult for the pilots? Check the correct answer.

_____ a. New equipment
_____ b. Poor visibility
_____ c. Unclearly stated objectives

Exercise 9 Listen to Text G. This text deals with conditions on a testing range and the differences between a testing range and a bombing range. Answer the following questions according to the instructions.

1. Why did the rain improve conditions on the range? Write your answer in English in the space provided.

_____

_____

2. Why is the general pleased with the joint maneuvers? Put a check in the space provided next to the correct answer.

___ a. They allow ground forces and air units to improve cooperation.

___ b. Both kinds of troops can experience more varied conditions and be trained better when they work together.

___ c. They allow for the use of more equipment in more varied conditions.

3. What example does the general give to support his statement? Write your answer in English in the space provided.

_____

_____

Exercise 10 Listen to Text H. Supply the missing words and phrases. Doing this exercise will allow you to check the accuracy of your understanding of spontaneous speech.

Myślę teraz o tych żołnierzach, którzy tam siedzą w _____ (1), którzy muszą, no, _____ (2) i to starać się strzelać jak najcelniej. Te cele na _____ (3) coraz się podnoszą to bliżej, to dalej, to trzeba _____ (4) nie tylko na wprost ale i w lewo i w prawo, i to stwarza warunki pewnie _____ (5). Tam rozumiem, że są _____ (6), którzy nad tym czuwają, bo przecież nie chodzi o to, żeby ponieść jakiekolwiek straty na _____ (7) w kraju. Na tego typu _____ (8).

Key Vocabulary

bezpośrednie trafienie	direct hit
celnie	accurately, with unerring aim

celowanie laserowe	laser aiming
czuwać	to be alert
dowódca ogólnowojskowy	combined-arms commander
kierowanie ogniem	fire control
kunszt	masterly skill
lotnictwo bezpośredniego wsparcia	direct support air forces
maskowanie	camouflage
mieć oko	to be good at shooting
odpalony	fired
odtrenowuje się	to be practiced
oficer naprowadzania lotnictwa	air guidance officer
ogień skuteczny	effective fire
okopany	entrenched
operator sprzętu	equipment operator
ostrzelany	covered with fire
pas obrony	zone of defense
poligon lotniczy	bombing range
prowadzenie walki	battle waging
przebazować się	to change bases
przeciwpancerny	armor-piercing, antitank
przedpole	foreground, no man's land
przykoszarowy	attached to barracks
rozbudowa inżynieryjna	engineering development
rozgorzeć	to break out
rozjemca	arbitrator, mediator, umpire
rozwijać się	to deploy
rusznica	harquebus
samolot uderzeniowy	attack aircraft
Śląski Okręg Wojskowy	Silesian Military District
śmigłowiec bojowy	ground support helicopter
środek ogniowy	weapon (means of fire)
środek zastępczy	substitute (noun)
tarcza	bullet shield
tyraliera	extended line
walka pozycyjna	stationary <positional> fight
wdzierać się	to scale

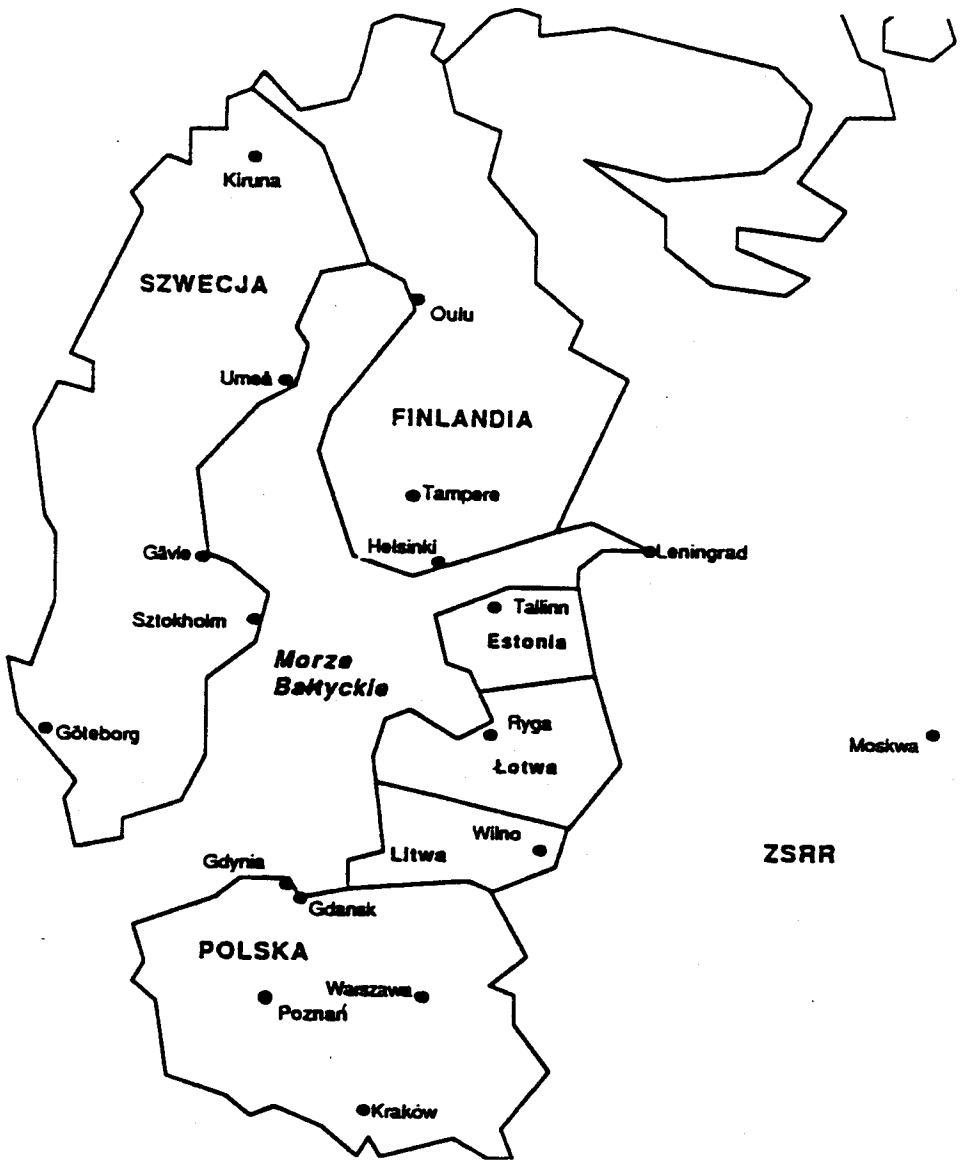
zadymiony	blanketed with smoke
zajęcia sprawdzające	testing training
zamaskowany	camouflaged
zgrany	coordinated
Zjednoczone Siły Zbrojne Państw Stron Układu Warszawskiego	Joint Armed Forces of the Warsaw Pact Members

Listening Workbook 6, Unit 28

Unit 29. A Naval Visit

In this unit you will hear a radio report on a visit of Polish Navy ships to the Soviet Union. They visited the Baltic port of Riga, the capital of Latvia (see the map below). Within the Warsaw Pact, this type of military visit and exchange is part of the routine functioning of the alliance.

Figure 29.1.



Exercise 1 Texts in this unit will deal with a new set of vocabulary, a naval one. Before you listen to the texts, check your knowledge of both geography and that vocabulary.

1. The map on page 39 shows three Soviet Baltic republics. The Polish Navy visited one of them, Latvia. Circle the republic on the map.

2. In this exercise you will deal both with ordinary nouns, verbs, and phrases, as well as ranks and official names. Match the English words in column B with their Polish equivalents in column A. Indicate your choice by writing the number of a word from column B next to the appropriate word in column A.

A	B
a. __ niszczyciel	1. wharf
b. __ desantowy	2. cruise
c. __ przybić	3. gangway
d. __ nabrzeże	4. destroyer
e. __ trap	5. landing
f. __ rejs	6. deck
g. __ pokład	7. to dock

3. Now let us work with navy ranks and descriptive phrases consisting of two nouns or a noun and an adjective. Match the English word groups in column B with their Polish equivalents in column A. Indicate your choice by writing the number of a phrase from column B next to the appropriate phrase in column A.

A	B
a. __ powitanie okrętów	1. navy
b. __ marynarka wojenna	2. vice-commander
c. __ zastępca dowódcy	3. group of ships
d. __ zespół okrętów	4. greeting of the ships

Exercise 2 Listen to Text A, which introduces the program on the naval visit. This opening contains the type of factual information you might expect to hear in an introduction. Concentrate on the names and dates you will hear and then complete the sentences below. Do not worry if you do not understand every word. Just listen for the key vocabulary.

1. The program is broadcast from (a)_____ and the name of the reporter is (b)_____.
2. The visit starts on the (a)_____ of (b)_____ and ends on the (c)_____ of (d)_____.
3. ORP "Warszawa" is a (a)_____ destroyer and the remaining two ships are (b)_____ ones.

Exercise 3 Text B is the beginning of the coverage. Listen to the text for the sequence of events that followed the docking of the Polish ships. After listening to the text, decide which of the ceremonial scenarios below is correct. Indicate your answer by circling the appropriate number.

1. a. The commander of the cruiser walks down the gangway.
   b. He meets with city and port authorities.
   c. He meets with the delegation of the Baltic Fleet.
   d. The Polish band plays during the whole ceremony.

2. a. The Polish ships dock at the wharf.
   b. City and port authorities meet Commandor Łukasik aboard his ship and together walk down the gangway.
   c. They introduce him to the delegation of the Baltic Fleet.
   d. The Soviet band plays during the whole ceremony.

3. a. The Polish ships dock at the wharf.
   b. Commander Łukasik walks down the gangway.
   c. He meets with the delegation of the Baltic Fleet.
   d. The Soviet band plays during the whole ceremony.

Exercise 4 Listening for words that indicate sequence is an important strategy. The information you heard in the previous exercise was partly conveyed by adverbs of time and verb tenses describing the order in which events occurred, such as *now*, *then*, *next*. You might not have been fully conscious of these "helpers" when you listened to Text B. Below is a list of sequence related adverbs of time and other words. Listen to Text B again and then put check marks next to the items which you heard in the text.

- ❑ 1. za kilka chwil
- ❑ 2. już
- ❑ 3. jeszcze tylko kilka minut
- ❑ 4. za chwilę
- ❑ 5. będą
- ❑ 6. odbędzie się
- ❑ 7. za parę minut

Exercise 5 The next text contains more difficult political and military vocabulary. This exercise will help you refresh your memory of these words. Match the English words in column B with their Polish equivalents in column A. Indicate your choice by writing the number of a word from column B next to the appropriate word in column A.

A	B
a.___ wystąpienie programowe	1. alliance
b.___ ośrodek szkolenia	2. combat duty
c.___ sojusz	3. defense doctrine
d.___ służba bojowa	4. notion
e.___ pojęcie	5. purchase
f.___ doktryna obronna	6. hearing
g.___ zakup	7. policy statement
h.___ przesłuchanie	8. training center

Exercise 6 Text C gives information on a press conference held by Commandor Ryszard Łukasik during his visit to Riga. In this conference you will hear references to the changes taking place in eastern Europe, the Polish Prime Minister's reactions to these changes and the impact of these changes on Poland's military and political thinking. Listen to Text C and then decide which of the following questions can be answered with information from the text. Put check marks next to the appropriate choices.

☐ 1. Where did the conference take place?

- ❑ 2. Who did the journalists at the conference work for?
- ❑ 3. What is the attitude of the Polish Army toward perestroika in Poland?
- ❑ 4. What are Comandor Łukasik's personal views on the subject?
- ❑ 5. What is the Polish prime minister's view on Poland's alliances?
- ❑ 6. How is the navy going to be affected by the policy of restructuring?
- ❑ 7. What is the prime minister's view on the changes in the Polish armed forces?

Exercise 7 This exercise will help you check your general understanding of Text C. 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 conference was held in the morning.	❑	❑
2. The conference was attended by Eastern and Western journalists.	❑	❑
3. The prime minister controls the armed forces directly.	❑	❑
4. The minister of defense had to attend parliamentary hearings before his appointment.	❑	❑
5. The program of restructuring was developed by the Minister of Defense.	❑	❑
6. The prime minister accepted the changes taking place in the Polish Army.	❑	❑

Exercise 8 By now you should be familiar with the content of Text C. In this final exercise on this text you can check your ability to hear individual words and fit them into a meaningful context. Below are sections of Text C. Listen to the text and then fill in the missing words in Polish.

We (1)_____ godzinach (2)_____ 21 (3)_____ pokład naszego okrętu (4)_____ odwiedzili przedstawiciele (5)_____ Floty Bałtyckiej Związku Radzieckiego. Wśród (6)_____ pytań było (7)_____ pytanie, jak nasze (8)_____ patrzą na (9)_____, na zmiany polityczne i (10)_____ mające miejsce w Polsce.

Siły zbrojne są (11)_____ prezydentowi Polskiej Rzeczypospolitej Ludowej. Program (12)_____ sił zbrojnych, (13)_____ tej strony doktryny, którą w tej chwili nazywamy (14)_____, został (15)_____.

Exercise 9 Text D is an interview with another Polish navy officer in which you will hear his opinion about the visit. Listen to Text D and then answer the questions below in the spaces provided. Write your answers in English.

1. What is the field of duty of Commander Zenon Roszko?

_____

2. What does the interviewed officer say about the reason for the visit?

_____

3. Who invited the Polish ships?

_____

4. Who did the Poles meet with in Riga? (mention at least 3 groups)

_____

_____

5. What does the officer say about the views held by Poles and their hosts?

_____

6. According to the interviewed officer, what contacts were particularly satisfying?

_____

Exercise 10 Text E has a range of vocabulary that summarizes what you have heard so far. You will hear another part of the interview with Commandor Łukasik, in which he was asked about the cooperation between the Baltic Fleet of the Soviet Union and the Polish Navy. Listen to the text and then answer the questions below. Write your answers in English in the spaces provided.

1. How would training centers be used, according to Commandor Łukasik?

_____

2. When would the Polish staff be trained in the Soviet Union?

_____

3. What areas of experience are mentioned by Commandor Łukasik?

_____

4. Within what type of cooperation are operational plans included?

_____

Key Vocabulary

doktryna obronna	defense doctrine
dowódca	commander
dowództwo	command
dziennikarz	journalist
expose (French)	here: policy statement
flota	fleet
gospodarz	host
kanon	here: something that cannot be changed
konferencja prasowa	press conference
Marynarka Wojenna	navy
nabrzeże	wharf, pier
niszczyciel rakietowy	rocket destroyer
okręt desantowy	landing craft
okręt wojenny	navy ship
ośrodek szkolenia	training center
pojęcie	concept, notion
pokład	deck, board
powołać	to appoint (to an office)
przebudowa	(Russian perestroika) restructuring
przesłuchanie	hearing (before a committee)
przybić	to dock
rejs	cruise
służba bojowa	combat duty
sojusz	alliance
sprecyzować	to make something more precise
szanowny	respectable, dear (when addressing people)
technika	here: technology

trap	gangway
wystąpienie programowe	policy statement
zakup	purchase
zespół	group
zwierzchnik	superior

Unit 30. Amnesty

In this unit you will hear texts on the amnesty declared at the end of 1989 by the first non-communist Polish government. As power in Poland changed hands, the new government felt a need to rectify what it thought were the mistakes of the former, repressive system. The parliamentary discussions about the amnesty were accompanied by rebellions in several prisons. The reports and authorities' communiques about the rebellions are part of this unit as these events had a bearing on the parliamentary considerations.

Exercise 1 The vocabulary you will hear in this unit covers mainly the legal field. This exercise will help you refresh your knowledge of these items. 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.___ zwolnienie	a. law
2.___ bunt	b. paragraph
3.___ poprawka	c. robbery
4.___ kara	d. release
5.___ sędzia	e. representative
6.___ poseł	f. amendment
7.___ rozbój	g. rebellion
8.___ prawo	h. judge
9.___ ustęp	i. punishment

Exercise 2 Text A is a headline from a radio news program. Listen to it and then decide which of the following headlines reflects the message in the headline. Indicate your choice by circling the appropriate headline.

1. Sejm modifies Senate amendments to the amnesty bill.
2. Rift between Senate and Sejm over the amendments to the amnesty bill.
3. Sejm rejects Senate amendments to the amnesty bill.

Background Note

Between 1948 and 1989 Poland, like all other Warsaw Pact countries, had a parliamentary system in which the parliament, the elective legislative body, had one chamber. The body itself was called Sejm. In 1989, as part of the democratic reforms, the former upper house of the parliament, called Senat, was reinstated. The way in which this new parliament works resembles that of US Congress, with its House of Representatives and Senate. A bill which originates in the lower house goes to the upper house, where it may be amended. The amendments have to be voted on in the lower house before a bill can become a law.

Exercise 3 Text B presents the issue from Text A in detail. Listen to the text and then complete the exercise. Do not worry if you do not understand every word, just listen for the information you need to complete the exercise.

1. The amendment included four categories of criminals. List them below in English.

   a. _____

   b. _____

c._____

d._____

2. Text B gives figures for the voting on one of the amendments. Listen to the text and then complete the box below.

Yes	No	Abstentions

Exercise 4 Listen to Text B again and answer the questions below. This time you will be listening for information to answer questions *When?, What?, Who?* Write your answers in English below in the spaces provided.

1. When did the Sejm session take place?

_____

2. What would be the effect of the amendments on the amnesty bill?

_____

3. Who was quoted by the representative as opposed to the amendments?

_____

4. What does drunken driving mentioned in the amendment involve?

_____

Exercise 5 Text C is a continuation of Text B. It provides more information about the arguments for and against the amendments to the amnesty bill. Below is a list of key words and phrases used in the arguments, both in Polish and in English. Before you listen to the text, go through the list and match the Polish terms with their English equivalents. After that, listen to the text and find out what the sides have to say. Complete the exercise by writing two arguments for either side. Write your answers in English below in the spaces provided.

Key vocabulary in the discussion for and against the amendments

1. ___ surowe wyroki	a. mass pardons
2. ___ malejące poczucie bezpieczeństwa	b. tough sentences
3. ___ masowe zwolnie	c. repressive system
4. ___ rosnąca poważna przestępczość	d. the plight of prisoners
5. ___ represyjny system	e. decreasing sense of security
6. ___ położenie więźniów	f. increasing serious crime

Discussion about extending the scope of the amnesty bill

Arguments for

1. _____

2. _____

Arguments against

3. _____

4. _____

Exercise 6 This exercise will help you check your grasp of the information in Text C. Listen to Text C again and then decide which sentence in each pair of sentences below is true. Indicate your choice by circling the appropriate sentence.

1. a. The voting on the amendments took two hours.
   b. The discussion of the amendments took two hours.

2. a. The representatives supporting the amendments were for a mass release of various categories of prisoners.
   b. The representatives supporting the amendments assured others that there would be no mass release of prisoners.

3. a. The amnesty bill took its final shape after the consideration and inclusion of some Senate amendments.
   b. The amnesty bill was passed after the discussion of Senate amendments and did not include them.

Exercise 7 Text D reports on a prisoners' rebellion sparked off by the announcement of the new amnesty. This report is easier to follow because it describes a dramatic sequence of events. As the text contains dates and numbers of casualties, in this exercise you will be listening for numerical information. Listen to Text D and then complete the box below.

When did the rebellion	start?	
	finish?	
How many prisoners died	inside the prison?	
	in the hospital?	
How many prisoners were killed	by the inmates?	
	by the guards?	

Exercise 8 Text D reported the sequence of events during the rebellion. Read the three versions of events given below and then listen carefully to the text and decide which of the versions of events below is correct. Indicate your choice by circling the appropriate sequence.

1. a. The inmates took over the prison buildings.
   b. They killed several prison guards.
   c. Police entered the prison and then retreated.
   d. The inmates demolished prison buildings and set some of them on fire.
   e. The inmates threw the bodies of victims outside the compound.
   f. The prosecutor appealed to the inmates to surrender.
   g. The police stormed the prison again and ended the rebellion.

2. a. The inmates took over the prison buildings.
   b. They killed a number of prisoners.
   c. Police entered the prison and then retreated.
   d. The prosecutor appealed to the inmates to surrender.
   e. The inmates threw the bodies of victims outside the compound.
   f. The inmates demolished prison buildings and set some of them on fire.
   g. The police stormed the prison again and ended the rebellion.

3. a. The inmates took over the prison buildings.
   b. All prison guards were forced out of the compound.
   c. The inmates demolished prison buildings and set some of them on fire.
   d. The inmates tried to force their way out of the prison but had to retreat.
   e. The inmates threw the bodies of victims outside the compound.
   f. The prosecutor appealed to the inmates to surrender.
   g. The police stormed the prison again and ended the rebellion.

Exercise 9 This exercise will help you check your understanding of Text D. Listen to the text again and then decide which of the following sentences are true or false. Indicate your choice by checking the appropriate box.

	T	F
1. The rebellion started in the evening.	❑	❑
2. Both the police and military forces were called to put it down.	❑	❑
3. Three of the injured died on their way to the hospital.	❑	❑
4. Both local authorities and the minister of justice appealed to the inmates to surrender.	❑	❑
5. Some of the inmates were stabbed to death by their cellmates.	❑	❑
6. Prisoners got hold of and subsequently used guns.	❑	❑
7. At the time of the report the matter was still under investigation.	❑	❑

Exercise 10 This exercise will help you focus on details of a text. It will also give you more practice with the type of vocabulary you have heard in Texts A-D. Listen to Text E and then fill out the blanks in Polish in the text below.

Różnorodne komplikacje spowodowała przedłużająca się (1)_____ parlamentarna nad (2)_____ amnestyjną. Zmusiła ona resort (3)_____ do rozpoczęcia przygotowań związanych ze (4)_____ tak dużej liczby (5)_____ zanim Sejm podjął ostateczne decyzje. Długi czas trwania prac (6)_____, okazało się, nie uczynił ustawy doskonałą. Również trudne jest dotrzymanie (7)_____ amnestii - 20 grudnia , skoro (8)_____ otrzymali teksty ustawy dopiero 13 grudnia, często późnym (9)_____. Mimo tego, w ciągu dwóch pierwszych dni jej (10)_____ zwolniono (11)_____ osób, przede wszystkim odbywających (12)_____ krótkie i zastępcze.

Key Vocabulary

akt łaski	act of grace, forgiveness
badanie	investigation, inquiry
bielizna	underwear
broń palna	firearms
bunt	rebellion

debata parlamentarna	parliamentary debate
doskonały	perfect
dotrzymać terminu	to meet a deadline
działanie	operation, effect
kara	punishment, time
Ministerstwo Sprawiedliwości	Ministry of Justice
naobiecywać	to make promises (unfulfilled)
niepowodzenie	failure
niewystarczający	insufficient
obrażenia	injuries
odzież	clothing
opór	resistance
osoba trzecia	third party (legal), bystander
petarda	flare
pod wpływem	under the influence of
podjąć decyzję	to reach a decision
podnosić	here: to raise (an issue)
poprawka	amendment
poseł	representative (in the Sejm)
postawić pytanie	to pose, ask a question
posterunek	here: watchtower
powrót	return
prawo	law
prokurator	prosecutor
prowiant	food supplies
resort	ministry
rana	wound
rana kłuta	stab wound
rana postrzałowa	gunshot wound
recydywista	repeated offender
rozbój	robbery
Sejm	the lower chamber of the Polish parliament
sekcja zwłok	autopsy
sędzia	judge
sforsować	to force one's way through something
skazany	convict
służba więzienna	prison guards
spalenie	burning-down
straty materialne	material damage
ujawnić	here: to discover

ustęp	paragraph, section
wątpliwość	doubt
więzień	prisoner, inmate
włamywacz	burglar
wstępny	preliminary
wstrzymać się (od głosu)	abstain (from voting)
wymiar	dimension
wymiar sprawiedliwości	the legal system
zakład karny	penitentiary facility
zakres	range, scope
zasięgnąć opinii	to ask for an opinion
zastępczy	here: alternative
zewnętrzny	external
zwłoki	corpse
zwolnienie	release

Speaking Suggestions

Unit 26. Rumanian Revolution

a. Assign students one of the following roles:

Communist party official	Rumanian citizen
University student	Member of Securitat
Army officer	Imprisoned dissident

b. Ask them to give their reactions to the Rumanian Revolution in 4-10 simple sentences.

Unit 27. The Death of General Rola-Żymierski

a. Ask the class to give names of famous military heroes who have died. Write these names on the board.

b. Divide the class into pairs. Ask each pair to select one of the heroes' names. Write the following questions on the board:

Jak brzmi nazwisko bohatera, którego wybraliście?
Kiedy umarł?
Jakie były jego największe osiągnięcia?
Jaki ma wpływ na amerykańskie życie wojskowe?

c. Ask each pair to discuss these questions and then to present its hero to the rest of the class.

Unit 28. On Maneuvers

a. Divide your class into pairs. Ask each pair to describe the contents of backpacks they would take on maneuvers in Alaska in January and in Utah in July.

b. Ask each pair to present its ideas to the whole group and ask the class to rank the 10 most important items for Alaska in January and Utah in July.

Unit 29. A Naval Visit

a. Divide your class into three groups. Ask the groups to imagine that they are going to be visited by high-ranking naval officers from Poland. Ask each group to think of 5-10 questions it would like to ask the officers.

b. Assign members of group A the roles of high-ranking Polish naval officers. Ask group B to put its questions to members of group A. Group C members may listen and join in — asking for further clarification or pursuing an interesting point. Then group B members take the role of high-ranking Polish naval officers and answer questions put to them by group C, while group A members listen and join in the questioning. Finally group C members take the role of Polish officers and answer questions put to them by group A.

Unit 30. Amnesty

a. Divide your class into three groups. Give role card A to group A, role card B to group B and role card C to group C.

Role card A.

You were imprisoned for political reasons. You distributed anti-Soviet publications. You will be released in the amnesty. What will you do on the day of your release?

Role card B.

You were imprisoned for embezzling funds from the government office in which you worked. The police never recovered the money. You will be released in the amnesty. What will you do on the day of your release?

Role card C.

You were arrested for stealing a car and causing an accident. You feel very badly about what you did. Your mother, who comes to visit you in prison, is very ashamed of you. You will be released in the amnesty. What will you do on the day of your release?

Listening Workbook 6, Speaking Suggestions

Answer Key
Unit 26. Rumanian Revolution

Exercise 1

1. Medical: 2, 3, 4, 7
   Military: 1, 5, 6, 8, 9 10

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

Exercise 2

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

Exercise 3

1. The workers were holding protest meetings.
2. Around the city of Timisoara
3. Around 1,000
4. An Iranian student
5. She was run over by a tank.
6. Because hospitals are surrounded by armored vehicles and armed soldiers.
7. It is very tense. The city is patrolled by soldiers and the members of the Patriotic People's Front (a civic body created during the revolution to help the army and the new government). At many points in the city there are buses filled with soldiers and policemen.

Exercise 4

1. Petre Roman, prime minister of the interim Rumanian temporary government
2. They were accused of extremely serious crimes against Rumania.
3. Because the new government was afraid that the place where the Ceausescus were held would be attacked by forces loyal to Ceausescu.
4. The whole Council of National Salvation

Exercise 5

Temporary Government		
Name	Function	Age
Ion Iliescu	President	59
Dumitru Mazilu	Vice-President	60
Petre Roman	Prime Minister	43
Nicolae Militaru	Minister of Defense	65

Exercise 6

1. Bożego Narodzenia
2. rumuńskiego dramatu
3. sztab medycznej pomocy
4. generał brygady
5. preparatów krwiopochodnych
6. wojskowe samoloty

Exercise 7

1. Dziesięć tysięcy
2. Trzy tysiące
3. Preparaty krwiopochodne
4. Lotnisko w Bukareszcie nie przyjmowało samolotów
5. W Krakowie

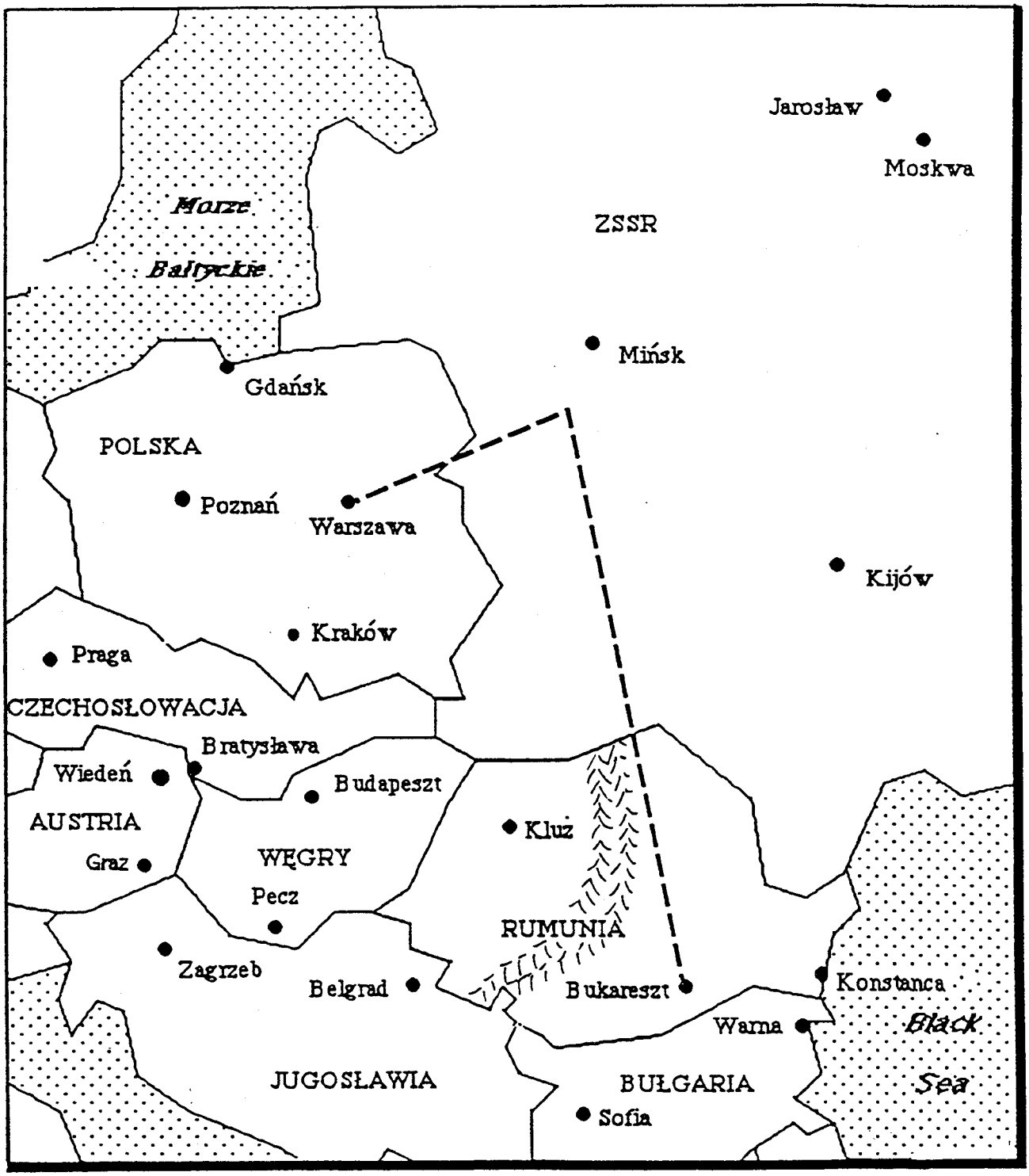
6. Zabrać grupę Polaków z bukaresztańskiego lotniska
7. Lotnisko

Exercise 8

1. 10:15 a.m.
2.

Nazwisko	Stopień	Funkcja
Mirosław Ławrynowicz	Kapitan	Pilot
Janusz Kulikow	Kapitan	Pilot
Mirosław Stasik	Starszy chorąży	Radiotelegrafista

3.



4. Rather low
5. W Karpatach

6. Radio location stations situated in that area, probably Securitate's
7. That they would be shot down

Exercise 9

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

Exercise 10

1.

MATERIAŁ	ILOŚĆ
Krew	2.200 litrów
Osocze	1.500 litrów
Gips	500 kg
Aparaty do przetaczania krwi	3.500
Materiały opatrunkowe	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

2. a. Three
   b. All transfusion apparatuses and 50% of the plasma sent to Rumania

Answer Key
Unit 27. The Death of General Rola-Żymierski.

Exercise 1

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

Exercise 2

1. szeregów
2. niepodległościowy
3. dowódców
4. naczelnym dowódcą
5. prześladowań

Exercise 3

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

Exercise 4

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

Exercise 5

1. While Professor Jabłoński was a student
2. He was reputed to be a young and outstanding officer.
3. Bravery while fighting in the Rifle Squads

Exercise 6

1. b
2. a
2. He was promoted to the post of ordnance chief of the Polish Army.
3. a. Uzdolnienia
   b. Obowiązkowość
   c. Pracowitość
4. He was nominated to the rank of Brig. General.
5. He criticized it.
6. He was persecuted and forced to leave the country.
7. France
8. Six years
9. To help in the preparations for the defense of the country against the Germans

Exercise 7

1. The People's Guard which later became the People's Army, a left-wing resistance movement
2. d
3. a
4. National People's Council.

Exercise 8

1. Rola
2. 13 maja 1944 roku
3. a. Iwańczyk took an oath of alliance to the People's Army.
   b. Iwańczyk was promoted to the rank of lieutenant and nominated to the position of the chief of staff of the People's Army in the Kielce region.

Exercise 9

1. When Soviet forces were approaching Poland's eastern front
2. For the Department of National Defense
3. He was with his soldiers in the attack on Berlin.
4. May 3rd, 1945
5. For his contribution to the victory
6. He was imprisoned.
7. Not to return to career military service

Answer Key
Unit 28. On Maneuvers

Exercise 1

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

Exercise 2

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

Exercise 3

1. On a testing range in the Silesian Military District
2. A battalion on the defensive
3. Entrenched tanks, combat vehicles, and infantry
4. Far away, to the left and right
5. They were firing at the enemy in no man's land.
6. Direct support air forces
7. The deputy commander of the air forces

Exercise 4

1. Pociski kierowane
2. Wszystkie
3. Poprzez treningi na środkach zastępczych
4. Amunicja bojowa
5. Rok
6. Wiele lat
7. a. Zgranie wszystkich rodzajów ognia
   b. Umiejętność dowódców kierowania ogniem i prowadzenia walki

Exercise 5

1. Because they are firing
2. b
3. Rozbudowa inżynieryjna
4. "Dobre oko" celowniczych

Exercise 6

1. Petardy
2. Dwa tysiące metrów
3. a. Broń pancerna
   b. Rusznice przeciwpancerne
   c. Czołgi z celowaniem laserowym
4. The attacking forces should be twice as strong as forces on the defensive.

Exercise 7

1. a. Śmigłowce
   b. Lotnictwo uderzeniowe
2. a. Drużyny
   b. Plutony
   c. Kompanie
3. b
4. Yes
5. Tarcze

Exercise 8

1. Przedstawiciele Zjednoczonych Sił Zbrojnych Państw Stron Układu Warszawskiego
2. a, d
3. No
4. Ponieważ działają w nieznanym terenie
5. b

Exercise 9

1. Because there is less dust in the air and the visibility is slightly better
2. a, c
3. The attacking helicopters must be precisely guided to hit the "enemy's" targets when the field is free of the defending troops.

Answer Key, Unit 28

Exercise 10

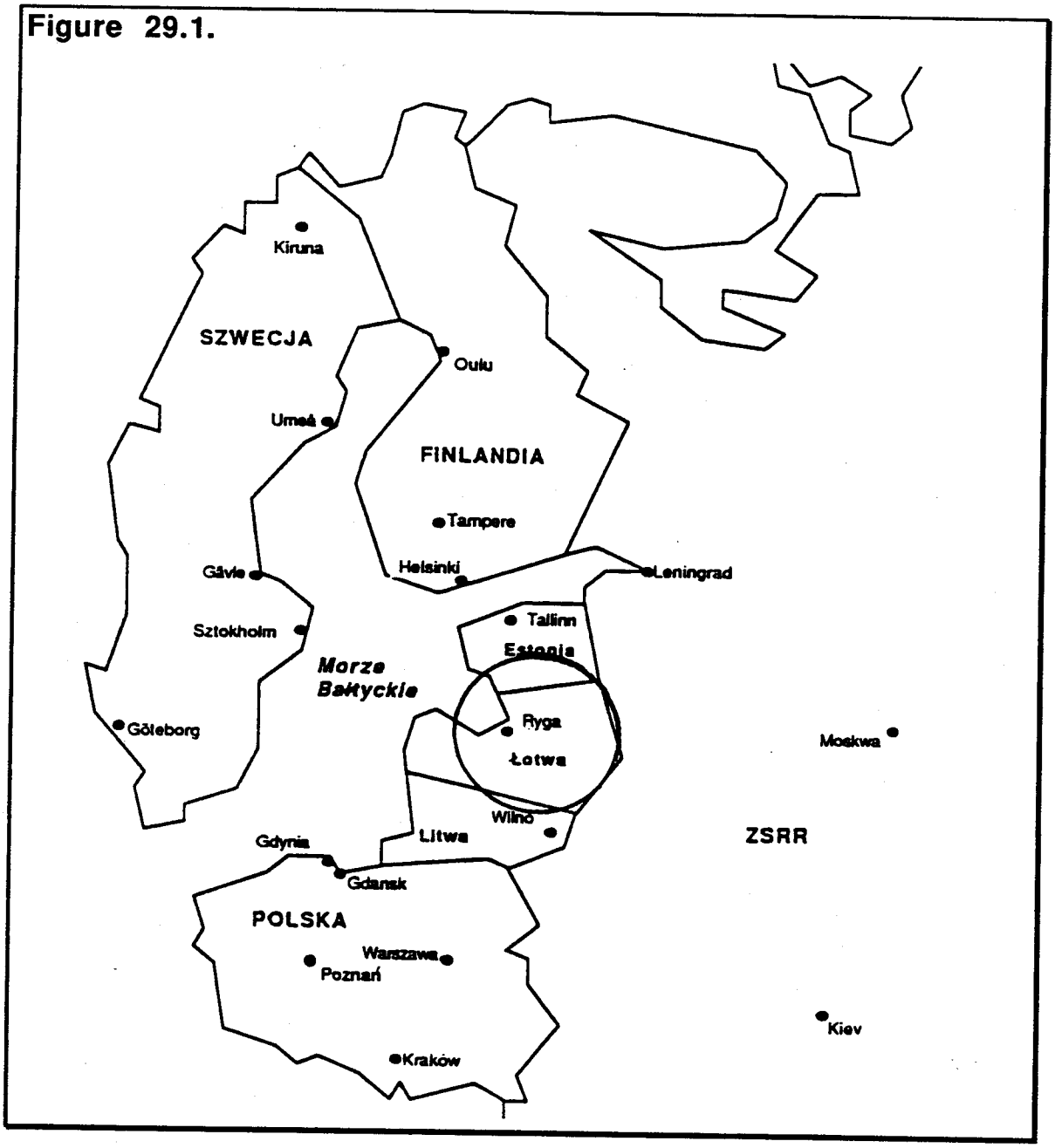
1. okopach
2. strzelać
3. przedpolu
4. kierować ogniem
5. niebezpieczeństwa
6. rozjemcy
7. ćwiczeniach
8. zajęciach sprawdzających

Answer Key
Unit 29. A Naval Visit

Exercise 1

1.

Figure 29.1.



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

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

Exercise 2

1. a. Gdańsk
   b. Antoni Popow
2. a. twenty-first
   b. September
   c. twenty-fifth
   d. September
3. a. rocket
   b. landing

Exercise 3

3

Exercise 4

2, 3, 4, 5, 6

Exercise 5

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

Exercise 6

1, 3, 5, 7

Exercise 7

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

Exercise 8

1. wczesnych
2. popołudniowych
3. września
4. flagowego
5. dowództwa
6. wielu
7. między innymi
8. siły zbrojne
9. przebudowę
10. społeczne
11. podporządkowane
12. restrukturyzacji
13. podkreślenia
14. obronną
15. przyjęty

Exercises 9

1. He is responsible for political matters.
2. They returned an earlier visit by the Soviets.
3. Admiral Ivanov and his council
4. Factory workers, Latvian Komsomoł, the government of the republic, mayor of Riga, the commanders of the Baltic Fleet
5. They are similar.
6. Between regular sailors and between Polish sailors and civilians

Exercise 10

1. On the basis of reciprocal accessibility
2. When Poland buys new military technologies
3. In training and in humanizing life in the military
4. Within the cooperation under the defense doctrine of the Warsaw Pact

Answer Key
Unit 30. Amnesty

Exercise 1

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

Exercise 2

3

Exercise 3

1. a. repeated offenders
   b. burglars
   c. robbers
   d. drivers who killed someone when driving under the influence of alcohol

2.

Yes	No	Abstentions
327	34	33

Exercise 4

1. Thursday
2. They would extend the amnesty.
3. The people who vote for the representatives
4. Killing a person

Exercise 5

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

1. To make up for the tough sentences which resulted from the previous political system
2. Society did not show any interest in the poor living conditions of prisoners in state prisons
3. Increased feelings of insecurity in society
4. Increase in violent crime

Exercise 6

1. a
2. b
3. a

Exercise 7

When did the rebellion	start?	December 7
	finish?	December 9
How many prisoners died	inside the prison?	3
	in the hospital?	3
How many prisoners were killed	by the inmates?	4
	by the guards?	2

Exercise 8 3

Exercise 9

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

Answer Key, Unit 30

Exercise 10

1. debata
2. ustawą
3. sprawiedliwości
4. zwolnieniem
5. skazanych
6. poselskich
7. terminu
8. sędziowie
9. popołudniem
10. działania
11. 2677
12. kary

Dictionary of Key Vocabulary

akt łaski	act of grace, forgiveness
aparat do przetaczania krwi	transfusion apparatus
badanie	investigation, inquiry
bezpośrednie trafienie	direct hit
bielizna	underwear
bratobójcza walka	civil war
broń palna	firearms
bunt	rebellion
celnie	accurately, with unerring aim
celowanie laserowe	laser aiming
czuwać	to be alert
dawstwo krwi	blood donation
debata parlamentarna	parliamentary debate
doktryna obronna	defense doctrine
doskonały	perfect
dotrzymać terminu	to meet a deadline
dowódca	commander
dowódca ogólnowojskowy	combined-arms commander
dowództwo	command
drużyna strzelecka	rifle squad
działanie	operation, effect
dziennikarz	journalist
expose (French)	here: policy statement
flota	fleet
Front/Rada Ocalenia Narodowego	Front/Council of National Salvation
gips	plaster
gospodarz	host
Instytut Hydrotechniki	Hydrotechnology Institute
kanon	here: something that cannot be changed
kara	punishment, time
kierowanie ogniem	fire control
konferencja prasowa	press conference
kunszt	masterly skill

kurs na, brać	to take the course for, head for
lotnictwo bezpośredniego wsparcia	direct support air forces
luka	gap
Marynarka Wojenna	navy
maskowanie	camouflage
materiał opatrunkowy	dressing
mieć oko	to be good at shooting
Międzynarodowy Czerwony Krzyż	International Red Cross
miniony	past
Ministerstwo Sprawiedliwości	Ministry of Justice
miotacz ognia	flamethrower
nabrzeże	wharf, pier
namierzać (coll.)	to locate
naobiecywać	to make promises (unfulfilled)
niecodzienny	unusual
niepowodzenie	failure
niewiadoma	unknown
niewystarczający	insufficient
niszczyciel rakietowy	rocket destroyer
norma prawa	law
obrażenia	injuries
odgłos	report (noun)
odpalić pocisk	to launch a projectile
odpalony	fired
odtrenowuje się	to be practiced
odzież	clothing
oficer naprowadzania lotnictwa	air guidance officer
ogień skuteczny	effective fire
okopany	entrenched
okręt desantowy	landing craft
okręt wojenny	navy ship
operator sprzętu	equipment operator
opór	resistance
osądzenie	judgement

osoba trzecia	third party (legal), bystander
osocze	plasma
ostrzelany	covered with fire
oszacowanie	estimation
ośrodek szkolenia	training center
pas obrony	zone of defense
petarda	flare
piastować (stanowisko)	to hold (an office)
pod wpływem	under the influence of
podjąć decyzję	to reach a decision
podnosić	here: to raise (an issue)
pojęcie	concept, notion
pokrwawiony	blood stained
pokład	deck, board
poligon lotniczy	bombing range
poprawka	amendment
poseł	representative (in the Sejm)
postawić pytanie	to pose, ask a question
posterunek	here: watchtower
powołać	to appoint (to an office)
powrót	return
pozycja okopana	entrenched position
prawo	law
preparat krwiopochodny	blood-based product
prokurator	prosecutor
prowadzenie walki	battle waging
prowiant	food supplies
przebazować się	to change bases
przebudowa	(Russian perestroika) restructuring
przeciwpancerny	armor-piercing, antitank
przedpole	foreground, no man's land
przenieść w stan spoczynku	to pension off
przestrzegać	to obey
przesłuchanie	hearing (before a committee)
przybić	to dock
przykoszarowy	attached to barracks
przyziemiać	to ground
rana kłuta	stab wound

rana postrzałowa	gunshot wound
rana	wound
recydywista	repeated offender
rejs	cruise
resort	ministry
rozbudowa inżynieryjna	engineering development
rozbój	robbery
rozgorzeć	to break out
rozjechać	to run over
rozjemca	arbitrator, mediator, umpire
rozstawić	to space out, intersperse
rozwijać się	to deploy
rusznica	harquebus
samolot uderzeniowy	attack aircraft
Sejm	the lower chamber of the Polish parliament
sekcja zwłok	autopsy
sforsować	to force one's way through something
sędzia	judge
skazany	convict
służba bojowa	combat duty
służba więzienna	prison guards
sojusz	alliance
spalenie	burning-down
sprawować władzę	to be in power
sprecyzować	to make something more precise
stacja krwiodawstwa	blood-donation station
ster	rudder (on an aircraft)
straty materialne	material damage
szanowny	respectable, dear (when addressing people)
Śląski Okręg Wojskowy	Silesian Military District
śmigłowiec bojowy	ground support helicopter
środek ogniowy	weapon (means of fire)
środek zastępczy	substitute (noun)
tarcza	disk, target
technika	here: technology
trap	gangway
tryb uproszczony	simplified procedure

tyraliera	extended line
ujawnić	here: to discover
ustęp	paragraph, section
walka pozycyjna	stationary <positional> fight
wdzierać się	to scale
więzień	prisoner, inmate
wstępny	preliminary
wstrzymać się (od głosu)	abstain (from voting)
wyekspediować	to send, dispatch
wymiar	dimension
wymiar sprawiedliwości	the legal system
wystąpienie programowe	policy statement
wątpliwość	doubt
włamywacz	burglar
zadymiony	blanketed with smoke
zajęcia sprawdzające	testing training
zakres	range, scope
zakup	purchase
zakład karny	penitentiary facility
zamaskowany	camouflaged
zasięgnąć opinii	to ask for an opinion
zastępczy	here: alternative
zespół	group
zewnętrzny	external
zgrany	coordinated
Zjednoczone Siły Zbrojne Państw Stron Układu Warszawskiego	Joint Armed Forces of the Warsaw Pact Members
zmiana lotniskowa	airfield shift
zwierzchnik	superior
zwolnienie	release
zwłoki	corpse

Listening Workbook 6, Dictionary

Glossary of Acronyms and Abbreviations

AFP (Agence France Presse)	French Press Agency
An-12 (Antonow-12)	kind of a Soviet-made aircraft named after its constructor
TASS	Telegraph Agency of the Soviet Union
WP (Wojsko Polskie)	Polish Army

Listening Workbook 6, Glossary

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 26. The Rumanian Revolution

Listen to Text A and answer questions 1-4.

1. Who appealed to the Securitate forces on Wednesday?

   a. The military forces loyal to the old regime
   b. The National Salvation Front
   c. Rumanian radio and TV journalists
   d. The French government

2. Which of the following were NOT attacked by the Securitate forces on Wednesday?

   a. A government building
   b. A TV station
   c. A residential building
   d. A train station

3. Who reported the figure of 60,000 casualties?

   a. The Red Cross volunteers
   b. Sources loyal to the old regime
   c. Rumanian medical personnel
   d. The new Rumanian government

4. What did the French charity group base their estimates on?

   a. Talks with the military
   b. Visits to hospitals and morgues
   c. Talks with civilians
   d. Independent Rumanian sources

Listen to Text B and answer questions 5-7.

5. Who does the disagreement in Text B refer to?

   a. The Communist Party of Rumania
   b. The leaders of the security forces
   c. The National Salvation Front
   d. The military loyal to the new government

6. What did the members of Securitate hope to achieve?

   a. To cause panic among civilians
   b. To sabotage industrial production
   c. To paralyze transportation links
   d. To create distrust toward the new government

7. What happened in Bucharest on Wednesday?

   a. Most people went back to work
   b. Food aid came from abroad
   c. Red Cross medical supplies arrived
   d. A military trial was held

Listen to Text C and answer questions 8-10.

8. Who is Abu Latif?

   a. A PLO envoy to Rumania
   b. Head of the Foreign Department of the PLO
   c. A PLO observer at the UN
   d. Head of the Political Department of the PLO

9. What was Abu Latif's comment on the events in Rumania?

   a. He praised the common people of Rumania.
   b. He praised international aid efforts.
   c. He expressed concern about casualties.
   d. He talked about the links between the PLO and Rumania.

10. According to Abu Latif, where did the information about Palestinian involvement in Rumania come from?

   a. From non-Rumanian sources
   b. From the Rumanian media
   c. From unnamed Rumanian sources
   d. From Rumanians abroad

Unit 27. The Death of General Rola-Żymierski

Listen to Text D and answer questions 11-17.

11. When did Marshall Żymierski die?

   a. 4 October
   b. 5 October
   c. 15 October
   d. 20 October

12. Who was Żymierski's father?

   a. A soldier in the Austrian army
   b. A railroad worker
   c. A soldier in the Polish army
   d. A university teacher

13. What event is mentioned as having influenced Żymierski's upbringing?

    a. The Russian revolution
    b. World War I
    c. The January uprising
    d. The Austrian occupation of Cracow

14. Who was Prof. Wacław Tokarz for Żymierski?

    a. A colleague from a patriotic organization
    b. A friend of his father's
    c. One of his university professors
    d. His teacher and a friend

15. What rank did Żymierski receive in the Austrian army?

    a. Sergeant
    b. Officer cadet
    c. Corporal
    d. Sergeant Major

16. Where was the training center for the independence organization located?

    a. Nowy Sącz
    b. Lwów
    c. Kraków
    d. Warsaw

17. What unit did Żymierski command in the Polish legions?

    a. Legion
    b. Brigade
    c. Company
    d. Battalion

Listen to Text E and answer questions 18-20.

18. Which of the following parts of Poland are NOT mentioned in Text E as areas of military activity after World War I?

    a. Eastern border regions
    b. Wielkopolska
    c. Northern border regions
    d. Silesia

19. What did Żymierski do immediately after the end of the war?

    a. He began military studies in France.
    b. He was responsible for the Polish units in Silesia.
    c. He went on a diplomatic mission to France.
    d. He was a member of the General Staff.

20. After the coup mentioned in Text E Żymierski was

    a. promoted to the rank of brigadier general.
    b. harassed and arrested.
    c. minister of defense in the new government.
    d. forced to leave Poland.

Unit 28. On Maneuvers

Listen to Text F and answer questions 21-26.

21. What does Text F say about the safety of soldiers during the maneuvers?

    a. The soldiers are never in extreme or dangerous situations.
    b. The officers are responsible for whatever happens.
    c. The soldiers are used to high-risk situations.
    d. The officers are in full control of the situation.

22. What can you see on the right wing of the formation?

    a. Personnel carriers
    b. Light tanks
    c. Anti-aircraft defense
    d. Infantry

23. How close is the enemy?

    a. Within visual range
    b. Within range of a tank cannon
    c. Within the minefield
    d. Within range of a soldier's gun

24. What happened when the soldiers fired their shots?

    a. They hit the enemy's tank.
    b. They pulverized the target shield.
    c. They missed the first time.
    d. They set off some mines.

25. According to Text F, the exercises are organized in such a way that

    a. every soldier has to use all his ammunition.
    b. cooperation at all levels is given priority.
    c. every soldier can use all the equipment at his disposal.
    d. new ways of combat can be tested at all levels.

26. What happens to the target shields at the end of exercises?

    a. They are collected and all holes are counted.
    b. They are disposed of.
    c. They are collected and sent to be repaired.
    d. They are stored for further use.

Listen to Text G and answer questions 27-30.

27. What types of weapon does the enemy use?

    a. Personnel carriers
    b. Tanks
    c. Anti-tank missiles
    d. Mortars

28. What separates the enemy from the exercising units?

    a. A forest
    b. A corn field
    c. A clearing
    d. A sand dune

29. What represents the enemy targets during the exercises?

    a. Cardboard target shields
    b. Old tanks and other equipment
    c. Cardboard tank models
    d. Old tanks and cardboard models

30. What happens to the personnel carriers when the enemy is destroyed?

    a. They move forward.
    b. They move to the right wing.
    c. They stay put.
    d. They disappear in the forest.

Unit 29. A Naval Visit

Listen to Text H and answer questions 31-32.

31. How many people visited the Polish ships in Riga?

    a. Almost 5,000
    b. Over 5,200
    c. Almost 6,200
    d. Over 6,200

32. Who was proud of the order and tidiness on the Polish ships?

    a. Poles living in Latvia
    b. Soviet sailors
    c. World War II veterans
    d. Polish Navy officers

Listen to Text I and answer questions 33-40.

33. What type of ship is "Sława"?

    a. An anti-submarine destroyer
    b. A rocket cruiser
    c. An anti-submarine cruiser
    d. A rocket destroyer

34. When did the sailors visit Mount Sapun?

    a. On the first day of their visit
    b. On Saturday
    c. On the third day of their visit
    d. On Sunday

35. What has been designated to commemorate the defenders of Sevastopol?

    a. An obelisk
    b. A museum
    c. A park
    d. A mausoleum

36. Which of the following types of socializing between the American sailors and Soviet sailors and civilians is NOT mentioned in Text H?

    a. Sports competitions
    b. Joint concerts
    c. Meetings in factories
    d. Trips outside Sevastopol

37. Who is Paul Eagle?

    a. Commander of one of the visiting American ships
    b. A US navy admiral
    c. Commander of the group of visiting American ships
    d. A NATO official

38. What personal characteristics of Russians did Paul Eagle talk about?

    a. Friendliness
    b. Openness
    c. Enthusiasm
    d. Courage

39. According to Paul Eagle, what would have been unthinkable two years ago?

    a. An exchange of naval visits between the US and Soviets
    b. Joint exercises between the two navies
    c. A handshake between a Soviet and an American admiral
    d. A visit by Americans to a Soviet port

40. Who interviewed Paul Eagle?

    a. TASS journalists
    b. Russian television
    c. US and Soviet journalists
    d. American television

Unit 30. Amnesty

Listen to Text J and answer questions 41-43.

41. How many prisoners will be released as a result of the amnesty declared by the new government?

    a. 7,000
    b. 7,500
    c. 10,000
    d. 17,500

42. Which of the following items will NOT be given to the prisoners when they are released?

    a. Financial aid
    b. Clothing
    c. Tickets home
    d. Health insurance

43. What does Text J say about the money allotted to finance the amnesty?

    a. It is a waste of taxpayer's money.
    b. It may be insufficient.
    c. It should be spent on other programs.
    d. It is more than enough.

Listen to Text K and answer questions 44-45.

44. How many inmates were evacuated from Nowogard?

    a. 50
    b. 497
    c. 715
    d. 815

45. Why did the leaders of the rebellion in Nowogard have to leave the prison?

    a. It was impossible to isolate them there from the rest of the inmates.
    b. They were to be tried for causing the rebellion.
    c. There was no other way of putting down the rebellion.
    d. It was done to prevent further killings among the inmates.

Listen to Text L and answer questions 46-47.

46. Who is Romuald Soroko?

    a. Chief of the Prisons Authority
    b. One of the journalists present during the press conference
    c. Vice-minister of Justice
    d. One of the Sejm members who worked on the amnesty bill

47. Which of the following questions was NOT asked during the press conference?

    a. Was it necessary to discuss the amnesty bill for so long and so openly?
    b. Were the prisoners not promised too much?
    c. Was the parliament prepared to deal with the complexity of the amnesty bill?
    d. Should certain matters be decided in the future by the president only?

Listen to Text M and answer questions 48-50.

48. What does Colonel Jan Świeczyński say about the two cases of shooting?

    a. The prisoners took possession of firearms and used them.
    b. He is convinced that the intervening militia units did not use guns.
    c. An investigation has already proved that the guns were used by the prison guards.
    d. The whole incident will be very difficult to investigate.

49. Why was force not used in Nowogard and Goleniów prison rebellions?

    a. The leaders were removed and the rebellion was put down.
    b. Prisoners' demands were met.
    c. Government intermediaries were sent to negotiate.
    d. The prisoners listened to the police arguments.

50. Which of the following types of equipment was NOT aboard the Mi-2 helicopter?

    a. Water cannon
    b. Searchlights
    c. Chemical agents
    d. Loudspeakers

POLISH PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL2207
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 seventh in a series of 10 Polish workbooks written for linguists serving in the United States armed forces.

Workbook 7 is at proficiency level 2. It contains texts about topics such as military cuts in the Polish armed forces and ways of replenishing their budget. These texts have been taken from the Polish media.

This is the second 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

- using background information to anticipate information carried in a text,
- recognizing where units of information begin and end in a text,
- recognizing core vocabulary used in specific situations,
- guessing the meanings of words from the context in which they occur.

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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.

Unit 31. The Air Force Makes Money

Economic issues concerning the army budget were hardly ever publicly discussed in Poland before 1989. The change in government and disarmament proposals that followed have contributed to the more open approach to military spending. The army had worked for the civilian sector on a volunteer basis, and had also provided assistance in emergency situations, but has never before been expected to directly earn money through services to the civilian sector. In this unit you will listen to texts from a radio special on various ways in which military planes and airport facilities are used to bring in extra income.

Exercise 1 The first text provides an introduction to the subject of the broadcast. Listen to Text A and then complete the sentences below by filling in the blanks in English.

1. The economic situation in Poland is described as _____.
2. Economic measures have to be taken by _____ as well as by the army.
3. In our programs we have already discussed _____ activities of different armed forces units.

Exercise 2 This exercise will check your understanding of more complex information in the text. Listen to Text A again. Answer the following questions. Write your answers in English in the spaces provided.

1. What actions has the army taken to deal with the economic crisis?

_____

2. What part of the air force will be discussed in the program?

_____

3. What does the presenter say about the earning potential of that part of the air force?

_____

Exercise 3 Before you listen to texts that present different services offered by the air force, you may want to check your knowledge of some relevant vocabulary. Below is a list of the most typical items that you will hear in the rest of the texts. Match the English words in column B with their Polish equivalents in column A.

A	B
1. __ usługa	a. range
2. __ świadczyć	b. carrier
3. __ opłacalny	c. client
4. __ dzierżawić	d. service
5. __ zakres	e. lease
6. __ kontrahent	f. profitable
7. __ przewoźnik	g. provide

Exercise 4 In this exercise you will practice listening for details. Text B describes one of the ways in which the Polish air force makes money. Listen to Text B and then complete in English the information in the box below.

Transport planes used for cargo services	Country in Text B to which cargo is flown	Planes used for passenger services	Country where passenger flights take place
1. 2. 3.			

Exercise 5 Text C talks about services the air force sells to a Polish food exporting company, Hortex. This exercise will give practice with some everyday vocabulary items. Listen to Text B and then complete the exercise.

1. What three kinds of fruit are mentioned in the text? Write down their names in Polish.

   a. _____

   b. _____

   c. _____

2. Which of the following words is used by the pilots to describe the flights for Hortex?

   a. żartobliwy
   b. słodki
   c. letni

3. When introducing the subject of the interview, the interviewer uses the phrase Z pewnym zdziwieniem. This phrase reflects his

   a. concern.
   b. amusement.
   c. surprise.

Exercise 6 Now you will work on the content of Text C. Listen to it again and then answer the following questions. Write your answers in English in the spaces provided.

1. From what parts of Poland does the fruit come?

   _____

2. What types of services are offered by the military for Hortex?

   _____

3. What civilian airline is mentioned in Text C?

   _____

4. What are the two major markets for Hortex exports?

   _____

Exercise 7 The next text will present another type of service offered by the air force: monitoring levels of radioactivity in the environment. As you know, some amount of radioactivity is always present in the environment. This natural radioactivity is harmless and is usually the basis for comparison when measurements are made. To help you deal with the information in the next text, read the list of terms below. Group them into the "neutral" and "dangerous" categories in the box below.

pomiar promieniowania

awaria reaktora

elektrownia jądrowa

skażenie radioaktywne

reaktor jądrowy

promieniowanie tła

Testing Radioactivity	
Neutral terms	Danger-related terms

Background Note

At the time of this interview, December 1989, Poland did not have a nuclear power plant, only research nuclear reactors. Plans to develop a nuclear energy industry in Poland were drafted as early as 1950s. The site for the first commercial nuclear plant was chosen north of Gdańsk. It is a small village, called Żarnowiec. Its closeness to the highly populated areas around the Baltic ports of Gdańsk and Gdynia has been a source of concern for the growing ecological movement in Poland.

Exercise 8 In Text D you will hear more formal spoken Polish than in the previous texts. The sentences will be more complex than so far in this unit. This exercise will help you understand the more complex sentences from the text.

1. Below are two Polish sentences from the text. They are in three sections each. Listen to Text D and then write down the order of sections as you heard them.

a. 1. Chodziło o to
   2. Żeby w sytuacjach awaryjnych można było określić zagrożenia radioaktywnością, która w sposób sztuczny pojawiła się w związku z pracą elektrowni
   3. Ażeby zebrać dane o mocy dawki, o radiacji naturalnej ziemi po to

a. ____

____

____

b. 1. Ale przy okazji również stwierdzono
   2. Wojsko jest zainteresowane znajomością tej sytuacji
   3. Że wojsko może świadczyć określone usługi na rzecz ochrony środowiska poprzez wykonywanie pomiarów w powietrzu czy też na ziemi

b. ____

____

____

2. Now that you have reconstructed the two sentences from Text D, decide which of the sentences below best reflects the meaning of each of these complex sentences.

a. 1. They gathered data on the natural radiation to use later as comparison for measuring radioactivity in disaster situations.
   2. They gathered data on both natural and man-made radiation to compare them against each other.

b. 1. The measurements were taken specifically for ecological purposes.
   2. The measurements would have been taken anyway, since the army is interested in their results.

Exercise 9 This exercise will help you check your general understanding of Text D. Listen to Text D and decide which of the following sentences is true or false. Indicate your choice by checking the appropriate box.

	T	F
1. Colonel Ignasiak talks only about radiation issues.	❑	❑
2. Colonel Ignasiak is in charge of chemical defense units.	❑	❑
3. The nuclear power plant in Żarnowiec was originally supposed to produce energy in 1968.	❑	❑
4. Background radiation was measured inland from Żarnowiec.	❑	❑
5. Radioactivity measurements were taken on the ground and in the air.	❑	❑

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

Aktualnie jest stworzony system (1)_____ ostrzegania, jak również powoływane są (2)_____ i radioaktywne (3)_____ awaryjne, w których mogą i powinny być (4)_____ lotnicze środki. Jednym elementem będą (5)_____, które do niedawna były przygotowane do (6)_____ w warunkach bojowych, ale (7)_____, że aparatura ta po pewnym (8)_____ może się również nadawać do pomiaru (9)_____ promieniotwórczych pochodzących z awarii reaktorów jądrowych u (10)_____.

Key Vocabulary

czereśnia	cherry
dawka	dose
dzierżawić	to lease
gospodarczy	economic
jądrowy	nuclear
kontrahent	client, customer
lotowski	an adjective derived from LOT, the Polish Airlines
najodleglejszy	the farthest
ochrona środowiska	environmental conservation
ograniczenie	limit
opłacalny	profitable
oszczędności	economic cuts

pomiar	measurement
prąd	electricity
promieniowanie tła	background radiation
przewoźnik	carrier
rozwozić	to deliver, distribute
sąsiad	neighbor
skażenie	pollution, contamination
świadczyć	to provide
truskawka	strawberry
usługa	service
wczesne ostrzeganie	early warning
w głąb	here: inland
wiśnia	black cherry
wymierny	measurable
wysyp	here: harvest
zadośćuczynienie	compensation
zakątek	here: an isolated area
zakres	range
zarabiać	to earn money
żartobliwie	jokingly

Acronyms and Abbreviations

PZL (Państwowe Zakłady Lotnicze)	National Aviation Manufacturing Company

Listening Workbook 7, Unit 31

Unit 32. German Reunification

In 1989, the German Democratic Republic decided to open its borders with the Federal Republic of Germany and West Berlin after an unusually high number of East Germans fled the country via Czechoslovakia, Hungary, and Poland. The opening of the Berlin Wall gave rise to renewed talks about the reunification of Germany, divided as a result of World War II. In this unit you will hear Polish media reports on the issue of German reunification and its meaning to Poland and the rest of Europe.

Figure 32.1. West and East Germany and their neighbors 1949-1991

Exercise 1 Before you listen to the texts, check your knowledge of some of the political and military vocabulary you will hear in this unit. 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. ___ zjednoczenie	a. recognition
2. ___ nienaruszalny	b. border
3. ___ poszanowanie	c. balance
4. ___ nacisk	d. self-determination
5. ___ samostanowienie	e. respect
6. ___ równowaga	f. pressure
7. ___ uznanie	h. unification
8. ___ granica	i. inviolable

Exercise 2 Text A talks about a plan for German reunification presented by West German Chancellor Helmut Kohl. Listen to the text and then answer the following questions. Write your answers in English in the spaces provided.

1. Where did Helmut Kohl present his plan?

_____

2. Whose position does the plan represent?

_____

3. How is the plan divided?

_____

Exercise 3 This exercise you will help you practice listening for more specific information. Listen to Text A again and then complete the following sentences.

1. The humanitarian help would be of a _____ nature.
2. East Germans who travel to West Germany as (a)_____ will receive money from the (b)_____ German government.
3. West Germany will cooperate with East Germany on condition that the political and (a)_____ system in East Germany undergoes major and (b)_____ changes.

Exercise 4 Text B is a continuation of Text A. In this text you will hear about the reactions of the West German opposition party, the Social Democrats, to Chancellor Kohl's proposal. Listen to Text B and decide which of the following sentences is true or false. Indicate your choice by checking the appropriate box.

	T	F
1. A loose confederation would be followed by the establishment of a federal, unified Germany.	❑	❑
2. The Social Democrats totally rejected Kohl's proposal.	❑	❑
3. H.J. Vogel leads the Social Democratic party.	❑	❑
4. The Social Democrats managed to block Kohl's proposal in the parliament.	❑	❑

Exercise 5 This exercise will give you practice in summarizing texts. Listen to Texts A and B and concentrate on those parts which present Kohl's proposal. Below is an outline containing key words and phrases mentioned in the proposal. Read the outline and listen to Texts A and B for further details. Then write a summary of the proposal. Write your answer in English in the spaces provided.

Issues discussed in the Kohl's proposal for German reunification

1. Immediate help for East Germany
   - Help for East German tourists
   - Conditions on that help
2. Broad cooperation between the two countries
   - Conditions on the cooperation
   - Loose confederation
3. Federal order in Germany

Summary of Kohl's proposal

_____

_____

_____

_____

_____

_____

_____

Exercise 6 This exercise will give you exposure to the format of spoken introduction of a subject. Polish radio and TV news programs usually have a segment toward the end of the broadcast that presents a review of interesting press articles. Text C is the beginning of such a segment. It introduces a number of articles on the Polish reaction to the reunification proposal by Kohl. Listen to Text C and then write below in Polish the titles of articles you have heard in the text.

1. _____

2. _____

3. _____

4. _____

Exercise 7 In Text D you will hear about President Bush's position on the issue of German reunification. Listen to Text D and then finish the following sentences.

1. President Bush talked about the reunification during a

   (a)_____ in (b)_____. The President

   made the following points.

2. Germany has obligations to (a)_____ and the

   (b)_____.

3. The German reunification should not threaten _____

   in Europe.

4. The Helsinki Act regulates present _____ in Europe.

Background Note

The Helsinki Act, mentioned by President Bush, was an agreement signed during a conference in Helsinki in 1975. This conference, called the Conference on Security and Cooperation, was organized to promote human rights and cooperation in economic, social, and cultural fields among 35 countries, which included Canada, the Soviet Union, the United States, and almost all of Europe. This conference and its final document are very often referred to when the status quo in Europe is discussed.

Exercise 8 Text D contains a lot of vocabulary and phrases you typically hear when someone wants to emphasize a point. You heard the Polish equivalents of such English words as *particularly* and *shouldn't*. Below is a list of words and phrases from Text D. Listen to Text D and decide which of them were used to emphasize President Bush's opinion on German reunification. Indicate your choice by putting a check mark next to the appropriate word or phrase.

- ❑ 1. wziął udział
- ❑ 2. przed odlotem
- ❑ 3. mocno zaakcentował
- ❑ 4. szczególnie
- ❑ 5. może nastąpić
- ❑ 6. wyłącznie
- ❑ 7. pod warunkiem

Exercise 9 This exercise will help you focus your attention on main points of a statement. Before you listen to the text, read the Background Note below. This time you will hear a report from a European Economic Community session in Strasbourg. Listen to Text E and then complete the passage below.

In his speech in Strasbourg, Chancellor Kohl said that the road to reunification is (1)_____. He also unexpectedly (2)_____ the inviolable nature of the (3,4)_____. The next step would be for West Germany to (5)_____ the political and (6)_____ practices based on the recognition of the German (7)_____ from (8)_____.

Background Note

The Third Reich refers to Germany in the period between 1933 and 1945. The country was then ruled by Hitler and his National Socialist party. Hitler intended to extend German borders. In 1937 Germany was made up of present day West and East Germanies,

southwestern and northwestern areas of Poland, and northeastern territories which now belong to Poland and the Soviet Union. In 1938 and 1939 Germany annexed Austria and parts of Czechoslovakia. The German invasion of Poland led to the declaration of World War II. Upon its defeat in 1945, Germany was divided and obliged to give back territories it had annexed. But there is a movement in West Germany to reclaim territories which Poland now claims. There are also numerous legal practices in West Germany which treat everyone born within the pre-war German borders and their children as potential West German citizens.

Figure 32.2 Germany before WWII

Exercise 10 Not all Germans were in favor of reunification. From what you have heard in this unit you will guess that such news items were particularly newsworthy to the Polish media. Listen to Text F and then complete the exercise.

1. The demonstration in East Berlin was organized by a number of independent, newly-formed East German organizations. In Text F you heard four names of these groups. What are they? Write their names below in Polish.

   a. _____

   b. _____

   c. _____

   d. _____

2. Text F also tells you what the demonstrators shouted and what their banners said. Listen to Text F and then decide which of the banners below could have been carried by the demonstrators. Indicate your choice(s) by circling the correct letter(s) below.

a.

Soviets out!

b.

THREE REICHS ARE ENOUGH

c.

EAST GERMANY IS NOT KOHL'S COLONY

d.

PROSPERITY YES

UNITY NO

e.

STOP THE MISSILES

Key Vocabulary

Bundestag	West German parliament (German)
dobrobyt	prosperity
granica	border
kanclerz	chancellor
końcowy	final
kwota	here: a sum of money
nacisk	pressure
nienaruszalny	inviolable
nieodwracalny	irreversible
niespodziewanie	unexpectedly
podważyć	to question, undermine
podzielony	divided
posiedzenie	session
poszanowanie	respect
prawny	legal
równowaga	balance
rzeczywistość	reality
rzesza	Reich
samostanowienie	self-determination
spór	disagreement
stanowisko	position, opinion
suwerenność	sovereignty
transparent	banner, placard
uznanie	recognition
wyprzedaż	sale (for less)
wywiązać się	to fulfill, honor (a promise, duty)
zagrozić	to threaten
zasada	principle, rule
zjednoczenie	(re)unification
żywić się	to feed upon

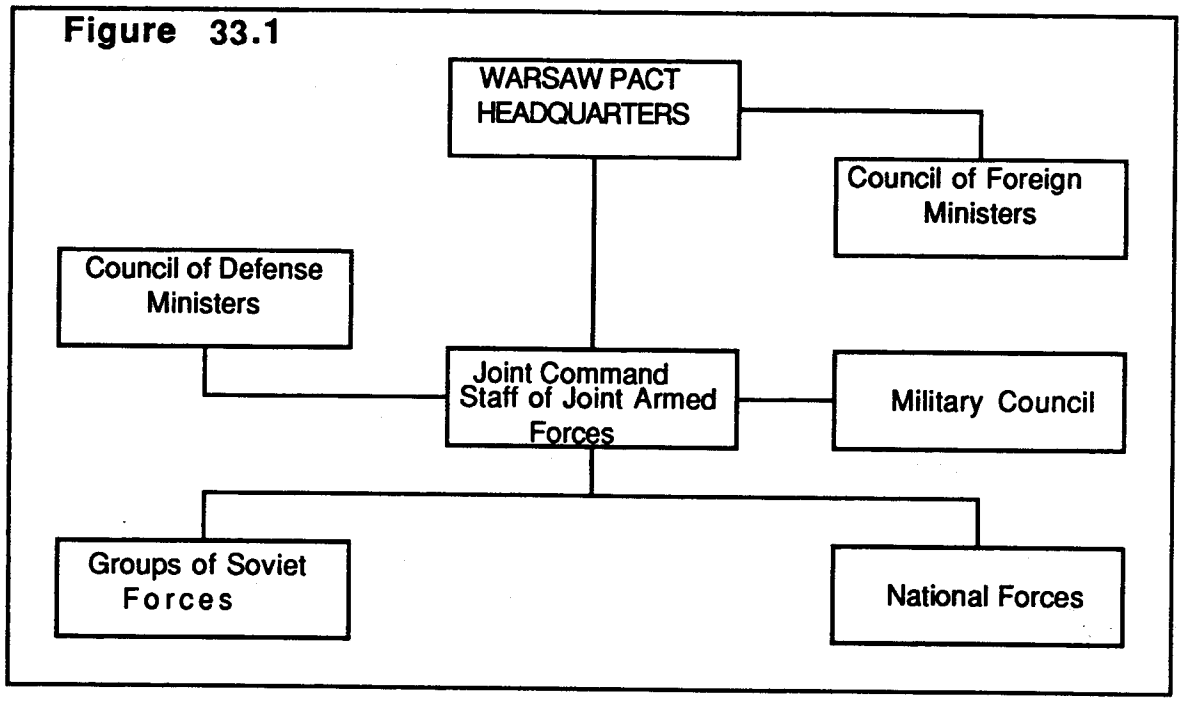
Unit 33. Warsaw Pact Meetings

In the late 1940s and early 1950s the Soviet Union believed that the military and political security of Eastern Europe was threatened. Several events, such as the formation of NATO in 1949, its growth, and the proliferation of nuclear weapons, reinforced this belief. In May, 1955, military and Communist Party leaders of seven countries met in Warsaw, Poland, and formed the Warsaw Pact Organization. Its goal was to maintain peace in Europe.

This unit deals with meetings of various branches of the Warsaw Pact. You will hear reports on which branch met where and when as well as what was discussed during the meeting.

Exercise 1 The organizational chart below shows the groups which make up the Warsaw Pact. On the next page you find the names of these groups in Polish. Write the English equivalents of these groups next to the appropriate Polish terms.

Figure 33.1



1. Kwatera Główna Układu _____

   Warszawskiego _____

2. Komitet Ministrów _____

   Obrony _____

3. Komitet Ministrów Spraw _____

   Zagranicznych _____

4. Rada Wojskowa _____

5. Sztab Zjednoczonych Sił _____

   Zbrojnych _____

Exercise 2 Below, you have some key phrases you will hear in any text dealing with the Warsaw Pact. It will be useful for you to check your knowledge of these phrases before listening to the texts in this unit.

1. Before listening to the texts, match the nouns in column A with the adjectives in column B by writing the appropriate letters next to the nouns.

A	B
_____ 1. armia	a. naczelny
_____ 2. dowódca	b. polityczny
_____ 3. interwencja	c. sojusznicza
_____ 4. środek	d. szkoleniowe
_____ 5. zadanie	e. wojskowa

2. Now give the English equivalents of the phrases from Exercise 2.1. Write your answers in the spaces provided.

a. _____

b. _____

c. _____

d. _____

e. _____

Exercise 3 Listen to Texts A and B. Then in Polish supply a suitable title for each of them. You might find the following key words helpful when completing this exercise (komitet, posiedzenie, rada, spotkanie, układ.) Write your answers in the spaces provided.

Text A: _____

_____

Text B: _____

_____

Exercise 4 Read the following questions first so that you know what information to listen for, then listen to Text A again. Write your answers in Polish in the spaces provided.

1. How many times had this council met before?

_____

2. Who presided over the meeting?

_____

_____

3. Delegations from which countries took part in the meeting? List them below in the spaces provided.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

Exercise 5 Listen to Text B again. There are three sentences in this text. These sentences may seem long and complicated, but this exercise will show you how to break the sentences down into smaller, more comprehensible units. The first segment of each of these sentences is given below. Below these segments are noun phrases that have been removed from these sentences and labeled a-e. Put these noun phrases back into the sentences by listening to the text and writing the letters of the appropriate noun phrases in the spaces provided.

Dziś w Warszawie zbiera się

1. _____

2. _____

Jest to forum, na którym omawiane są

3. _____

Po raz pierwszy w spotkaniu wezmą też udział

4. _____ i

5. _____

a. komitet ministrów spraw zagranicznych
b. ministrowie odpowiedzialni za handel zagraniczny
c. najważniejsze zagadnienia odnoszące się do współpracy członków Układu Warszawskiego
d. państw-stron Układu Warszawskiego
e. współpracę gospodarczą z zagranicą

Exercise 6 Listen to Text C. It is a short text about the results of the meeting that you heard about in Text A. Read the questions first, listen to the text for the information you need, then answer the questions in English in the spaces provided.

1. What is the main message of the first sentence of the text?

_____

_____

2. What was discussed at the meeting?

   a. _____

   _____

   b. _____

   _____

Exercise 7 Listen to Text D. It is about the meeting that you heard about in Text B. Answer the questions below following the instructions.

1. Which of the words listed below this sentence can you hear in the first sentence of the text? Put a check next to it.

   W Warszawie _____ obrady Komitet Ministrów Spraw Zagranicznych Państw-Stron Układu Warszawskiego.

   ____ a. rozpocznie
   ____ b. kontynuuje
   ____ c. zakończy

2. What was discussed during the meeting reported in the text? Write in English two topics of the discussion in the spaces provided.

   a. _____

   _____

   b. _____

   _____

3. What were the ministers responsible for foreign trade going to discuss? Write your answer in Polish in the spaces provided.

_____

_____

Exercise 8 Listen to Text E. It is about another meeting of one of the Warsaw pact branches. You will hear *who* met, *where*, *when* and *what* the participants declared. Answer the questions following the instructions.

1. Listen to the first sentence of the text and in Polish fill in the empty spaces in the box with information from the text.

Place	
Date	
Branch of the Warsaw Pact	

2. What did the participants of the meeting declare? Write your answer in Polish in the spaces provided.

_____

_____

_____

3. Below are steps necessary, according to the participants, to achieve that goal. Put them in the order you hear them on the tape by writing appropriate numbers in the spaces provided.

_____ a. Szybkie podjęcie rokowań odnośnie redukcji taktycznej broni jądrowej
_____ b. Szybkie podjęcie rokowań odnośnie likwidacji taktycznej broni jądrowej
_____ c. Ograniczanie produkcji obronnej
_____ d. Dalsze redukcje sił zbrojnych
_____ e. Zmniejszanie wydatków wojskowych

Background Note

In 1968 the Warsaw Pact armies, with the exception of the Rumanian Army, intervened in Czechoslovakia to stop liberal changes introduced by Alexander Dubchek, the first secretary of the Czechoslovak communist party.

Exercise 9 Listen to Text F. It is about a meeting of the leaders of the Warsaw Pact countries in which they discussed the respect for the sovereignty of countries in the Warsaw Pact. Mark the following sentences as true (T) or false (F) according to information you hear in the text.

	T	F
1. The Gorbachev-Bush summit, mentioned in the text, took place in Moscow.	❑	❑
2. The purpose of the meeting of the Warsaw Pact leaders was to inform them on the outcome of the summit.	❑	❑
3. The leaders made some important decisions at the meeting.	❑	❑
4. The leaders of Rumania were among those who condemned the 1968 Warsaw Pact intervention in Czechoslovakia.	❑	❑
5. The leaders of the Warsaw Pact countries described the intervention as illegal.	❑	❑

Exercise 10 Text G is a continuation of Text F. Listen to the text. Then answer the questions following the instructions.

1. What is the first sentence of the report about? Write your answer in Polish in the space provided.

_____

_____

2. What was the topic of Michail Gorbachev's speech during the meeting? Write your answer in Polish in the space provided.

_____

_____

3. Which of the following things were NOT mentioned in his speech? Put checks next to the appropriate topics listed below.

___ a. Continuation of changes in Eastern Europe
___ b. New means of arms reductions proposed during the summit
___ c. Open exchanges between East and West proving the effectiveness of the new political thinking in the Soviet Union
___ d. Necessity of keeping the balance of power, thus guaranteeing the security of borders in Europe
___ e. The possibility of reconciling different economic and political systems

4. Why is Rumania mentioned in the text? Write your answer in English in the space provided.

_____

_____

5. Who represented Poland at the meeting? Write their names in the spaces provided below.

a. _____

b. _____

c. _____

d. _____

Key Vocabulary

armia sojusznicza	allied army
dowódca naczelny	commander-in-chief
generał armii	general
godny potępienia	worthy of condemnation
gremium	body
obrady	debates, conference
odnośnie	concerning
odnosić się	to apply to
odpowiedzialny	responsible
odprężenie	detente
ograniczanie	reduction
omawiać	to discuss
opowiedzieć się	to declare
podjęty	(under)taken
pogodzenie	reconciliation
posiedzenie	session, meeting
postanowienie	decision
postępujący	continuing
przebieg	course
przewodniczyć	to preside over
przewodniczący (delegacji)	head (of a delegation)
Rada Wojskowa	military council
rokowania	negotiations
rozbrojenie	disarmament
rozpatrywać	to consider, examine

szczyt	summit
ważki	important
zadanie szkoleniowe	training task
zagadnienie	topic
zdać relację	to inform, relate
Zjednoczone Siły Zbrojne	Joint Armed Forces

Listening Workbook 7, Unit 33

Unit 34. Military Cuts

The changes in Eastern Europe has led to a rethinking of the military situation between the Warsaw Pact and NATO, for example the disarmament talks in Vienna between the US and USSR now deal with conventional troop reductions as well as nuclear arms reductions. Poland is also cutting back on its military budget. At the beginning of 1989 Poland had 347,000 troops, which gave Poland the seventh largest army in Europe. During the same period Poland had the fourth largest number of tanks — 3,300; ninth largest number of armored vehicles — 4,855; the fifth largest number of artillery pieces — 3,065; the fourth largest number of aircraft — 480, and the fifteenth largest number of helicopters.
In this context you will hear in this unit two interviews with officers from the Polish General Staff talking about Polish armed forces reductions.

Exercise 1 In the texts you are going to hear, some military units are mentioned. In order to understand the texts you should know Polish equivalents of the English phrases given in column A. Match the Polish equivalents with the English phrases in Column A. Write the appropriate letters in the spaces provided.

	A	B
_____	1. air training regiment	a. wojska obrony przeciwchemicznej
_____	2. automotive training regiment	b. wojska obrony powietrznej kraju
_____	3. chemical defense troops	c. wojska obrony wewnętrznej

_____ 4. home air defense troops

d. samochodowy pułk szkolny

_____ 5. internal security troops

e. lotniczy pułk szkolny

Exercise 2 Text A is the first part of an interview with Colonel Jerzy Prymakowski from the Polish Army General Staff (Texts A thru E form the whole interview.) Listen to the text and answer the questions below in Polish. Write your answers in the spaces provided.

1. To whom does Colonel Prymakowski refer?

_____

_____

2. In what kind of talks did he take part?

_____

_____

3. What did he say during the talks?

_____

_____

4. What happened during the first half of that year?

_____

_____

5. Four thousand men are being cut from the military. How does the text say these cuts will affect two divisions?

_____

_____

Exercise 3 Listen to Text B. It is a continuation of Colonel Prymakowski's account of the reductions in the Polish armed forces. Read the questions first. They will focus your attention as you listen to the text. Then answer the questions below following the instructions.

1. What remains to be accounted for? Write your answer in English in the spaces provided.

_____

_____

2. In what way has the change in the structure of mechanized divisions changed their profiles? Write your answer in English in the spaces provided.

_____

_____

3. On the map find the places where the dismantled tank regiments used to be situated according to the text. Write the names of these places and the numbers and names of the units stationed there. Write your answers in Polish in the spaces provided below the map.

Figure 34.1. Poland

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

The following questions are on Text B. Answer the questions in English. Write your answers in the spaces provided.

4. Which unit used to be located at Biskupiec?

_____

_____

5. What was created in place of that unit?

_____

_____

6. What happened to the 66th Air Training Regiment?

_____

_____

7. Check the correct ending of the following sentence. Many units in the Home Air Defense Troops and navy were

   a. transformed.
   b. dismantled.

Exercise 4 Text C is about reductions in one of the branches of the Polish military forces. Listen to the text and then answer the questions below following the instructions.

1. What kind of troops are referred to as "soldiers with navy-blue cap bands?" Write your answer in English in the spaces provided.

_____

_____

2. What will the duties of the troops replacing them be? Write your answer in English in the spaces provided.

_____

_____

3. What have the units listed below been transformed into? Write their new Polish names in the spaces provided.

a. 1 Brygada Wojsk Obrony Wewnętrznej w Górze Kalwarii _____

b. 5 Brygada Wojsk Obrony Wewnętrznej w Krakowie _____

c. 14 Brygada Wojsk Obrony Wewnętrznej w Olsztynie _____

4. What has happened to the 13th Regiment of Internal Security Troops in Gdańsk and the 15th Regiment of Internal Security Troops at Prudnik? Write your answer in English in the spaces provided.

_____

_____

Exercise 5 Text D is about changes that some other Polish troops are undergoing. Listen to the text and answer the following questions according to the instructions.

1. List in Polish the kinds of troops whose strength is being reduced.

a. _____

b. _____

c. _____

d. _____

2. How many boats and ships are going to be removed from service? Put a check next to the correct answer.

   a. 7
   b. 17
   c. 27

3. What kind of boats and ships were among them? List their types in Polish in the spaces provided.

   a. _____

   b. _____

   c. _____

   d. _____

Exercise 6 Text E is about changes in the air forces. Listen to the text and answer the questions below in English. Write your answer in the spaces provided.

1. What are the plans for the air force and Home Air Defense troops?

   _____

   _____

2. When will the plan be achieved?

_____

_____

3. When is the number of fighters going to be reduced by eighty aircraft?

_____

_____

4. Does Colonel Prymakowski say by how many pilots and ground personnel troops the air forces are going to be reduced?

_____

_____

Exercise 7 Listen to Text F. It is the beginning of another interview on the changes in the Polish armed forces. To help you understand this text it has been divided. Text F1 introduces the interview. In Text F2 you will hear the beginning of the interview. The interviewee is colonel Roman Jóźwik, an officer from the General Staff.

1. Listen to Text F1 and supply the missing words and phrases.

W _____ (1) odbyło się spotkanie dziennikarzy zagranicznych i krajowych w _____ (2) poświęcone problemom, jakie niesie ze sobą _____ (3). _____ (4) Roman Jóźwik ze _____ (5).

2. Text F2 is the beginning of Roman Jóźwik's interview. Listen to the text and state whether the following statements are true or false.

	T	F
a. He complains that the dismantling of the equipment is not a planned activity.	❑	❑
b. Disarmed tanks will be used mainly in agriculture.	❑	❑
c. He says that the chassis of tanks and personnel carriers can be used in the fields, forests, and difficult terrain.	❑	❑

Exercise 8 Text G is about qualitative changes in the Polish armed forces in 1989 and 1990. Listen to the text and answer the questions below.

1. The first sentence of this text "Powiedzmy sobie o skali tego przedsięwzięcia." is an invitation to the interviewee to give exact figures on the military cuts. Write a question in English which would be an equivalent of the Polish sentence.

_____

2. Roman Jóźwik gives some figures concerning troop reduction in Poland in 1989 and 1990. Complete the table below by supplying the necessary numbers.

Number of troops		Number of troops reduced:
Beginning 1989 _____	End 1989 _____	_____
Beginning 1990 _____	End 1990 _____	_____

Exercise 9 Listen to Text H which is about arms reduction in other countries and the influence of the reductions on Poland's military thinking. Write your answers in English in the spaces provided.

1. What did the Polish government expect to happen as a result of its decision to cut back on military personnel?

_____

_____

2. Were these expectations fulfilled?

_____

_____

3. What does the interviewee say about Poland's defense abilities in the context of the arms reduction?

_____

_____

4. What does he say about the future of disarmament in Europe?

_____

_____

Exercise 10 Listen to Text I which is a part of a speech by another high-ranking Polish officer. In his speech he gives general moves made by the Polish military to adjust to Poland's difficult economic situation. Before listening to the text, however, think about what you heard in this unit so far. Then listen to

Text I and supply the missing sentences. Write them in Polish in the spaces provided.

Wszyscy (...) jesteśmy świadkami naszych wręcz dramatycznych trudności ekonomicznych. Czynimy wiele, aby choć częściowo je złagodzić. W tym celu zrealizowaliśmy już m.in. następujące przedsięwzięcia:

- _____

  _____ (a);

- _____

  _____ (b) (czołgi, BWP i TO, działa samoloty);

- _____ (c);

- dokonaliśmy (...) konwersji przemysłu, zmniejszając produkcję obronną na rzecz rynkowej;

- _____

  _____ (d);

- wprowadziliśmy wiele ograniczeń oszczędnościowych w innych dziedzinach życia wojskowego.

Key Vocabulary

baza materiałowo-techniczna	maintenance base
demontować	to dismantle, dismount
etatowe stanowisko	regular job/post
granatowy otok	navy-blue cap band

komisja sejmowa	parliamentary committee
kuter desantowy	landing craft
kuter rakietowy	missile boat
kuter trałowy	minesweeping boat
liczyć na coś	to count on something
łączność	here: communication troops
obowiązująca doktryna	doctrine in force
ograniczenie	limitation
okręt desantowy	landing ship
ośrodek szkolenia	training center
personel naziemny	ground personnel
podwozie	chassis
pomocnicza jednostka pływająca	auxiliary naval unit
przeformowywać	to restructure
przemyślany	planned, thoughtful
przyhamować	to slacken
rodzaj wojsk i służb	combat arms branch
rozformowywanie	dismantling
"rozliczenie"	"settling accounts"
służba techniczna	maintenance service
stan liczebny	strength (of a unit)
Strzelcy Podhalańscy	kind of Polish troops specializing in mountaineering
Śląski Okręg Wojskowy	Silesian Military District
transporter	personnel carrier
utrzymywać	to keep
własności bojowe	fighting features
zabezpieczenie	here: protection
zagrożenie	danger, menace
zbrojenia konwencjonalne	conventional armaments

Acronyms and Abbreviations

BWP (bojowy wóz piechoty)	armored personnel carrier
DZ (dywizja zmechanizowana)	mechanized division
NATO	North Atlantic Treaty Organization
OPK (Obrona Powietrzna Kraju)	Home Air Defense
pcz (pułk czołgów)	tank regiment
TO (transporter opancerzony)	armored personnel carrier
WOWewn. (Wojska Obrony Wewnętrznej)	Internal Security Forces

Listening Workbook 7, Unit 34

Unit 35. Coup d'Etat in the Philippines

This unit deals with an unsuccessful coup d'etat that took place in December 1989. The rebels accused the Aquino government of ruining the economy and of tolerating corruption. The rebels seized some buildings in the downtown Makati area of Manila and military bases before being forced to surrender.

Exercise 1 The words and phrases in this exercise are keys to understanding this unit. Match the Polish words and phrases with their English equivalents by writing appropriate letters in the spaces provided.

____	1. poddać się	a. coup d'etat
____	2. pucz	b. rebel
____	3. rebeliant	c. to surrender
____	4. spisek	d. to crush
____	5. stłumić	
____	6. zamach stanu	
____	7. zamachowiec	
____	8. zdławić	
____	9. złożyć broń	

Texts A and B which you will hear first are meant to prepare you for listening to the more complex texts at the end of this unit.

Exercise 2 Text A is about the beginning of negotiations with the rebels. Listen to the text and answer the questions that follow.

1. Write in Polish all the military cognates that you hear in the text. Remember that listening for cognates is an important strategy.

a. _____

b. _____

c. _____

2. Which of the following sentences is true and which is false according to what you heard in Text A. Check the appropriate boxes.

	T	F
a. Negotiations concerning capitulation of the rebel forces started in Manila.	❑	❑
b. The evacuation of the foreigners in Makati is one of the points of the negotiations.	❑	❑
c. It is not clear yet whether the rebels had accepted the cease-fire or whether government forces had stopped firing on buildings occupied by the rebels.	❑	❑

Exercise 3 Now listen to Text B. It is about the situation in the Philippines at the end of the coup.
Read the questions first so that you know what to listen for. Then answer the following questions in English in the spaces provided.

1. What did the rebels do?

_____

_____

2. Where were they?

_____

_____

3. Why was Cebu mentioned in the text?

_____

_____

4. What happened the previous day?

_____

_____

Exercise 4 Text C is about the situation in Manila and the ways the rebels wanted to exert pressure on the government to achieve their goals. Listen to the text and answer the following questions according to the instructions.

1. What do the following pronouns from the text refer to? Check the correct answers.

   a. "ich"

   _____ budynków
   _____ cudzoziemców
   _____ komandosów

   b. "nich"

   _____ banków
   _____ budynków
   _____ firm zagranicznych

Answer the questions below in English. Write your answers in the spaces provided.

2. What did the Philippine government state?

_____

_____

3. Was that statement true at the time of the report?

_____

_____

4. How many rebel commandos were at Makati?

_____

_____

5. How many buildings did the rebels control?

_____

_____

6. Why couldn't government troops attack them?

_____

_____

7. What was housed in the majority of those buildings?

_____

_____

8. Why did the leader of the rebels say that the government would lose millions of dollars per hour?

_____

_____

Exercise 5 Text D is the continuation of Text C. It is about the situation in another part of the country and the ways the government troops wanted to force rebel troops to surrender. Listen to the text and answer the following questions in English in the spaces provided.

1. What did the rebel troops also occupy?

_____

_____

2. Who was Colonel General Jose Comendador?

_____

_____

3. What did he threaten?

_____

_____

4. Who was Renato de Villa?

_____

_____

5. What did he order his troops to do?

_____

_____

6. What was the aim of that move?

_____

_____

7. At the time of the report how many rebel troops had surrendered so far?

_____

_____

8. At the time of the report, how long had the rebels occupied the Manila International Airport?

_____

_____

Exercise 6 Listen to Text E. There are three sections in this text. In the spaces provided write in English what each section is about. Completing this exercise will give you an idea of the main points of each section.

a. 1st section - "W czwartek poddali się..."

_____

_____

b. 2nd section - "Szósta z kolei..."

_____

_____

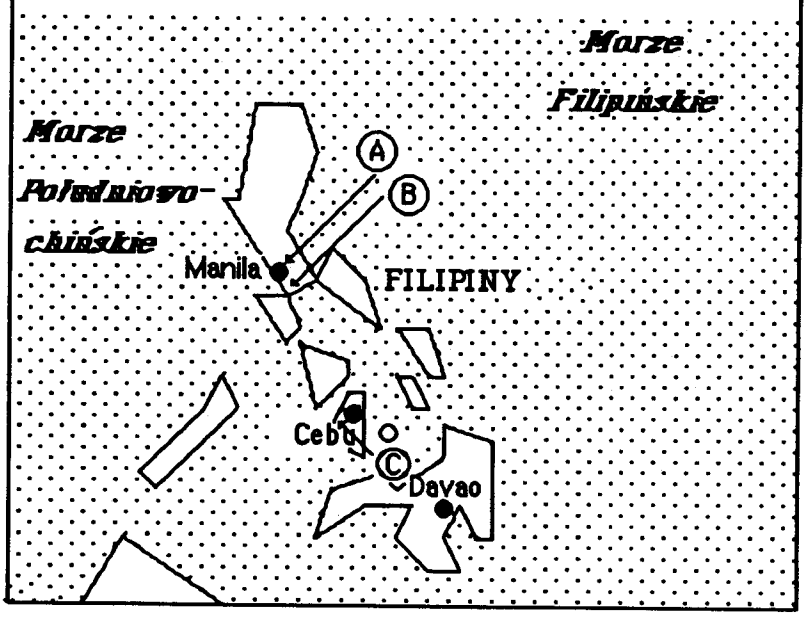
c. 3rd section - "W czwartek wieczorem..."

_____

_____

Exercise 7 Text E mentions five places, including Manila and Cebu. Listen to the text again. What are the places shown by arrows on the map? Write their names as you hear them in the text in the spaces provided below the map.

Figure 35.1 Philippines



a. _____

b. _____

c. _____

Exercise 8 Listen to Text E once again. This time we will be working with more details.

1. Listen to the first section. In the table below, supply the necessary information about the troops that surrendered in Manila.

Number of troops	
Kind of troops	
Their quarters	
Their commander	

2. The second paragraph gives more numerical information about the coup. Write the figures asked for in the table below according to what you hear.

Number of rebels	
Percentage of troops participating in the coup	
Number of people killed	
Number of people wounded	

Exercise 9 Listen to the third part of the text and answer the questions below following the instructions.

1. What was the situation at Cebu on Thursday?

   a. It was the scene of continued fighting.
   b. It was occupied by rebel troops.
   c. It was recaptured and occupied by government troops.

Answer the two questions below in English in the spaces provided.

2. What did General Jose Comendador find difficult to believe?

   _____

   _____

3. What did Jose Comendador threaten to do if he were attacked by government forces?

   _____

   _____

Exercise 10 President Aquino asked for help from American troops stationed in the Philippines. Listen to Text F and answer the questions below in English in the spaces provided.

1. What was the reaction of the majority of the Philippine press to President Aquino's decision?

   _____

   _____

2. What did American fighter bombers achieve by their presence?

_____

_____

3. According to the press, what did President Aquino want the American bombers to do?

_____

_____

4. Has anybody confirmed that information?

_____

_____

Key Vocabulary

baza lotnicza	air base
dostawy	supplies
ewakuować	to evacuate
kapitulacja	capitulation
komandos	commando
myśliwiec bombardujący	fighter bomber
odciąć	to cut off
oddalony	distant
osłona	cover, protection
poddać się	to surrender
pokaz siły	show of force
posiłki	reinforcements
pucz	coup d'etat
punkt oporu	point of resistance
rebeliant	rebel
rozkazać	to order
stan wyjątkowy	state of emergency

stłumienie	suppressing
szturmowanie	attacking, assaulting, storming
wojska rebelianckie	rebel troops
wojska rządowe	government troops
wysadzić (w powietrze)	to break up
zablokować	to block
zajmować	to occupy
zamachowiec	assassin
zawieszenie ognia	cease-fire
zbuntowany	rebellious
zdobyty	captured
zdławienie	crash (noun)
złożyć broń	to surrender

Listening Workbook 7, Unit 35

Speaking Suggestions

Unit 31. The Air Force Makes Money

a. Divide your class into small groups. Ask each group to brainstorm and come up with ten suggestions for making money. The suggestions must be practical and related to the students' skills. For example, running an evening course for mechanics or setting up a computerized inventory system for a hardware shop.

b. Ask each group to present their suggestions to the whole class.

Unit 32. German Reunification

a. Divide your class into small groups. Assign one of the following roles to each student.

An East German politician
A West German army officer
An East German student
A West German factory worker
An East German doctor
A West German shop owner
An East German housewife
A West German computer programmer

b. Ask each group to discuss their reactions to German reunification.

c. Finish with a milling stage in which all students from all groups talk to each other about their reactions.

Unit 33. Warsaw Pact Meetings

Divide your class into pairs. Both students have the role of security officers, one for a Warsaw Pact country, the other for a NATO country. Both have just completed five days on duty at a high level Warsaw Pact/NATO meeting. Give each student a role-play card and ask them to develop a conversation along the lines indicated on the cards.

Student A	Student B
You meet B in the hall	You meet A in the hallway
Greet B	Greet A
Introduce yourself	Introduce yourself
Ask B what he thought of the last few days	Say what you thought of the last few days
Tell B a little about your experience as a security officer	Ask A about his degree of experience in the job
Suggest somewhere to go together	Reject A's suggestion. Make a different suggestion
Accept B's suggestion	Express pleasure

Unit 34. Military Cuts

a. Divide your class into small groups. Ask the groups to brainstorm and come up with 10 suggestions for cutting the military budget. The suggestions must be feasible and related to the students' daily lives in the armed forces. (For example, closing the base library, not cancelling SDI).

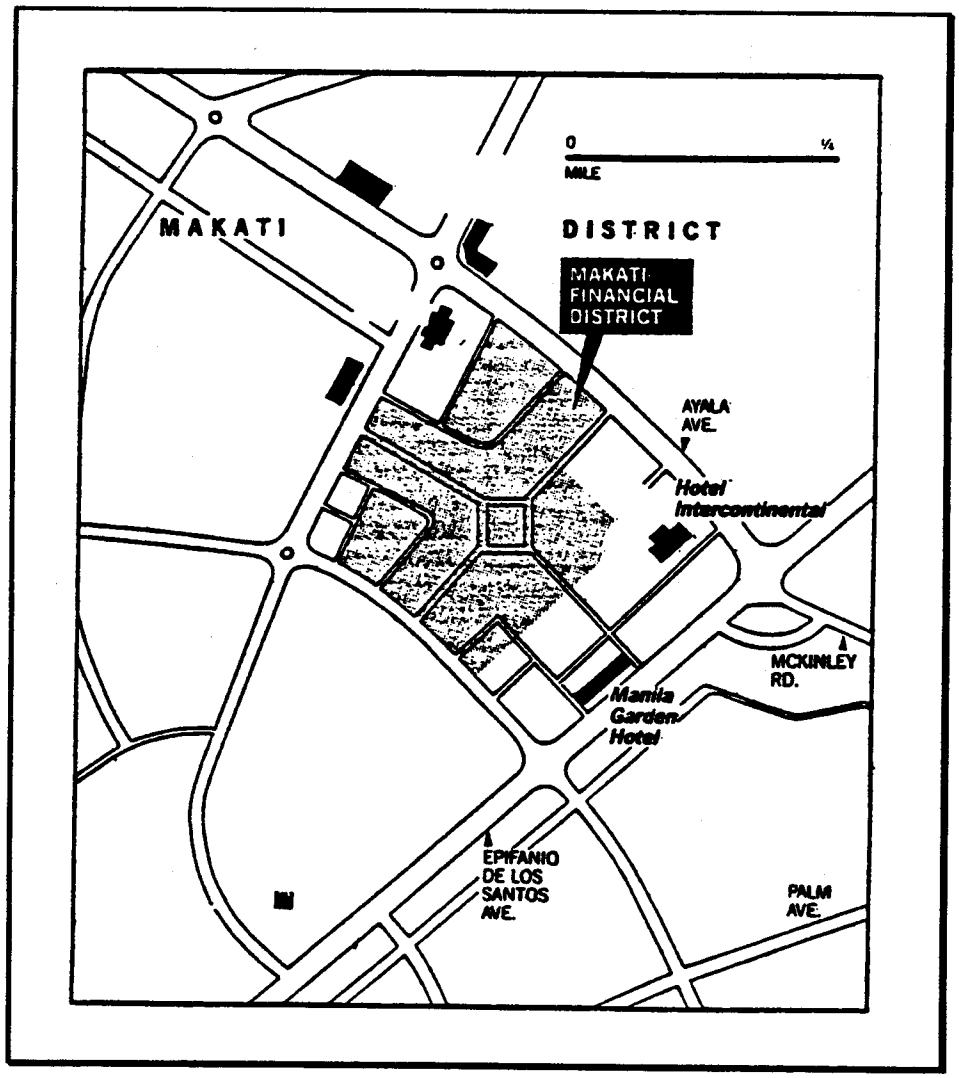
b. Ask each group to present its suggestions to the whole class.

Unit 35. Coup d'Etat in the Philippines

a. Divide your class into pairs. Give student A map A and student B map B of the Makati financial district in downtown Manila.

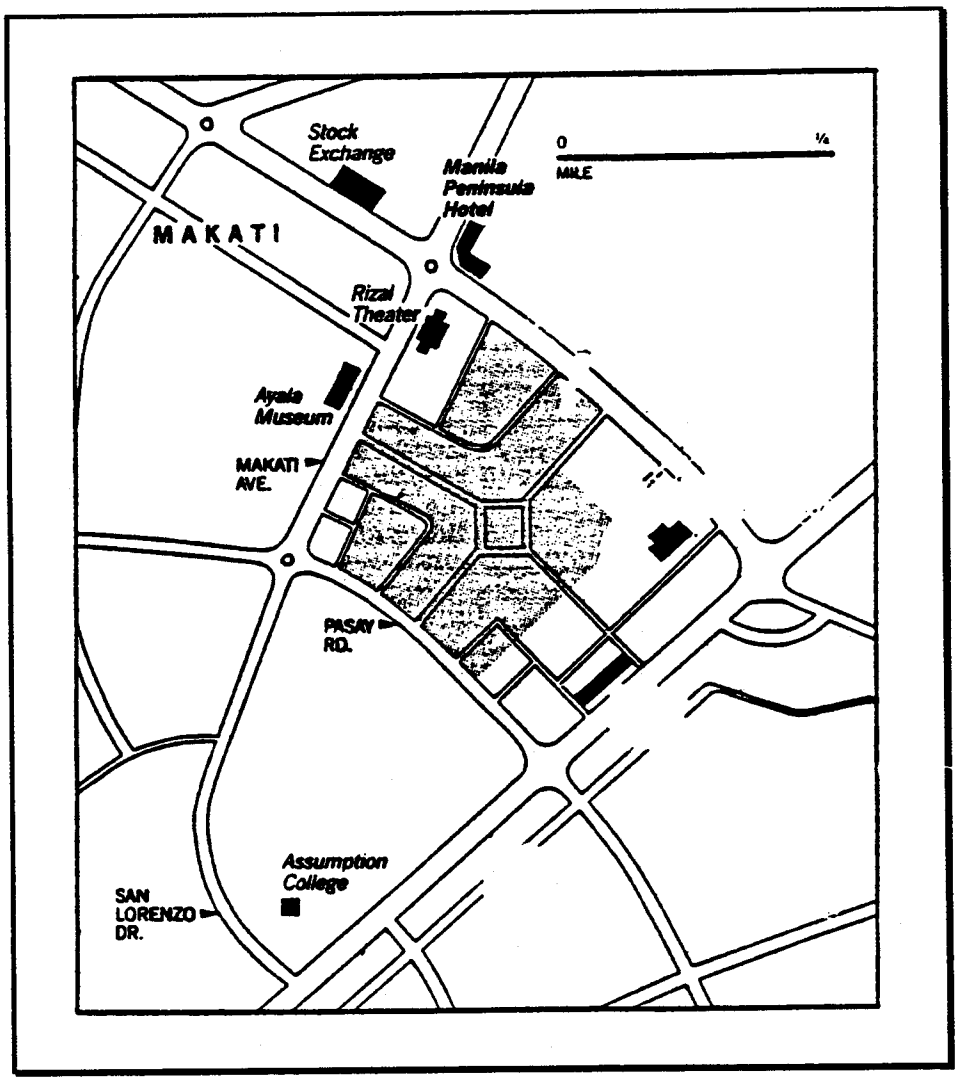
Map A

Here is a map of Makati financial district. You have the names of some places on the map. Your partner has additional information. Without showing your map, exchange information with him until you both have 14 place names on your map.



Map B

Here is a map of Makati financial district. You have the names of some places on the map. Your partner has additional information. Without showing your map, exchange information with him until you both have 14 place names on your map.



Unit 31. The Air Force Makes Money
Answer Key

Exercise 1

1. difficult
2. industry
3. economic

Exercise 2

1. Budget cuts and the promotion of income earning activities by units
2. Transport aviation units
3. It is the highest.

Exercise 3

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

Exercise 4

Transport planes used for cargo services	Country in Text B to which cargo is flown	Planes used for passenger services	Country where passenger flights take place
1.An-12 2.An-26 3.Jak-40	India	Jak-40	Poland

Exercise 5

1. a truskawki
   b wiśnie
   c czereśnie

2. b

3. c

Unit 31, Answer Key

Exercise 6

1. Central and southern Poland
2. Transport flights and leasing of military airfield facilities
3. Aeroflot
4. Europe, including the Soviet Union

Exercise 7

Testing Radioactivity	
Neutral terms	Danger-related terms
reaktor jądrowy elektrownia jądrowa pomiar promieniowania promieniowanie tła	awaria reaktora skażenie radioaktywne

Exercise 8

1. a. 1, 3 ,2
   b. 2, 1, 3

2. a. 1
   b. 2

Exercise 9

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

Exercise 10

1. wczesnego
2. chemiczne
3. zespoły
4. angażowane
5. śmigłowce
6. działania
7. stwierdzono
8. przystosowaniu
9. skażeń
10. sąsiadów

Unit 32. German Reunification
Answer Key

Exercise 1

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

Exercise 2

1. In the German parliament, Bundestag
2. That of the West German federal government
3. Into 10 points

Exercise 3

1. medical
2. a. tourists
   b. West
3. a. economic
   b. irreversible

Exercise 4

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

Exercise 5

The first step involves immediate medical aid. Then, every East German travelling as a tourist will be given some money on condition that East Germany will contribute financially and stop any discrimination. Broader cooperation between the two Germanies depends on irreversible changes in the political and economic system of East Germany. The last step will have two stages. First, confederation structures between the two Germanies will be created. This will be followed by a federation of the two countries.

Exercise 6

1. Problem zjednoczenia Niemiec - opinie są podzielone
2. Nic, co niemieckie, nie jest nam obojętne
3. Polska podważa dziesięciopunktowy plan Kohla
4. Oświadczenie ministra Skubiszewskiego

Exercise 7

1. a. press conference
   b. Brussels
2. a. NATO
   b. EEC
3. stability
4. borders

Exercise 8

3, 4, 6, 7

Exercise 9

1. long
2. recognized
3. Polish
4. borders
5. abandon
6. legal
7. borders
8. 1937

Exercise 10

1. a. Partia "Zielonych"
   b. "Zjednoczona Lewica"
   c. "Nowe Forum"
   d. "Demokracja Teraz"

2.

b.

THREE REICHS ARE ENOUGH

c.

EAST GERMANY IS NOT KOHL'S COLONY

d.

PROSPERITY
YES

UNITY
NO

Answer Key
Unit 33. Warsaw Pact Meetings

Exercise 1

1. Warsaw Pact Headquarters
2. Council of Defense Ministers
3. Council of Foreign Ministers
4. Military Council
5. Staff of Joint Armed Forces

Exercise 2

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

2. a. An allied army
   b. A commander-in-chief
   c. A military intervention
   d. Political means
   e. A training task

Exercise 3

Text A: Posiedzenie Rady Wojskowej Układu Warszawskiego

Text B: Spotkanie Komitetu Ministrów Spraw Zagranicznych Państw-Stron Układu Warszawskiego

Exercise 4

1. Czterdzieste
2. Naczelny dowódca Zjednoczonych Sił Zbrojnych, generał armii Piotr Łuszew
3. Delegacje
   a. Bułgarii
   b. Węgier
   c. NRD
   d. Polski

e. Rumunii
f. Związku Radzieckiego
g. Czechosłowacji
h. Przedstawiciele naczelnego dowódcy w armiach sojuszniczych

Exercise 5

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

Exercise 6

1. A Military Council session has ended.
2. a. Training tasks for the next year
   b. Things that the Command of the Joint Armed Forces is responsible for

Exercise 7

1. c
2. Here is a list of topics you can hear mentioned in the text:
   a. Increase in economic cooperation
   b. Disarmament
   c. European problems in general
   d. Results of the negotiations of other bodies dealing with disarmament
   e. Results of the Soviet-American negotiations in Vienna
3. Pogłębienie współpracy gospodarczej

Exercise 8

1.

Place	Budapeszt
Date	29 listopada
Branch of the Warsaw Pact	Komitet Ministrów Obrony Państw-Stron Układu Warszawskiego

2. Dalszy postęp w obniżaniu poziomu napięcia i konfrontacji
3. a. 4
   b. 5
   c. 2
   d. 1
   e. 3

Exercise 9

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

Exercise 10

1. Zakończenie spotkania państw Układu Warszawskiego
2. Spotkanie z prezydentem Bushem
3. a, b
4. Because it did not join the rest of the countries in condemning the 1968 intervention in Czechoslovakia
5. a. Wojciech Jaruzelski
   b. Tadeusz Mazowiecki
   c. Mieczysław Rakowski
   d. Krzysztof Skubiszewski

Answer Key
Unit 34. Military Cuts

Exercise 1

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

Exercise 2

1. Do generała Floriana Siwickiego
2. W komisjach sejmowych
3. Przewiduje się zmniejszenie liczebności Wojska Polskiego o ok. 22 tysiące etatowych stanowisk wojskowych
4. Ubyło 11 tysięcy etatowych stanowisk
5. Przeformowanie 2 i 15 dywizji zmechanizowanych w bazy materiałowo-techniczne

Exercise 3

1. The 7,000 troops that are to be reduced during the first half of the year
2. They have become defensive.
3. a. 11 pcz (pułk czołgów) - Giżycko
   b. 13 pcz - Opole
   c. 15 pcz - Gliwice
   d. 35 pcz - Ostróda
   e. 60 pcz - Elbląg
4. 3rd Chemical Defense Regiment
5. A training center
6. It was dismantled.
7. a

Exercise 4

1. Internal Security Forces
2. To protect important state buildings and factories

3. a. 1 Mazowiecki Pułk Ochrony im. Stefana Żbikowskiego
   b. 5 Pułk Strzelców Podhalańskich Ziemi Krakowskiej
   c. 14 Mazurski Pułk Ochrony im. gen. dyw. Bolesława Kieniewicza
4. They were dismantled.

Exercise 5

1. a. wojska rakietowe i artylerii
   b. łączność
   c. wojska obrony przeciwchemicznej
   d. służby kwatermistrzowskie i techniczne
2. c
3. a. okręty desantowe
   b. kutry desantowe
   c. kutry trałowe
   d. kutry rakietowe

Exercise 6

1. To merge them
2. The following year
3. That year
4. No

Exercise 7

1. 1. Śląskim Okręgu Wojskwowym
   2. jednostkach wojskowych
   3. proces rozbrojenia
   4. Pułkownik
   5. Sztabu Generalnego
2. a. F
   b. T
   c. T

Exercise 8

1. How big is this operation? (literally: "What is the scale of this undertaking?")
2.

Number of troops		Number of troops reduced:
Beginning 1989 347,000	End 1989 314,000	33,000
Beginning 1990 314,000	End 1990 307,000	7,000

Exercise 9

1. It expected that the NATO armies, and especially the Bundeshwehr (the West German army), would reduce their troops.
2. No
3. They are now at the minimum level necessary for defense. They are also in line with Poland's financial abilities to maintain military forces.
4. It will continue. The Vienna negotiations on arms reductions should have positive effects.

Exercise 10

a. zmniejszyliśmy znacznie stan liczebny sił zbrojnych
b. zredukowaliśmy znacząco liczbę podstawowego uzbrojenia
c. ograniczyliśmy import uzbrojenia
d. przekształciliśmy nasz system szkolenia rezerw na bardziej oszczędny

Answer Key
Unit 35. Coup d'Etat in the Philippines

Exercise 1

1, 9 - c
2, 4, 6 - a
3, 7 - b
5, 8 - d

Exercise 2

1. a. kapitulacja
   b. rebeliancki/rebelianci
   c. ewakuować
2. a. T
   b. F
   c. T

Exercise 3

1. They surrendered.
2. In Makati
3. This was the rebels' last point of resistance.
4. A state of emergency was declared.

Exercise 4

1. a. komandosów
   b. banków, budynków, firm zagranicznych
2. It had crushed the rebellion.
3. No
4. 400
5. 15
6. Because of the foreigners in the area
7. Banks and foreign companies
8. Because the rebels occupied the building of the Philippine stock exchange

Answer Key, Unit 35

Exercise 5

1. A large air base, Macatan
2. The leader of the rebel troops at Macatan
3. He would blow up all the aircraft if government troops attacked the rebels in the base.
4. Chief of Staff of the Philippine Armed Forces
5. To block access by sea to Macatan
6. To cut off food and ammunition supplies for the rebels and to prevent the arrival of reinforcements from Mindanao Island
7. 500, which is about one-fourth of all rebel troops
8. Two days

Exercise 6

a. The surrender of the rebel troops occupying Makati
b. The numbers involved in the coup d'etat
c. The situation in the Macatan air base near Cebu

Exercise 7

a. Makati
b. Fort Bonifacio
c. Macatan

Exercise 8

Number of troops	600
Kind of troops	Commando
Their quarters	Fort Bonifacio
Their commander	Colonel Rafael Galvez

2.

Number of rebels	6,000
Percentage of troops participating in the coup	2%
Number of people killed	Over 100
Number of people wounded	At least 600

Exercise 9

1. b
2. That Makati surrendered
3. To blow up 21 aircraft and 11 helicopters

Exercise 10

1. They condemned it.
2. Their presence swung the balance in favor of the Aquino government.
3. To bomb main rebel positions
4. No

Answer Key, Unit 35

Dictionary of Key Vocabulary

armia sojusznicza	allied army
baza lotnicza	air base
baza materiałowo-techniczna	maintenance base
Bundestag	West German parliament (German)
czereśnia	cherry
dawka	dose
demontować	to dismantle, dismount
dobrobyt	prosperity
dostawy	supplies
dowódca naczelny	commander-in-chief
dzierżawić	to lease
etatowe stanowisko	regular job/post
ewakuować	to evacuate
godny potępienia	worth condemnation
gospodarczy	economic
granatowy otok	navy-blue cap band
granica	border
gremium	body
jądrowy	nuclear
kanclerz	chancellor
kapitulacja	capitulation
komandos	commando
komisja sejmowa	parliamentary committee
kontrahent	client, customer
końcowy	final
kuter desantowy	landing craft
kuter rakietowy	missile boat
kuter trałowy	minesweeping boat
kwota	here: a sum of money
liczyć na coś	to count on something
lotowski	an adjective derived from LOT, the Polish Airlines
myśliwiec bombardujący	fighter bomber
nacisk	pressure
najodleglejszy	the farthest

nienaruszalny	inviolable
nieodwracalny	irreversible
niespodziewanie	unexpectedly
ośrodek szkolenia	training center
obowiązująca doktryna	doctrine in force
obrady	debates, conference
ochrona środowiska	environmental conservation
odciąć	to cut off
oddalony	distant
odnośnie	concerning
odnosić się	to apply to
odpowiedzialny	responsible
odprężenie	detente
ograniczanie	reduction
ograniczenie	limit, limitation
okręt desantowy	landing ship
omawiać	to discuss
opowiedzieć się	to declare
opłacalny	profitable
osłona	cover, protection
oszczędności	economic cuts
personel naziemny	ground personnel
poddać się	to surrender
podjęty	(under)taken
podważyć	to question, undermine
podwozie	chassis
podzielony	divided
pogodzenie	reconciliation
pokaz siły	show of force
pomiar	measurement
pomocnicza jednostka pływająca	auxiliary naval unit
posiedzenie	session, meeting
posiłki	reinforcements
postanowienie	decision
postępujący	continuing
poszanowanie	respect
prawny	legal
promieniowanie tła	background radiation

przebieg	course
przeformowywać	to restructure
przemyślany	planned, thoughtful
przewodniczyć	to preside over
przewodniczący (delegacji)	head (of a delegation)
przewoźnik	carrier
przyhamować	to slacken
prąd	electricity
pucz	coup d'etat
punkt oporu	point of resistance
Rada Wojskowa	Military Council
rebeliant	rebel
rodzaj wojsk i służb	combat arms branch
rokowania	negotiations
rozformowywanie	dismantling
rozkazać	to order
"rozliczenie"	"settling accounts"
rozpatrywać	to consider, examine
rozwozić	to deliver, distribute
równowaga	balance
rzeczywistość	reality
rzesza	Reich
samostanowienie	self-determination
skażenie	pollution, contamination
spór	disagreement
stan liczebny	strength (of a unit)
stan wyjątkowy	state of emergency
stanowisko	position, opinion
stłumienie	suppressing
Strzelcy Podhalańscy	kind of Polish troops specializing in mountaineering
suwerenność	sovereignty
szczyt	summit
szturmowanie	attacking, assaulting, storming
sąsiad	neighbor
służba techniczna	maintenance service
Śląski Okręg Wojskowy	Silesian Military District
świadczyć	to provide

transparent	banner, placard
transporter	personnel carrier
truskawka	strawberry
usługa	service
utrzymywać	to keep
uznanie	recognition
ważki	important
wczesne ostrzeganie	early warning
w głąb	here: inland
wiśnia	black cherry
własności bojowe	fighting features
Wojska Lotnicze	air forces
Wojska Obrony Powietrznej Kraju	Home Air Defense Troops
wojska rządowe	government troops
wymierny	measurable
wyprzedaż	sale (for less)
wysadzić (w powietrze)	to break up
wysyp	here: harvest
wywiązać się	to fulfill, honor (a promise, duty)
zabezpieczenie	here: protection
zablokować	to block
zadanie szkoleniowe	training tasks
zadośćuczynienie	compensation
zagadnienie	topic
zagrożenie	danger, menace
zagrozić	to threaten
zajmować	to occupy
zakres	range
zakątek	here: an isolated area
zamachowiec	assassin
zarabiać	to earn money
zasada	principle, rule
zawieszenie ognia	cease-fire
zbrojenia konwencjonalne	conventional armaments
zbuntowany	rebellious
zdać relację	to inform, relate
zdławienie	crash (noun)
zdobyty	captured

zjednoczenie	(re)unification
Zjednoczone Siły Zbrojne	Joint Armed Forces
złożyć broń	to surrender
żartobliwie	jokingly
żywić się	to feed upon

Listening Workbook 7, Dictionary

Glossary of Acronyms and Abbreviations

BWP (bojowy wóz piechoty)	armored personnel carrier
DZ (dywizja zmechanizowana)	mechanized division
NATO	North Atlantic Treaty Organization
OPK (Obrona Powietrzna Kraju)	Home Air Defense
pcz (pułk czołgów)	tank regiment
PZL (Państwowe Zakłady Lotnicze)	National Aviation Manufacturing Company
TO (transporter opancerzony)	armored personnel carrier
WOWewn. (Wojska Obrony Wewnętrznej)	Internal Security Forces

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 31. The Air Force Makes Money

Listen to Text A and answer questions 1-5.

1. What type of company is PZL?

   a. Aviation
   b. Food exporting
   c. Tourist
   d. Oil mining

2. What does the interviewed pilot say about working for PZL?

   a. The flights can be used for training.
   b. Flight destinations are interesting.
   c. The flights offer a lot of challenge.
   d. They fly unusual cargo.

3. Where does the oil company work?

   a. On the Baltic Sea
   b. Inland, in Poland
   c. On the North Sea
   d. Inland, in the Soviet Union

4. What is located in Łęczyca?

   a. The oil company's headquarters
   b. A civilian helicopter base for the oil company
   c. An equipment base for offshore mining
   d. The helicopter regiment that works for the oil company

5. What other factor, apart from bad weather, makes the flights difficult?

   a. Lack of ground personnel
   b. Poor visibility
   c. Limited room for landing
   d. Their frequency

Listen to Text B and answer questions 6-10.

6. What does the person interviewed in Text B say about the Żarnowiec power plant and the threat of radioactivity?

   a. The plant does not pose any danger.
   b. The plant will be the major potential source of radioactive pollution.
   c. The danger of radioactive pollution in Poland is negligible.
   d. There is a danger of radioactive pollution even if the plant is not built.

7. According to Text B, how many reactors are now in operation in Czechoslovakia?

   a. 7
   b. 11
   c. 17
   d. 18

8. There are 200 plants in Poland that

   a. are controlled through an international supervision program.
   b. can work for the nuclear industry.
   c. produce or store substances that are deadly for humans.
   d. were closed down for safety reasons.

9. What organization was involved in establishing the supervision system mentioned in Text B?

   a. The Soviet government
   b. The United Nations
   c. The Polish government
   d. The Warsaw Pact

10. What does Text B say about nuclear tests in China in the sixties?

    a. They violated international regulations.
    b. They were always detected in Poland.
    c. They created dangerous levels of radiation in Poland.
    d. They showed a need for stricter regulations.

Unit 32. German Reunification

Listen to Text C and answer questions 11-14.

11. What ended on the day of the broadcast?

    a. A session of the German parliament
    b. Kohl's visit to some European Community capitals
    c. A session of European Community leaders
    d. Kohl's visit to East Germany

12. What was the Soviet reaction to Kohl's reunification proposal?

    a. There was no comment.
    b. It was rejected.
    c. Some of the points were criticized.
    d. It was received coldly.

13. What did the EEC leaders discuss with Kohl?

    a. European integration
    b. Polish western borders
    c. German reunification
    d. The German role in the EEC

14. According to Italy and France, which countries should have a say on German reunification?

    a. All European countries
    b. Both Germanies and the four powers that won World War II
    c. Only East and West Germany
    d. European countries that took part in World War II

Listen to Text D and answer questions 15-17.

15. According to Text D, the Polish border on the Oder and Nysa rivers

    a. is an element of European balance.
    b. has been recognized by everyone in Europe.
    c. is a guarantee of peace in Europe.
    d. has been recognized by both Germanies.

16. Who is Krzysztof Skubiszewski?

    a. A parliament member
    b. The prime minister of Poland
    c. One of the Polish ministers
    d. The Polish president's spokesman

17. How did Krzysztof Skubiszewski say Poles should react to German reunification?

    a. Angrily
    b. Cautiously
    c. Enthusiastically
    d. Indifferently

Listen to Text E and answer questions 18-20.

18. Kohl's statement does NOT mention

    a. German neighbors' borders.
    b. the post-war reality.
    c. German sovereignty.
    d. the last world war started by Germany.

19. What does Krzysztof Skubiszewski say about reunification in general?

    a. It should be done without territorial disputes.
    b. It promotes democratization and economic cooperation.
    c. It is very dangerous for the present balance of power.
    d. It starts many territorial disputes.

20. What does Krzysztof Skubiszewski say about reunification and the superpowers?

    a. They should act as intermediaries between the two Germanies.
    b. Reunification cannot happen before changes in the global strategies of the superpowers.
    c. The superpowers should stop German reunification.
    d. Reunification will help the balance of power between the superpowers.

Unit 33. Warsaw Pact Meetings

Listen to Text F and answer questions 21-23.

21. Who is commander-in-chief of the Joint Warsaw Pact Forces?

    a. Wojciech Jaruzelski
    b. Piotr Łuszew
    c. Florian Siwicki
    d. No name was mentioned

22. Who else was present during the meeting at the Belvedere?

    a. Foreign press
    b. Soviet disarmament negotiators
    c. Polish press
    d. Heads of Warsaw Pact countries' delegations

23. What factors were discussed during the meeting at the Belvedere?

    a. Budget cuts
    b. Disarmament negotiations
    c. Ethnic unrest
    d. New military technologies

Listen to Text G and answer questions 24-25.

24. What session of the Warsaw Pact council ended on the day of the broadcast?

    a. 30th
    b. 34th
    c. 40th
    d. 44th

25. What did the delegations see at the range?

    a. The newest landing techniques
    b. Tank exercises
    c. The newest training techniques
    d. Paratroopers' units

Listen to Text H and answer questions 26-27.

26. Who is going to meet in Budapest?

    a. Warsaw Pact defense ministers
    b. Military experts from Warsaw Pact countries
    c. Warsaw Pact generals
    d. Warsaw Pact and NATO military experts

27. What is the character of the Warsaw Pact military doctrine?

    a. Defensive
    b. Preventive
    c. Offensive
    d. Interventionist

Listen to Text I and answer questions 28-30.

28. Who interviewed President Wojciech Jaruzelski?

    a. Foreign press
    b. Russian journalists
    c. Russian television
    d. Polish journalists

29. What did Jaruzelski say about Gorbachev's position?

    a. It is consistent with the military priorities of the Warsaw Pact.
    b. It offers new guidelines for the military doctrine of the Warsaw Pact.
    c. It is consistent with the foreign policy of Warsaw Pact countries.
    d. It provides a framework for individual military policies of Warsaw Pact countries.

30. Premier Tadeusz Mazowiecki was pleased with this meeting because it

    a. followed the decisions of the Gorbachev-Bush Malta summit.
    b. was the first one in which he participated.
    c. recognized Poland's right to a different political system.
    d. condemned the 1968 invasion of Czechoslovakia.

Unit 34. Military Cuts

Listen to Text J and answer questions 31-36.

31. What type of equipment is discussed in Text J?

    a. Spare parts
    b. Personnel carriers
    c. Gasoline tankers
    d. Military cars

32. What is Colonel Henryk Ławniczak head of?

    a. Budget reductions
    b. Fuels and lubricants
    c. Spare parts
    d. Personnel reductions

33. This year, the army has sold civilians two hundred

    a. large gasoline tankers.
    b. steel and rubber fuel containers.
    c. Star-660 trucks.
    d. small steel fuel containers.

34. How many steel fuel containers will be withdrawn from service next year?

    a. 100
    b. 200
    c. 300
    d. 700

35. Who gives information about sales of equipment?

    a. Each military unit on its own
    b. Fuel and lubricants services office in Warsaw
    c. Each type of forces on its own
    d. Fuel and lubricants services in each military district

36. How many information centers are mentioned in Text J?

    a. 3
    b. 4
    c. 5
    d. 6

Listen to Text K and answer questions 37-40.

37. Which tanks are scrapped?

    a. Those that will be replaced with new tanks
    b. The oldest and most seriously defective
    c. The most expensive ones to repair
    d. Those that will become surplus after troop cuts

38. What happens to parts made from metals other than steel when the tanks are scrapped?

    a. They are used again.
    b. They are sold.
    c. They are thrown away.
    d. They are stored.

39. What type of machine was mounted on the chassis of the T-55?

    a. A crane
    b. A truck
    c. A bulldozer
    d. A tractor

40. According to Text K, what are other benefits of getting this equipment from the army?

    a. It is more available than the ones produced by a civilian company.
    b. It can be exported for dollars.
    c. It is of better quality than the ones produced by a civilian company.
    d. It comes with a long warranty.

Unit 35. Coup d'Etat in the Philippines

Listen to Text L and answer questions 41-43.

41. Who tried to assasinate Fidel Ramos?

    a. A civilian
    b. One of his bodyguards
    c. A mercenary
    d. An unknown soldier

42. What weapon was used in the assassination attempt?

    a. A grenade
    b. A bomb
    c. A machinegun
    d. A rifle

43. According to Text L, who was the leader of the plot?

    a. Colonel Galvez
    b. Senator Ponse Enrile
    c. Colonel Honasan
    d. It is still not known.

Listen to Text M and answer questions 44-50.

44. What is located within the Intercontinental Hotel compound?

    a. The government's troop center
    b. First aid facilities for civilians
    c. The rebel headquarters
    d. A temporary prison for the rebels

45. When did the government forces start their attack on the Makati district?

    a. Monday morning
    b. Tuesday evening
    c. Monday night
    d. Tuesday at dawn

46. What do the rebels charge President Aquino with?

    a. Promoting foreign control of the country and tolerating corruption
    b. Bad economic policy and tolerating corruption
    c. Promoting family members to power and foreign policy mistakes
    d. Bad foreign policy and encouraging corruption

47. What government forces are expected to attack the airbase in Mactan?

    a. The air force and the navy
    b. The land forces
    c. The land forces and the navy
    d. The navy

48. How many buildings in the Makati area have been reclaimed by the government forces?

    a. 8
    b. 10
    c. 12
    d. 18

49. Who negotiated the release of tourists from Makati?

    a. The government
    b. Foreign diplomats
    c. The Red Cross
    d. Travel agents

50. What does Text M say about the evacuation of tourists?

    a. It was interrupted by a shooting but completed.
    b. It went smoothly.
    c. It was unsuccessful because of a shooting.
    d. It was cancelled.

POLISH PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL2208
Edition A
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Subcourse Overview

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

Workbook 8 is at proficiency level 2. It contains texts about topics such as the armed forces of some European countries and some problems in the Polish Army. These texts have been taken from the Polish media.

This is the third 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

- using your knowledge of the world to predict information carried in a text,
- listening for information in tones of voices,
- listening for sequences of events,
- summarizing information 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 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.

Unit 36. Armed Forces of Some European Countries

In this unit you are going to listen to two broadcasts which have been divided into smaller parts. The first broadcast is a speech by the Polish defense minister who defends the Polish military budget, comparing the Polish armed forces with the forces of other European countries and Soviet and American troops stationed in Europe. The second broadcast deals with democratic changes in Rumania and was broadcast at the end of 1989.

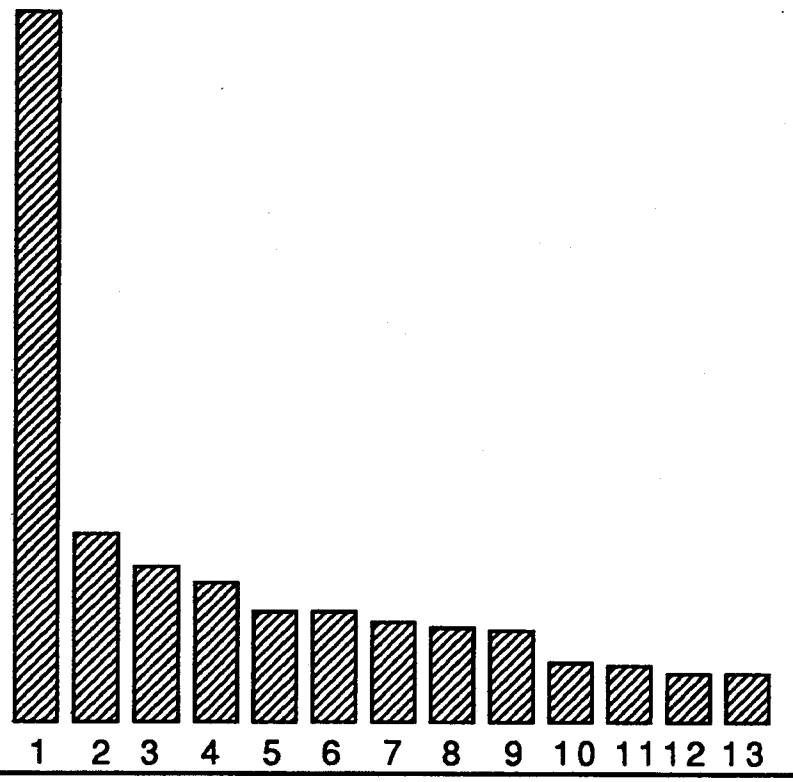
Exercise 1 This exercise will help you when you hear the names of many types of military units mentioned in texts in this unit. Their names typically consist of a noun and an adjective or another noun functioning as an adjective (for example, "dywizja zmechanizowana", "pułk piechoty", etc.). Some of these adjectives are listed below. Match the Polish adjectives with their English equivalents by writing the appropriate letters in the spaces provided next to the Polish versions.

1. _____	górski	a. support
2. _____	obrony wybrzeża	b. rear support
3. _____	obrony powietrznej	c. airborne
4. _____	powietrzno-desantowy	d. alpine
5. _____	tyłowy	e. antiaircraft defense
6 _____	zabezpieczenia	f. coastal defense

Exercise 2 Text A is the first part of a speech by the Polish defense minister. The speech has been divided into smaller parts. Listen to Text A and then look at Figure 36.1 on the next page which shows the relative strengths of armed forces in Europe. The Soviet Union has the most armed forces and is therefore represented in bar number 1. Write the names of the countries mentioned in the text and represented in the graph by bars. Put them in the

appropriate order indicating their relative military strengths. Write your answers in English in the spaces provided.

Figure 36.1



Relative Strengths of Armed Forces in Europe

1. Soviet Union
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Exercise 3 Listen to Text B, the second part of the broadcast about the Polish armed forces and how they compare to other European armies. Answer the questions below. Write your answers in English in the spaces provided.

1. What percentage of the total population of Poland does the armed forces constitute?

_____

_____

2. In relation to other European armed forces, what place does this percentage give to the Polish armed forces?

_____

_____

3. What is the place of the Polish armed forces as far as the ratio of troops in relation to the territory of the country?

_____

_____

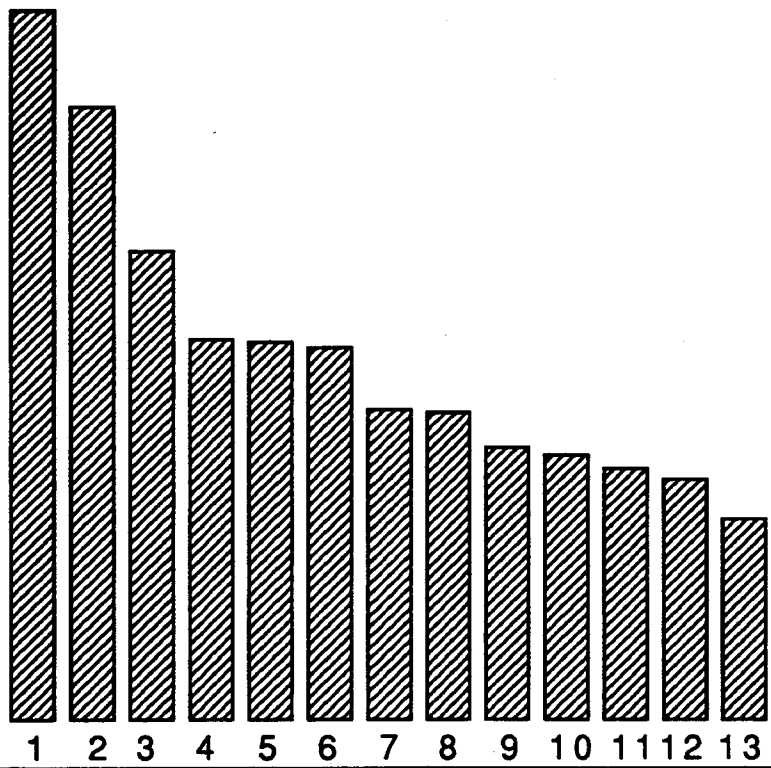
4. Which country has the highest ratio of troops to territory?

_____

_____

5. List the names of the countries you hear in Text B. Write your answers in English in the spaces provided below Figure 36.2.

Figure 36.2



Ratio of Troops to Territory

1. The country you wrote in your answer to Exercise 3.4

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Exercise 4 Text C is a continuation of the same interview with the minister of defense. Listen to Text C and then answer the questions below. Write your answers in the spaces provided.

1. What Polish phrase is used to tell the listener that the Soviet Union, West Germany, and Great Britain are ahead of Poland in certain respects? Write the Polish phrase and its English equivalent.

   _____

   _____

2. What Polish phrase is used to indicate the field in which France and Czechoslovakia are ahead of Poland? Write the Polish phrase and its English equivalent.

   _____

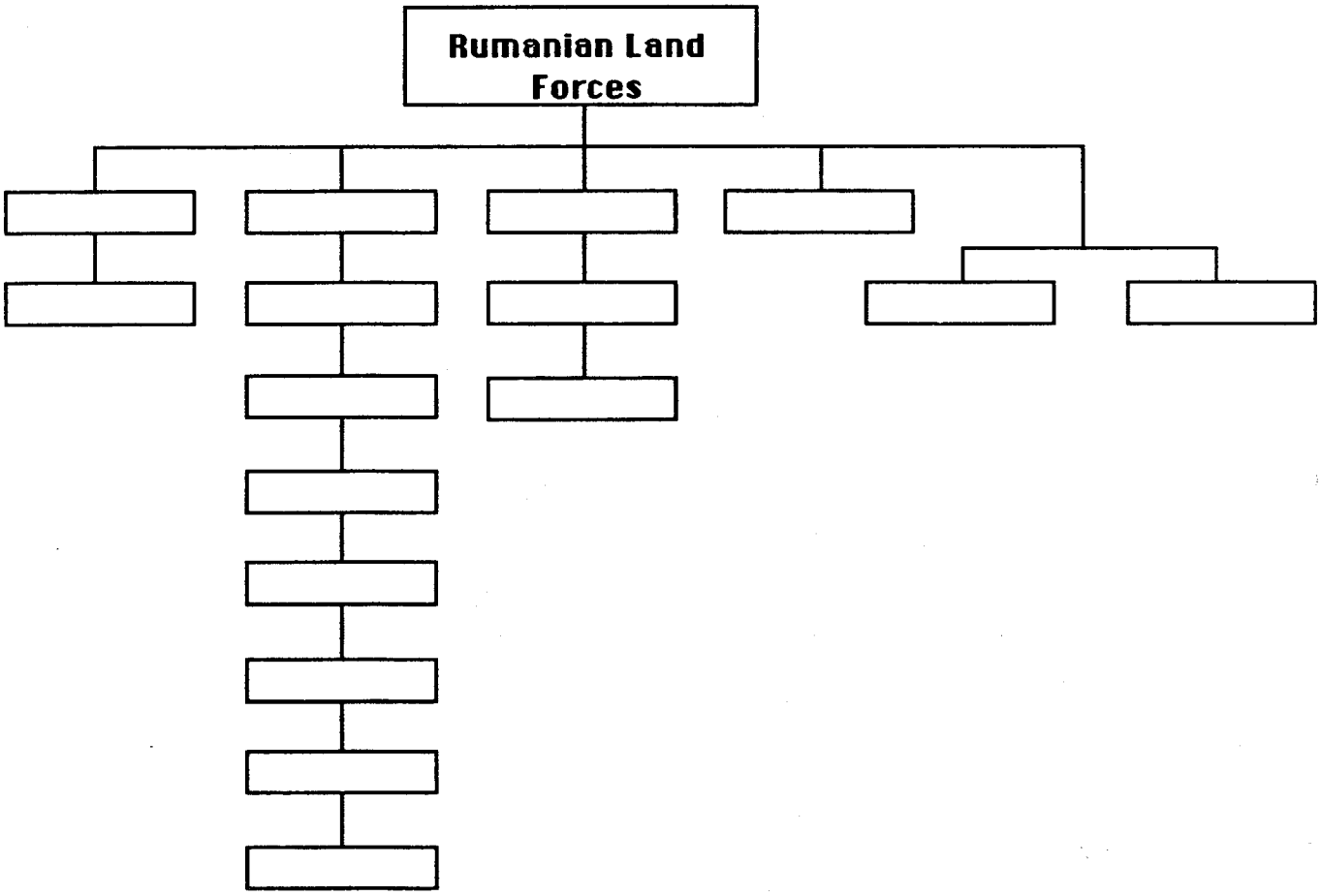
   _____

3. Part of Text C is about tanks. What does the minister say about tanks? Complete the table below with information from the text.

Number of Tanks per 1,000 Square Kilometers	
Holland	_____
_____	17
Greece	_____
_____	20
_____	10

Exercise 5 Text D is the first of a series of texts on the Rumanian army as it was in 1989. Listen to the information given in Text D about Rumanian land forces and supply the necessary information in the chart below. In writing your answers, use the abbreviations given below.

AB—alpine brigade
AR—airborne regiment
AU—artillery unit
MD—mechanized division
SU—support unit
TD—tank division



Exercise 6 Read the questions below first. Then listen to Text D again this time for the details and answer the questions in English. Write your answers in the spaces provided.

1. How many troops does the Rumanian army consist of?

_____

_____

2. What percentage of this number are draftees?

_____

_____

3. Into how many military districts is Rumania divided?

_____

_____

4. How many troops do the Rumanian land forces consist of?

_____

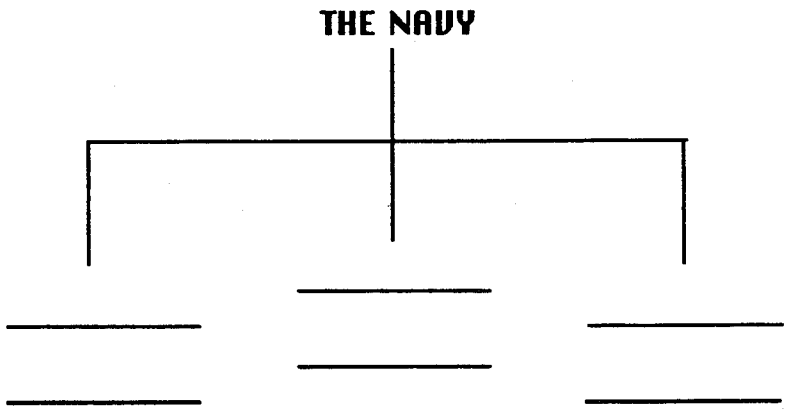
_____

5. In the table below, supply the information about the equipment that the Rumanian land forces have.

Rumanian Land Forces Equipment	
Tanks	_____
_____	5,000
_____	6,600

Exercise 7 Text E is about the rest of the Rumanian armed forces. The first part of the text is about the Rumanian navy. Read the questions first. Then listen to the text and answer the questions in Polish in the spaces provided.

1. What branches does the Rumanian navy consist of?



2. How many sailors and soldiers does it have?

_____

3. What is its basic equipment?

_____

_____

Exercise 8 Listen to the rest of Text E. It lists the remaining types of Rumanian troops. Write your answers in Polish in the spaces provided.

1. Which two Rumanian formations have 27,400 soldiers?

   a. _____

   b. _____

2. What kind of equipment do they have?

   a. _____

   b. _____

3. What other formations and institutions belong to the Rumanian armed forces? (Two have already been given.)

   a. _____

   b. Centralne instytucje ministerstwa obrony

   c. Jednostki podporządkowania centralnego

   d. _____

   e. _____

Exercise 9 Text F is about the Rumanian paramilitary forces. Listen to the text and, in the table which follows, list in English the kinds of troops spoken about and their strength.

Rumanian Paramilitary Forces	
Types	**Strength**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Background Note

The Civic Guards, member of the Rumanian paramilitary forces, are the equivalent of the National Guards in the United States.

Exercise 10 Listen to Text G and supply the missing words.

Funkcjonująca obecnie _____

_____ (1) powołała _____

_____ (2), która koordynuje działa-

nia _____ (3). Na

czele _____ (4) stoi odsunięty

przed laty od służby gen. Nicolae Militaru.

Key Vocabulary

brygada górska	alpine brigade
gwardia obywatelska	civic guards
jednostka obrony wybrzeża	coastal defense unit
jednostka tyłowa	rear support unit
jednostka zabezpieczenia	support unit
Naczelna Rada Wojskowa	Supreme Military Council
odsunięty	removed
okręg wojskowy	military district
poborowy	draftee
podporządkowanie centralne	central subordination
powietrzno-desantowy	airborne
Rada Frontu Ocalenia Narodowego	Council of National Salvation Front
stan ogólny	strength
stosunek	ratio
wskaźnik	index
wyprzedzać	to be in front

Unit 37. Quartermasters' Problems

The economic problems faced by Poland under its communist regimes never seemed to affect the army. With the change of government in 1989, the army started to feel more of the economic pressures so far experienced only by civilians. Increased openness in public discussions resulted in the discovery that the army could sacrifice its privileged status and still remain operational. In this unit you will hear two radio interviews from December 1989, in which two quartermasters talk about problems with food and fuel and ways of solving them.

Exercise 1 This exercise will help you refresh your memory of the vocabulary which you will hear in the texts that follow. Below is a list of Polish words. In Text A you will hear about problems with supplying food for winter. Read the vocabulary list and then decide which items are likely to appear in Text A. Indicate your choices by putting a check mark next to the appropriate words.

- ❑ 1. kuchnia
- ❑ 2. żywność
- ❑ 3. paliwo
- ❑ 4. przetwory
- ❑ 5. umundurowanie
- ❑ 6. warzywa
- ❑ 7. zarząd
- ❑ 8. ziemniaki
- ❑ 9. komenda
- ❑ 10. kwatermistrz

Exercise 2 In Text A you will hear a list of products that have been stored for the winter. Listen to Text A and put a check mark next to the foods that you hear mentioned in the text.

Quartermaster's shopping list

- ❑ potatoes
- ❑ flour
- ❑ cabbage
- ❑ sugar
- ❑ cucumbers
- ❑ meat
- ❑ fresh vegetables
- ❑ canned vegetables
- ❑ bread
- ❑ canned fruit

Exercise 3 This exercise will help you deal with more complex pieces of information. Listen to Text A again and then answer the following questions. Write your answers in English in the spaces provided.

1. Who is Colonel Różycki?

_____

2. According to the interviewer, what could cause food shortages this coming winter?

_____

3. How does Colonel Różycki describe the preparations for winter?

_____

Exercise 4 Text B is a continuation of the interview with Colonel Różycki. This exercise will help you deal with the information carried in the text by noun-adjective pairs. The words which constitute the pairs in Text B are very often separated, thus making the text more difficult to understand. Listen to Text B and then decide which adjective in column B describes which noun in column A. Note that the adjectives appear in their masculine form. Indicate your answers by writing the letters of the appropriate words from column B next to the words in column A.

A	B
1. ___ ziemniaki	a. fizyczny
2. ___ norma	b. państwowy
3. ___ źródło	c. nieszczęsny
4. ___ osoba	d. jednakowy
5. ___ gospodarstwo	e. najtańszy

Exercise 5 Listen to Text B again and then complete the exercise.

1. In Text B you heard a short discussion on the price of potatoes. Below is a box with some of the information missing. Fill in the blanks on the basis of the information in Text B.

Region of Poland	Price per unit
	Over 20 thousand zlotys

2. Now answer the following questions about some of the details in Text B. Write your answers in English in the spaces provided.

   a. What are the three groups of potato suppliers mentioned in Text B?

   _____

   _____

   _____

   b. What is the criterion used by the army in buying potatoes?

   _____

   c. How long has the army been able to buy potatoes from *physical persons*, i.e. private farmers?

   _____

Exercise 6 Now you will listen to Text C. In this short text you will hear about more food preparations for the coming winter. Listen to the text and then complete in Polish the text below.

-Każda (1)_____ domowa przygotowuje w okresie (2)_____ jakieś słoiki, kompoty, weki. A jak to w wojsku?

-Tak. Robimy my również, (3)_____. A więc, jak wspomniałem (4)_____, mamy zabezpieczenie w (5)_____ procentach w (6,7)_____. Mamy zabezpieczenie w około (8)_____ procentach w

(9,10)_____, jak również w kompotach. Tak, że mogę powiedzieć, że jesteśmy (11)_____ pod tym względem.

Exercise 7 The other interview in this unit deals with problems concerning fuel supplies for the army. To refresh your memory of appropriate vocabulary before you listen to the next text, read the vocabulary list below. Decide which of the Polish words in column B correspond to the English words in column A. There are fewer English words than Polish ones as not of all the items in column B are related to the subject of the interview you are about to hear.

A	B
1. ____ driver	a. olej
2. ____ fuel	b. brak
3. ____ liquid	c. szef
4. ____ gasoline	d. służba
5. ____ oil	e. kierowca
	f. zużycie
	g. paliwo
	h. benzyna
	i. płynny

Exercise 8 Text D is an introduction to an interview about problems with fuel for the army. Listen to Text D and then complete the exercise below.

1. In the context of Text D, what does the Polish expression spędzać sen z oczu mean? Circle the correct answer.

   a. To worry someone

   b. To keep someone awake

   c. To cause problems

2. Knowing the subject of the interview, decide which of the following corresponds to the Polish acronym mps? Circle the correct answer.

   a. materiałów, paliw i smarów

   b. materiałów pędnych i smarów

   c. maszyn, paliw i smarów

3. What are the names and ranks of people taking part in the interview?

   _____

Exercise 9 Listen to Text E. In this text you will hear a number of complex sentences. This exercise will help you deal with their syntax. Listen to Text E. 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 E.

	A	B
1. ____	siły zbrojne dysponują	a. ażeby zmieścić się w limitach
2. ____	podwyżki wymagają dokonywania bilansu	b. dokonało korekty planu zakupu
3. ____	szefostwo już we wrześniu	c. określoną kwotą budżetową

Exercise 10 This exercise will help you summarize your general understanding of Text E. Listen to the text again and then answer the following questions. Write your answers in English in the spaces provided.

1. What imposes limitations on fuel purchases by the army?

_____

2. What changes every week?

_____

3. When were the plans for buying fuel this year revised?

_____

4. By what amount were the plans decreased?

_____

5. How much gasoline is used in Poland every day?

_____

Key Vocabulary

cotygodniowy	weekly
dobowy	something that happens every 24 hours or takes 24 hours
kapusta kiszona	sauerkraut
kompot	fruit in light syrup
kwintal	a metric unit of weight equal a hundred kilograms
materiały pędne	all types of fuel
najtańszy	the cheapest
nieszczęsny	unfortunate
norma	norm
ogórki kiszone	pickled cucumbers
olej	engine oil
osoba fizyczna	physical person, a legal term which means an individual person as opposed to a company, etc.
owocowy	fruit (adj.)
paliwo	fuel
pędny	used as fuel (adj.)
płynny	liquid (adj.)
przetwory	preserves, canned food
samowystarczalni	self-sufficient
słoik	jar
smar	lubricant
solidnie	here: thoroughly, very well
spędzać sen z oczu	to worry someone
świeży	fresh
w dobie	in the times of, these days
warzywa	vegetables
wek	a type of jar for canning food
zgromadzić	here: to store
źródło	source
żywnościowy	nutritional
żywność	food (the most general term)

Acronyms and Abbreviations

mps (materiały pędne i smary)	fuel materials and lubricants

Unit 38. Cost Reductions in the Air Force

In this unit you will hear texts from the Polish media presenting problems facing the Polish air force. The economic crisis of the late 1980's also affected the military budget. Here you will hear radio interviews discussing different ways of reducing air force training and operation costs.

Exercise 1 This vocabulary exercise will serve as an introduction to the first interview you will hear in this unit. In column A below is a list of Polish words you will hear in the interview. In column B is a longer list of English words. Match the words from column B to the words from column A. Note that not all English words have their equivalents in column A.

A	B
1. ___ resurs	a. firing
2. ___ płatowiec	b. evaluation
3. ___ rażenie	c. preparation
4. ___ ocena	d. prolonged
5. ___ odpalenie	e. aircraft
6. ___ wykorzystanie	f. training
7. ___ długotrwały	g. utilization
	h. strike
	i. lifetime
	j. overhaul

Exercise 2 Text A begins the interview on training in the Polish air force. Listen to the text and then complete the exercise below.

1. Which of the following phrases is used to describe Colonel Bolesław Halek? Circle the correct answer.

   a. jeden z najwytrawniejszych specjalistów
   b. jeden z najlepszych specjalistów
   c. jeden z najbardziej szanowanych specjalistów

2. Below are some of the verbs which might describe the effects of the economic situation in Poland on the air force training. Circle the ones which are used in Text A.

b. ogranicza

a. przerywa ECONOMIC CRISIS c. zakłóca

d. wznawia

Exercise 3 In Text A Colonel Bolesław Halek talks about limitations created by the difficult economic situation. Listen to the text and then complete the exercise by filling out the blanks in the box below.

Limits on the overhaul of	Limits on the supply of
a. b.	a. b.

Exercise 4 Text B is a continuation of the interview with Colonel Bolesław Halek. This exercise will help you check your general understanding of Text B. Listen to the text and then answer the following questions. Write your answers in English in the spaces provided.

1. What type of evaluation is mentioned in the first sentence of Text B?

   _____

2. What two types of firing practice are mentioned in Text B?

   _____

3. What type of exercises can the Polish air force NOT afford to conduct?

   _____

4. In comparison with others, how does the Polish air force rank in terms of training?

   _____

5. With what air forces is the Polish air force compared?

   _____

Exercise 5 Listen to Text C and then complete the exercise below.

1. Text C mentions four institutions which are designing a training simulator. What are they? Write down their names in Polish in the spaces below.

   a. _____

   b. _____

   c. _____

   d. _____

2. a. What has been mastered by the scientists working on the simulator?

   _____

   b. For what type of training will this simulator be used?

   _____

3. How would you describe the tone of Text C?

   a. Pessimistic
   b. Cautious
   c. Optimistic

Exercise 6 This exercise will help you practice listening for details. Listen to Text C and then complete the exercise below by filling in the blanks in Polish.

Panie (1)_____, ale póki co, (2)_____ symulatora jeszcze nie ma. Jeszcze nie ma, ale jest już perspektywa, że takie urządzenie może powstać u nas w (3)_____. Wymienione (4)_____ ludzkie opanowały przede wszystkim metody (5)_____ i w związku z tym jest otwarta droga do otrzymywania doskonałych (6)_____ symulacyjnych, takich jakich wymaga (7)_____.

Exercise 7 Text D opens another interview in which you will hear about the broader question of whether there should be separate training programs for air force and civilian pilots. This exercise will help you deal with syntax problems. Listen to Text D and then match the phrases in columns A and B as you heard them in Text D.

A	B
1. ___ przed naszym mikrofonem	a. naturalny bagaż rezerwowy
2.___ piloci cywilni stanowią	b. stali się lotnikami RAF-u
3. ___ bardzo interesujące	c. pilot Michał Polech
4.___ kiedy lotnicy cywilni	d. byłoby zastanowienie się

Exercise 8 This exercise will help you practice understanding more complex information in a text. Listen to Text D and then decide whether the following sentences are true or false. Indicate your choices by putting check marks in the appropriate boxes.

	T	F
1. The fact that a number of pilots leave the air force for civilian positions is not well known.	❑	❑
2. The reverse trend interests the interviewer.	❑	❑
3. Civilian pilots are reserve resources for the air forces in many countries.	❑	❑
4. The Falkland war was an example of this use of civilian pilots.	❑	❑
5. The interview concentrates on foreign air forces.	❑	❑

Exercise 9 Listen to Text E. You will hear in this text a proposal for the training and service of a pilot, which provides a sequence of activities. Listen to Text E and then decide which of the sequences below corresponds to the one in Text D. Circle the right answer.

1. a. General training for civilian flights
   b. Air force training
   c. Retirement from the air force
   d. Possible restoration of combat readiness in case of war

2. a. Air force training
   b. Retirement from the air force
   c. Restoration of combat readiness in case of war
   d. Possible training for civilian flights

3. a. Air force training
   b. Retirement from the air force
   c. Re-training for civilian flights
   d. Possible restoration of combat readiness in case of war

Exercise 10 This exercise will help you check your understanding of Text E. Listen to the text and then answer the following questions. Write your answers in English in the spaces provided.

1. What is the result of not using civilian pilots?

_____

2. What happens to civilian pilots in western Europe in times of emergency?

_____

3. How did the pilots of British commercial airlines learn about the war with Argentina?

_____

4. What did the pilots of civilian British planes do after the declaration of war with Argentina?

_____

5. How were the British civilian planes prepared for military use?

_____

Key Vocabulary

długotrwały	prolonged
doskonały	perfect
gotowość bojowa	combat readiness
Instytut Lotniczy	Aviation Institute, the
możność	here: feasibility
obliczeniowy	computational, computer(adj.)
ocena	evaluation, grade
odpalenie	firing
odwrotny	reverse (adj.)
ograniczać	to limit
płatowiec	plane

porównanie	comparison
posadzić	here: to land a plane
przebrać się	to change clothes
przechodzić	to transfer
przewozić	to transport
przydzielać	to allot
przysposobienie	training
rażenie	strike, firing
resurs	overhaul
statek powietrzny	aircraft (rarely used)
ścieżka życiowa	here: career
urządzenie	device, a piece of equipment
Wojskowa Akademia Techniczna	Military Technical Academy
wykorzystać	to use, utilize
wytrawniejszy	here: one of the best
zakłócać	to interfere
złożyć	to fold

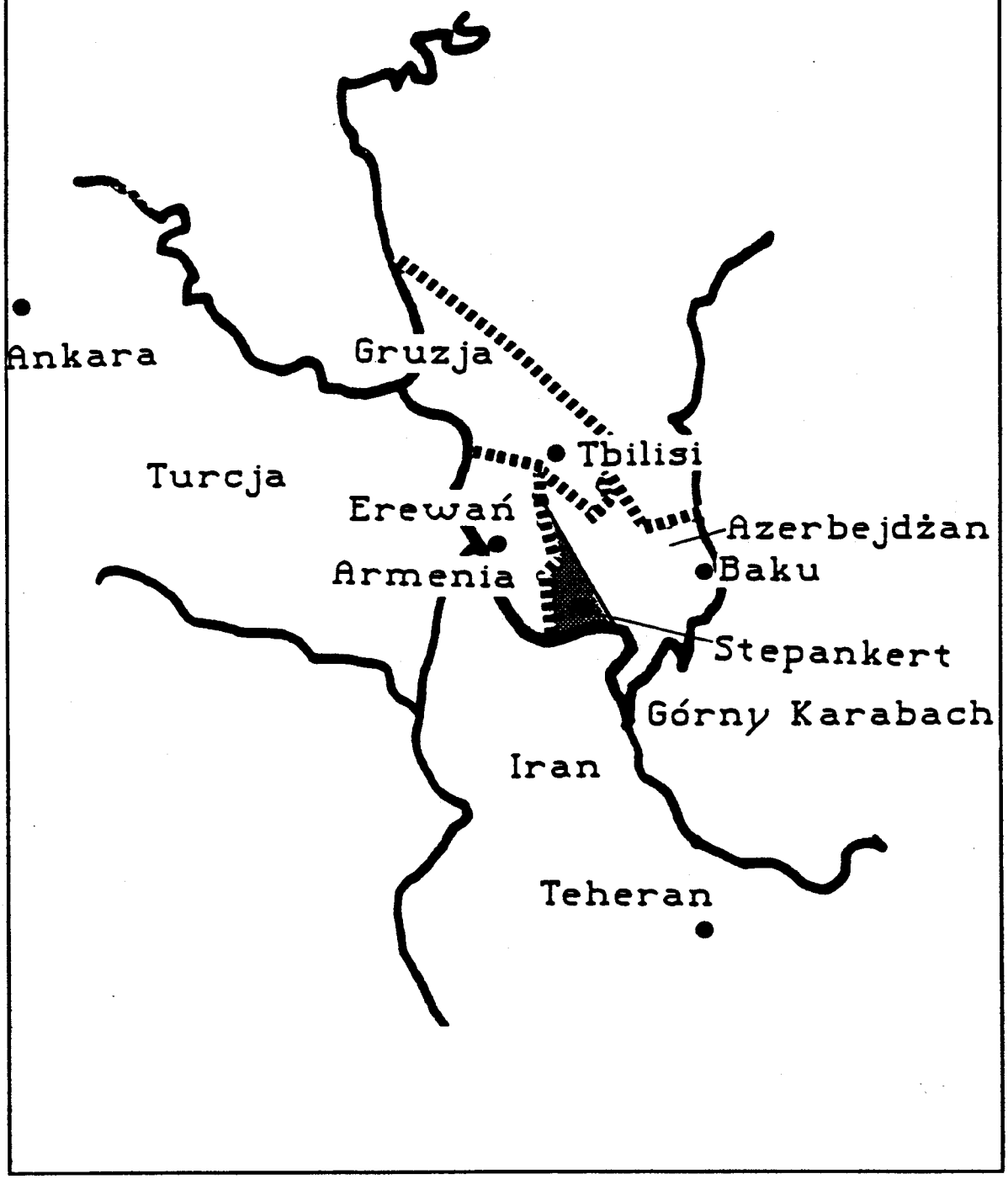
Unit 39. Nagorno Karabach

Nagorno Karabach is a region in the Soviet Union. In January 1920 it was incorporated into the Azerbaijan Republic even though 98% of its population is Armenian. Since that time, Nagorno Karabach has been treated as an agricultural addition to the Azerbaijan Republic. Lack of government investment in the region was a source of constant friction between Armenians and Azerbaijanis and the cause of a mass emigration of Armenians. For 70 years Armenians demanded Nagorno Karabach be incorporated into the Armenian Republic. In January 1988, the Council of Deputies of Nagorno Karabach decided that Nagorno Karabach would leave the Azerbaijan Republic and join the Armenian Republic. However, this decision was not recognized by the Supreme Soviet Council. In August 1989, the population of Nagorno Karabach elected a self-governing body, the National Council.

Exercise 1 On the map on the next page locate Armenia, Azerbaijan, and Nagorno Karabach. Then find their capital cities and the neighboring countries. In English, fill out the table below.

	Capital	**Neighbors**
Armenia		
Azerbaijan		
Nagorno Karabach		

Figure 39.1. Map of Armenia and Azerbaijan



Exercise 2 Listen to Text A. It consists of three sections. They begin respectively:

a. Rada Najwyższa...
b. Na tym samym posiedzeniu...
c. Minister spraw wewnętrznych...

The sentences below summarize these sections. Write the letter of the appropriate section next to each of the summaries.

1. _____ The Armenian Council rejects the Supreme Soviet Council's decision.

2. _____ The Armenian Council declares a new republic.

3. _____ The Soviet Minister of Internal Affairs criticizes the Armenian Council for its decision.

Background Note

In Polish, Armenians are called Ormianie, and Azerbaijani are called Azerowie.

Exercise 3 Listen to the text again. This time you should concentrate on details. You will hear references to four groups: the Supreme Soviet Council, the Supreme Armenian Council, the people of Nagorno Karabach, and the Republic of Azerbaijan.
First read the questions below to know what to concentrate on. Then answer the questions in English in the spaces provided.

1. When did the Supreme Council of Armenia meet?

_____

_____

2. What word was removed from the official name of the republic?

_____

_____

3. What did the Supreme Council of the Soviet Union decide about Nagorno Karabach?

_____

_____

4. What were the citizens of Nagorno Karabach granted by the new Armenian republic?

_____

_____

5. How did the Minister of Internal Affairs of the Soviet Union describe the Armenian Supreme Council's decision?

_____

_____

6. What kind of solution to the Nagorno Karabach problem did he say should be chosen?

_____

_____

Exercise 4 Text B is about the problems connected with Nagorno Karabach's administrative status and self-government. Read the questions, listen to the text, and answer the questions below in English in the spaces provided.

1. What was the Supreme Soviet Council's decision on Nagorno Karabach?

_____

_____

2. What did Armenians want?

_____

_____

3. How many people, according to the text, have died in riots so far?

_____

_____

4. How many people had to leave their homes?

_____

_____

5. What was created by Moscow in January?

_____

_____

6. Who is going to govern Nagorno Karabach?

_____

_____

Exercise 5 Text C is a continuation of Text B. It is about the situation in Nagorno Karabach where the Azerbaijani People's Front, a nationalist movement, protested against Armenian strategies in Nagorno Karabach. Listen to the text and check which sentences are true or false.

	T	F
1. The Supreme Council of the Soviet Union decided that 5,000 security troops will be stationed in Nagorno Karabach until the situation returns to normal.	❑	❑
2. The Union Commission of Control and Observation will be independent of the Supreme Council of the Soviet Union.	❑	❑
3. On voting day, the Azerbaijani People's Front resumed the blockade of a railway leading to Armenia and Nagorno Karabach.	❑	❑
4. By this action the Front tried to exert pressure on the Soviet Supreme Council.	❑	❑
5. Because of this blockade the Armenian deputies demanded a postponement of the voting.	❑	❑
6. Because their protest had not been accepted, the Armenian deputies walked out of the meeting.	❑	❑

Exercise 6 Text D is about Moscow's reaction to another wave of violence that broke out in Azerbaijan. Read the questions first to know what to listen for. Then listen to the text and answer the questions in English in the spaces provided.

1. What reason did Dmitri Yazov, the Soviet Minister of Defense, give at a press conference for sending Soviet troops to Azerbaijan?

   _____

2. What were, according to Yazov, the aims of the Azerbaijani People's Front?

   a. _____

   _____

   b. _____

   _____

3. Who was on strike in Azerbaijan?

   a. _____

   _____

   b. _____

   _____

4. What happened on the border between Armenia and Nahichevan Autonomic Republic?

   _____

   _____

5. What was the situation in Nagorno Karabach like?

   _____

6. What was started again?

_____

_____

7. What did the army have to do?

_____

Exercise 7 Text E is about other actions accompanying preventive measures undertaken by Moscow and reactions to sending troops to Azerbaijan. Listen to the text and answer the questions in Polish in the spaces provided.

1. Who was arrested in Moscow?

_____

2. What was he accused of?

_____

3. Who criticized the decision of sending troops to Azerbaijan?

_____

4. To what other invasions was this one compared? (Write the name of the countries and years.)

   a. _____

   b. _____

   c. _____

Exercise 8 Text F is about a reaction to the military action in Azerbaijan within the Azerbaijani community in Turkey. Listen to the text and answer the questions in Polish in the spaces provided.

1. How many Azerbaijanis live in northeastern Turkey?

_____

2. How many Azerbaijanis protested in the Turkish city of Igbir?

_____

3. What did they protest against?

_____

4. What did they call for?

_____

Exercise 9 Text G is about the situation in Baku, the capital of Azerbaijan after the entrance of Soviet troops. Read the questions. Listen to the text and answer the questions in English in the spaces provided.

1. According to the Soviet radio and the TASS agency, what was the situation in Baku like?

_____

_____

2. Where did shooting take place?

   a. _____

   b. _____

3. How many casualties were there?

   _____

4. Who was on strike in Baku?

   _____

5. What were the KGB and the Ministry of Internal Affairs troops doing?

   _____

6. Who was arrested?

   _____

7. What were they accused of?

   _____

Exercise 10 Text H describes the withdrawal of Polish troops from Azerbaijan. They were sent there after the 1988 earthquake to help build a kindergarten. Fill in the empty spaces with the missing words and phrases.

_____ (1) w Armenii minister obrony narodowej, generał Florian Siwicki podjął decyzję o _____ (2) prowadzonych tam

_____ (3) i powrocie _____

_____ (4) do kraju. Od września ubiegłego roku w Kirowakanie _____

(5) po _____ (6) buduje przedszkole. Wszyscy żołnierze czują się dobrze i tam, gdzie pracują _____ (7).

Key Vocabulary

Azer	Azerbaijani (a person of Azerbaijani nationality)
obalenie	overthrowing
obradować	to debate
odrzucić	to vote down
okres przejściowy	interim stage
pogwałcenie prawa	violation of law
posiedzenie	meeting, session
potwierdzać	to confirm
proklamować	to proclaim
przechwycenie	interception, seizure
przekroczenie kopmpetencji	overstepping one's bounds
przynależność	belonging
rozniecanie	inspiring
rozpatrywać	to examine
rozwiązać	to dismantle
sporny	controversial
starcie	encounter
zwierzchnictwo	sovereignty, supreme power

Listening Workbook 8, Unit 39

Unit 40. Improving Morale in the Polish Armed Forces

The texts you are going to listen to in this unit deal with changes in the Polish armed forces at the beginning of the nineties. They are aimed at improving morale by changing training techniques, offering three-day passes to married soldiers and ensuring open lines of communication between officials and draftees.
These texts are straightforward and the exercises accompanying them will help you understand the details by focusing your attention on factual questions such as *who*, *what*, *where*, *when*, and *why*.

Exercise 1 The passages that you will listen to in this unit deal with improving conditions in the military. Try to predict what might be meant by this. This will prepare you to better understand the texts.
Which of the following changes do you expect to hear about? Put check marks next to your guesses.

1. _____ better equipment
2. _____ better food
3. _____ better relations between soldiers and their commanders
4. _____ less duties for soldiers
5. _____ longer passes
6. _____ more free time for soldiers
7. _____ more pocket money

Exercise 2 Listen to Text A. It is the first of a series of texts which are excerpts from an interview with a high-ranking Polish officer responsible for introducing the new style of management and communication in his unit. The interview is about the nature of the changes.

1. Who is being interviewed? In the table below write in Polish his full name, rank, and function.

NAME	_____
RANK	_____
FUNCTION	_____ _____ _____

2. What three questions are asked in the text? Write your answers in English in the spaces provided. (Do not translate the questions word for word. Just give the gist of the questions.)

a. _____

_____

b. _____

_____

c. _____

_____

Exercise 3 Listen to Text A again. This time we will concentrate on details related to the answers given to the reporter's questions. First read the questions below so you will know what to listen for. Then listen to the text for the information and answer the questions in the spaces provided.

1. According to the text, what conditions are necessary to create "humane conditions" in the armed forces? List them in Polish according to what you hear on the tape.

   a. _____

   b. _____

   c. _____

Answer questions 2, 3, and 5 in English.

2. What values should the military foster in order to gain these "humane attitudes"?

   a. _____

   b. _____

   c. _____

3. When did the discussion about the process start?

   _____

4. Is the process expensive? Check the correct answer.

   ❑ Yes ❑ No

5. What examples does the interviewee give to support his statement?

_____

Exercise 4 Listen to Text B. In this passage the officer gives more examples of the changes favorable to draftees. Answer the question below in English in the spaces provided.

1. What kind of passes are granted to Polish draftees?

   a. One-time passes

      i. _____

      ii. _____

   b. _____

2. Why does the interviewee say that the army gives longer passes mentioned in point 1.b above?

   _____

   _____

3. What reasons does he give? Fill in the blanks below in Polish.

   _____ (a) z osobą bliską, pewność, że wszystkie _____ (b) pozwala żołnierzowi być _____ (c) o rodzinę, _____ (d) służby wojskowej, a także _____ _____ (e) swoje obowiązki.

Exercise 5 Listen to Text C. This text is about some changes in the soldiers' quarters and in their duties and training. Read the questions first, and then answer them in English in the spaces provided.

1. What kind of equipment is there in soldiers' clubs?

   a. _____

   b. _____

2. To whom does the equipment belong?

   _____

   _____

3. What kind of recreational activity is mentioned?

   _____

   _____

4. What places have the soldiers visited so far?

   _____

   _____

5. How have the daily and weekly duty schedules been changed to leave time for recreational activities?

   _____

   _____

6. What else has been changed in the soldiers' duties?

_____

_____

7. How has the situation of the soldiers whose parents own farms changed?

_____

_____

8. What does the interviewee say about the training of fresh draftees?

_____

_____

Exercise 6 Text D continues on the topic of humanizing changes in the army. Read the questions first so that you know what to listen for. Listen to the text and answer the questions below in English. Write your answers in the spaces provided.

1. Does the new attitude apply to draftees only?

_____

_____

2. What examples does the interviewee give to support his statement?

_____

_____

_____

3. How do the soldiers benefit from "humanization"?

_____

_____

Exercise 7 The underlined words in the sentences below play an important role in understanding Texts E1 - F. Choose their English equivalents from among the groups of three words given below each sentence. Circle your choices.

1. Żołnierze najmłodszego wcielenia przybyli do jednostki.

   a. recruits b. cadets c. veterans

2. Na początku dużą rolę odgrywają dowódcy drużyn.

   a. quartermasters b. squad leaders c. older soldiers

3. Po przybyciu do jednostki żołnierze zostają wyposażeni we wszystko.

   a. cut b. shown c. equipped

4. Najgorsze było przyzwyczajenie się do rannych pobudek i zapraw.

   a. reveilles b. alerts c. workouts

5. Kaprale nie ganiali.

   a. train b. goad c. criticize

Exercise 8 Text E1 is the first of a series of texts dealing with the fresh draftees and their perceptions of the military training and the changes being introduced.
Read the questions below first to know what to pay attention to. Listen to the text. Then answer the questions in Polish in the spaces provided.

1. In which month did new draftees join their units?

   _____

2. Who is being interviewed?

   _____

3. How are the new draftees characterized? Write down the Polish words and phrases that are used in the text to describe them.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

4. What could have influenced the new draftee's attitudes towards their service?

   _____

5. What did the draftees get after joining their units? In Polish, fill in the gaps of the last sentence from the text.

   Zostali wyposażeni we wszystko, co jest niezbędne do _____ (a), do _____ (b) i _____ (c).

Exercise 9 As you heard earlier, part of the process of "humanization" is to have the right commanders train the recent draftees. Part of Text E2 addresses this problem. Listen to the text and answer the questions below in English. Write your answers in the spaces provided.

1. According to Text E2, what is a problem during the first days in the unit?

_____

_____

2. Why are the first impressions of the army considered important?

_____

_____

3. What is done to ease draftees' adjustment to the army?

_____

_____

4. According to the text, what are squad leaders expected to do?

_____

_____

Exercise 10 Listen to Text F, a continuation of Texts E1–E2. Its structure is similar to Texts A–D. Read the questions below, and then listen to the text for the answers and write them in the spaces provided.

1. An event is taking place on the day of the interview. It will be repeated in a week's time. What is this event? Write your answer in Polish.

   _____

   _____

2. Tomasz Kowalski is (check the correct answer)

   a. a sailor.
   b. an artilleryman.
   c. a tank crew member.

Answer the questions 3 through 6 in Polish. Write your answers in the spaces provided.

3. According to Piotr Garło, who is going to visit the draftees?

   a. _____

   b. _____

   c. _____

4. What were the most troublesome things for the draftees at the beginning?

   a. _____

   _____

b. _____

_____

c. _____

_____

5. The interviewer asks Garło whether the draftees were goaded by corporals. What does Garło answer?

_____

_____

6. What has "humanization" in the military forces brought about for draftees?

a. _____

_____

b. _____

_____

c. _____

_____

Exercise 11 Listen to Text G and fill in the blanks in Polish according to what you hear.

-Czym więc jest ta _____ (1)?

-Jest _____ (2) przekształcania procesu

i _____ (3) w taki sposób, aby

zaspakajała ona wszechstronnie potrzeby

_____ (4), _____ (5) i

służyła _____ (6) jego osobowości.

Key Vocabulary

ceremoniał wojskowy	military ceremonial
dowódca drużyny	squad leader
dyplomowany	of the General Staff
działonowy	gunner
gotowość bojowa	combat readiness
humanizacja	humanization
impreza	show
jednorazowy	one-time (adjective)
kadra	cadre; depot
kanonier	gunner (equivalent of szeregowy)
kolektyw	group, body
koszary	barracks
krajoznawstwo	touring, sightseeing
meldować	to report
pobudka	reveille
pracownik wojska	civilian employee in the military
przeniesiony służbowo	transferred
przepustka	pass
przełożony	superior
przysięga	oath of allegiance
rygor	rigor, severity
ścigać	to persecute
świetlica	club
tryb postępowania	procedure

urlop okolicznościowy	compassionate leave
urlop rozłąkowy	separation leave
warta	guard duty
wykonać zadanie	to perform a task
wypełniać obowiązki	to fulfill one's duties
wyróżnienie	award, prize
wywiązać się z obowiązków	to fulfill duties
zasadnicza służba wojskowa	obligatory military service
zastęp	detachment

Speaking Suggestions

Unit 36. Armed Forces of Some European Countries

a. Divide your class into pairs. Ask each pair to think up a provocative statement, based on information in Unit 36. For example:
Poland should disband its army
Women should be drafted in the Dutch Army
US troops should be withdrawn from Europe

b. Write the statements on the board. Each pair should then develop objections or counter-arguments to the statements on the board.

c. Go through the statements, one by one, in the whole class, each pair suggesting its counter-arguments.

Unit 37. Quartermasters' Problems

a. Divide your class into groups of three. Give student A card A, student B card B, and student C card C.

Here is an incomplete menu. Question the other two people in your group to get the information you need to complete the menu.

Card A	Śniadanie	Obiad	Kolacja
Poniedziałek	• •Jajka na twardo •	•Zupa grochowa • •Lody	• • •
Wtorek	• • •	•Sałatka •Ryba •	• •Pieczeń wieprzowa •
Środa	• • •Kiełbasa	• • •Makaron	•Befsztyk wołowy • •

Here is an incomplete menu. Question the other two people in your group to get the information you need to complete the menu.

Card B	Śniadanie	Obiad	Kolacja
Poniedziałek	•Sok • •	• • •	•Sałatka •Ryba •Lody waniliowe
Wtorek	• • •Tost	• • •Jabłecznik	• • •
Środa	•Jabłka • •	• • •Ciasto	• •Frytki •

Here is an incomplete menu. Question the other two people in your group to get the information you need to complete the menu.

Card C	Śniadanie	Obiad	Kolacja
Poniedziałek	• •Chleb z masłem	• •Gulasz •	• • •
Wtorek	•Płatki owsiane •Omlet •	• • •	•Zupa pomidorowa • •Budyń czekoladowy
Środa	• •Chleb z masłem •	•Sałatka • •	• •Owoce •

Unit 38. Cost Reductions in the Air Force

a. Divide your class into small groups. Ask each group to produce five suggestions for reducing costs in the Air Force. For example:

Zredukować ilość/typy umundurowania
Zredukować ilość rozmiarów dostępnego umundurowania

Zredukować budżet przeznaczony na obiekty sportowe
Zredukować różnorodność potraw dostępnych w kafeterii
Zaostrzyć kontrolę paliwa dostępnego dla kierowców sił powietrznych
Wprowadzić ostre kary za nadużywanie dostaw rządowych

b. Ask each group to present its arguments to the whole class. Tell each group to be prepared to answer questions or requests for clarification from the rest of the class.

Unit 39. Nagorno Karabach

Present the following to your class: in the civil disturbances in Nagorno Karabach, many people fled from their homes. If you had to flee from your home, what five objects would you take with you? Why are these five objects important?

Unit 40. Improving Morale in the Polish Armed Forces

a. Divide your class into small groups. Ask each group to suggest ways of improving morale for the following groups:

Students who have just failed important exams
Soccer fans whose team just lost an important game
Soldiers who have just heard that their unit is to be disbanded
Soldiers who have just been posted to Guam, and who don't want to go.

b. Ask each group to present its ways of improving morale to the whole class.

Listening Workbook 8, Speaking Suggestions

Answer Key
Unit 36. Armed Forces of Some European Countries

Exercise 1

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

Exercise

Relative Strengths of Armed Forces in Europe

1. Soviet Union
2. Turkey
3. France
4. West Germany
5. Italy
6. US
7. Poland

Exercise 3

Ratio of Troops to Territory

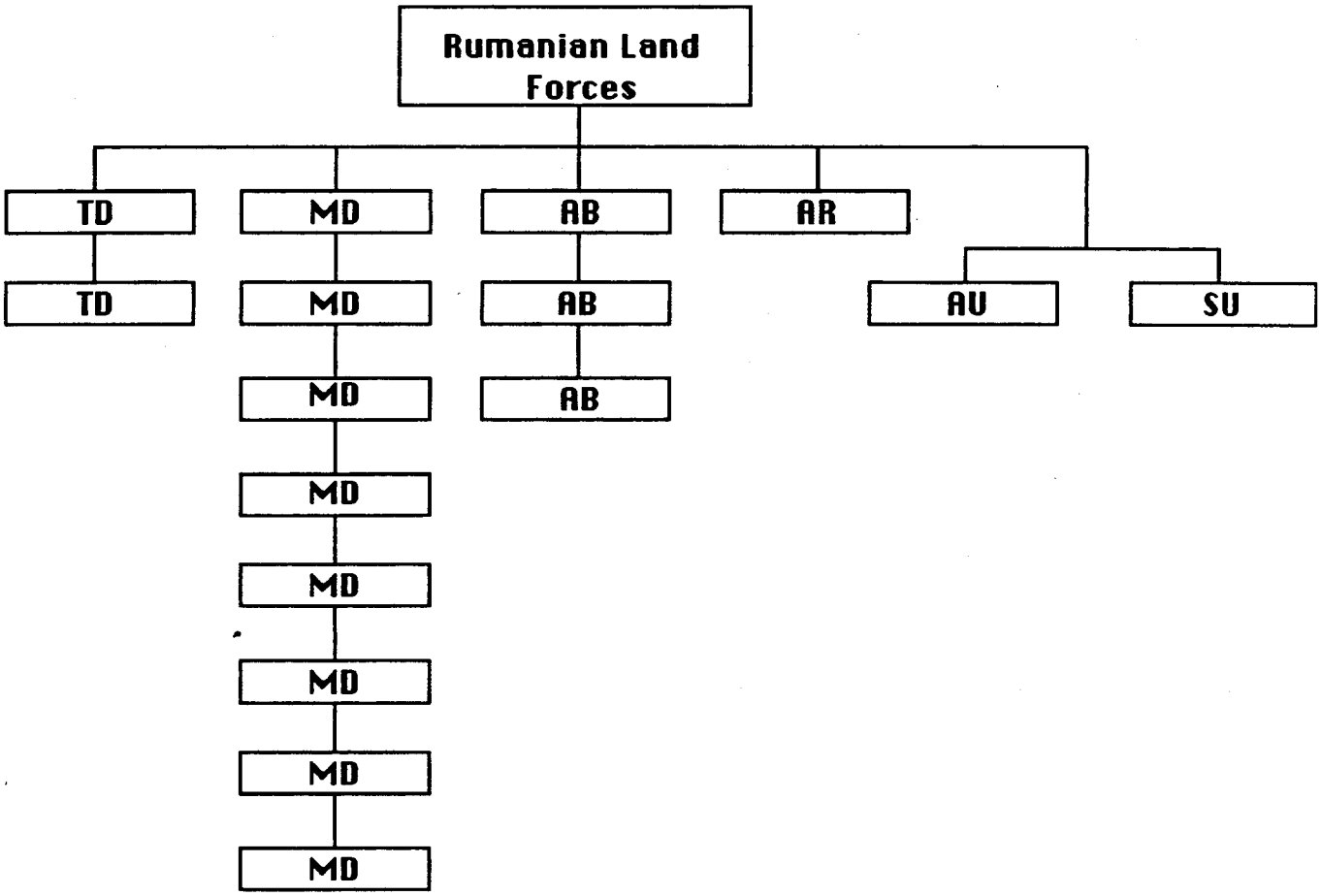
1. 0.91%
2. 10th
3. 10th
4. Belgium
5. 1. Belgium
   2. Holland
   3. West Germany
   4. Greece
   5. Great Britain
   6. Italy
   7. East Germany
   8. Czechoslovakia

Exercise 4

1. Pod względem niektórych rodzajów uzbrojenia
   As far as some kinds of weapons are concerned
2. W niektórym sprzęcie
   In some kinds of weapons
3.

Number of Tanks per 1,000 Square Kilometers	
Holland	18
West Germany	17
Greece	11
Switzerland	20
Poland	10

Exercise 5



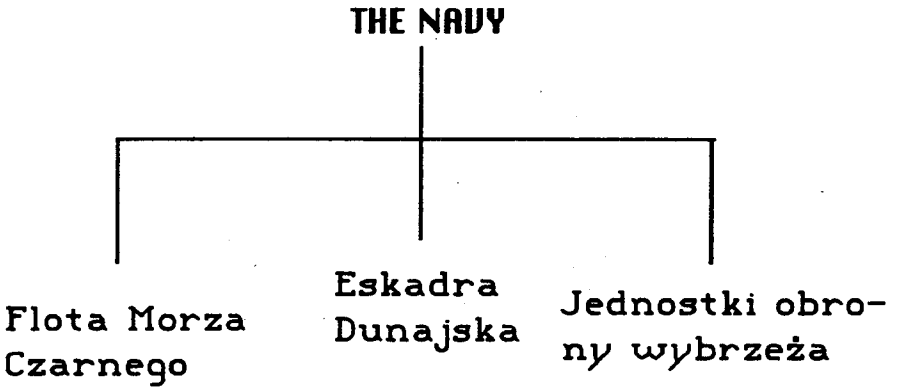
Exercise 6

1. 171,000
2. Over 50%
3. 4
4. 110,000

5.

Rumanian Land Forces Equipment	
Tanks	3,200
Personnel Carriers	5,000
Mortars, guns, rocket launchers	6,600

Exercise 7 1.



2. 6,400
3. Jeden duży okręt wojenny i okręt podwodny

Exercise 8

1. a. Wojska Lotnicze
   b. Wojska Obrony Powietrznej Kraju
2. a. 380 samolotów bojowych
   b. 220 śmigłowców
3. a. Sztab Generalny
   d. Szkoły Wojskowe
   e. Instytucje tyłowe

Exercise 9

Rumanian Paramilitary Forces	
Types	**Strength**
Border Troops	17,000 in 12 brigades
Security Forces of the Ministry of Internal Affairs	20,000
Civic Guard	A few hundred thousand

Exercise 10

1. Rada Frontu Ocalenia Narodowego
2. Naczelną Radę Wojskową
3. wojska i jednostek MSW
4. ministerstwa obrony

Answer Key
Unit 37. Quartermasters' Problems

Exercise 1 1, 2, 4, 6, 8, 10

Exercise 2

Quartermaster's shopping list

x potatoes
❑ flour
x cabbage
❑ sugar
x cucumbers
❑ meat
x fresh vegetables
x canned vegetables
❑ bread
x canned fruit

Exercise 3
1. Food service supervisor
2. Rising food prices
3. They have been very thorough.

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

Exercise 5 1.

Region of Poland	Price per unit
Białostockie	12 thousand zlotys
Zielonogórskie	Over 20 thousand zlotys

2. a. Private suppliers
   Cooperatives
   State farms
   b. The lowest price
   c. For several years

Exercise 6

1. gospodyni
2. jesiennym
3. przygotowujemy
4. poprzednio
5. stu
6. kapustę
7. kiszoną
8. dziewięćdziesięciu
9. ogórkach
10. kiszonych
11. samowystarczalni

Exercise 7

1. e
2. g
3. i
4. h
5. a

Exercise 8

1. a
2. b
3. Wiesław Rozwidzki and Colonel Henryk Ławniczak

Exercise 9

1. c
2. a
3. b

Exercise 10

1. Budget limitations
2. Fuel prices
3. In September
4. By 45 thousand tons
5. Between six and seven thousand tons

Answer Key
Unit 38. Reductions in the Air Force

Exercise 1

1. j
2. e
3. h
4. b
5. a
6. g
7. d

Exercise 2

1. a
2. b, c

Exercise 3

Limits on the overhaul of	Limits on the supply of
a. plane engines b. planes	a. attack means b. fuel

Exercise 4

1. Operational evaluations
2. Firing missiles and firing aircraft weapons
3. Exercises with the full use of weapons
4. Low
5. Western air forces

Exercise 5

1. a. Instytut Lotnictwa
   b. Wojskowa Akademia Techniczna
   c. Politechnika Warszawska
   d. WSK Okęcie

2. a. Computational methods (computer technology involved in the design of the simulator)
   b. For prolonged training
3. c

Exercise 6

1. pułkowniku
2. doskonałego
3. kraju
4. zespoły
5. obliczeniowe
6. urządzeń
7. lotnictwo

Exercise 7

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

Exercise 8

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

Exercise 9

3

Exercise 10

1. The Polish air force has no reserves.
2. They are drafted.
3. Through a radio communique
4. They landed at the closest airport.
5. The seats were folded and appropriate equipment was loaded onto the planes.

Answer Key
Unit 39. Nagorno Karabach

Exercise 1

	Capital	Neighbors
Armenia	Yerevan	Iran, Turkey
Azerbaijan	Baku	Iran
Nagorno Karabach	Stepankert	Azerbaijan

Exercise 2

1. b
2. a
3. c

Exercise 3

1. At the end of the previous week
2. The word 'socialist'
3. It granted supreme power over Nagorno Karabach to Azerbaijan.
4. They were granted citizenship in the republic
5. He termed it an "unacceptable violation of law."
6. Resolution through political means

Exercise 4

1. It confirmed its earlier decision giving supreme power over Nagorno Karabach to Azerbaijan.
2. They demanded that Nagorno Karabach join Armenia.
3. Over 120
4. 200,000
5. A special commission governing Nagorno Karabach
6. Local authorities

Exercise 5

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

Exercise 6

1. To destroy the Azerbaijani People's Front
2. a. To overthrow the communist leadership in the republic
   b. To get power
3. a. The employees of a majority of companies
   b. The employees of the railway
4. Fire was exchanged
5. Calm
6. Bus transportation
7. Escort the buses

Exercise 7

1. Członek kierownictwa Ludowego Frontu Azerbejdżanu Edżibar Mamedow
2. Próbę przygotowania akcji protestu mieszkańców stolicy pochodzenia azerbejdżańskiego
3. Międzyregionalna grupa parlamentarna
4. a. Węgry - 1956
   b. Czechosłowacja - 1968
   c. Afganistan - 1979

Exercise 8

1. Około 400 tysięcy
2. 20 tysięcy
3. Przeciwko akcji wojskowej w Azerbejdżanie
4. Żeby armia turecka pomaszerowała na Baku

Answer Key, Unit 39

Exercise 9

1. The situation in Baku was tense.
2. a. Near the military barracks
   b. Around the city
3. Two soldiers were killed, one wounded.
4. Factory employees and transportation workers
5. They were "neutralizing the staffs of various informal organizations."
6. Among others, the Chief of the Defense Committee of the People's Front of Azerbaijan
7. Of provoking nationalist conflicts

Exercise 10

1. W związku z sytuacją
2. przerwaniu
3. robót
4. żołnierzy WP
5. 182 polskich żołnierzy
6. trzęsieniu ziemi
7. panuje spokój

Answer Key
Unit 40. Improving Morale in the Polish Armed Forces

Exercise 1 3, 5, 6

Exercise 2 1.

NAME	Zdzisław Kazimierski
RANK	Pułkownik dyplomowany
FUNCTION	Dowódca 1 Warszawskiej Dywizji Zmechanizowanej im. Tadeusza Kościuszki

2. a. What do we mean by "humanization"?
   b. Since when has humanization been talked about?
   c. Are extra expenses necessary to introduce humanization?

Exercise 3

1. a. życzliwość
   b. zrozumienie
   c. koleżeństwo
2. a. Respect for human dignity
   b. Respect for civic dignity
   c. Respect for military dignity
3. A few or even several years ago
4. No
5. Extended leave passes

Answer Key, Unit 40

Exercise 4

1. a. One-time leave passes
   i. 48-hour
   ii. 72-hour
   b. A three-day leave pass for married draftees
2. Because the army realizes that young married couples want to be together as long as possible
3. a. kontakt
   b. sprawy są uregulowane
   c. spokojniejszym
   d. łatwiej znosić ciężar
   e. lepiej wypełniać

Exercise 5

1. a. Computers
   b. VCRs
2. It is draftees' private property
3. Excursions
4. Zakopane, Gdańsk, Poznań
5. Daily duties are scheduled to be completed before the afternoon roll-call, and weekly duties are scheduled to be completed by Friday.
6. The number of soldiers on each guard duty has been decreased.
7. They get leave passes when there is a lot to do on their parents' farms.
8. The trainers of fresh draftees are specially selected and the training process has been modified.

Exercise 6

1. No, it applies to career officers as well.
2. Young career officers assigned to the unit and officers transferred to the unit are welcomed according to military ceremony. Special occasions such as birthdays are celebrated.
3. Soldiers feel more appreciated and have time for recreation.

Exercise 7

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

Exercise 8

1. Październik
2. Dowódca jednego z pododdziałów
3. a. zbiór określonych charakterów
   b. z różnych środowisk
   c. z różnym doświadczeniem życiowym
   d. z różnym nastawieniem
   e. z niepokojem przed tym, co będzie
4. Opowieści kolegów i znajomych
5. a. życia
   b. wypoczynku
   c. szkolenia

Exercise 9

1. Uniforms (too big or too small)
2. Because soldiers will remember them throughout their lives
3. Squad leaders are specially selected
4. To share their experience and abilities with draftees in order to teach the draftees how to serve in the army

Exercise 10

1. Przysięgi wojskowe
2. b
3. a. znajomi
   b. rodzice
   c. dziadkowie
4. a. przyzwyczajenie się do służby
   b. przyzwyczajenie się do rannych pobudek
   c. przyzwyczajenie się do zapraw
5. Nie byli.

6. a. młodym żołnierzom więcej wolno
   b. młodzi żołnierze nie są ścigani przez starszych
   c. jest większe koleżeństwo i braterstwo między młodszymi i starszymi żołnierzami

Exercise 11

1. wojskowa humanizacja
2. programem
3. warunków służby
4. żołnierza
5. pracownika wojska
6. rozwojowi

Dictionary of Key Vocabulary

Azer	Azerbaijani (a person of Azerbaijani nationality)
brygada górska	alpine brigade
ceremoniał wojskowy	military ceremonial
cotygodniowy	weekly
dobowy	one that happens every 24 hours or takes 24 hours
doskonały	perfect
dowódca drużyny	squad leader
dyplomowany	of the General Staff
działonowy	gunner
długotrwały	prolonged
ganiać	to goad
gotowość bojowa	combat readiness
gwardia obywatelska	civic guard
humanizacja	humanization
impreza	show
Instytut Lotniczy	Aviation Institute, the
jednorazowy	one-time (adjective)
jednostka obrony wybrzeża	coastal defense unit
jednostka tyłowa	rear support unit
jednostka zabezpieczenia	support unit
kadra	cadre; depot
kanonier	gunner (equivalent of szeregowy)
kapusta kiszona	sauerkraut
kolektyw	group, body
kompot	fruit in light syrup
koszary	barracks
krajoznawstwo	touring, sightseeing
kwintal	a metric unit of weight equal to a hundred kilograms
materiały pędne	all types of fuel
meldować	to report

możność	here: feasibility
Naczelna Rada Wojskowa	Supreme Military Council
najtańszy	the cheapest
nieszczęsny	unfortunate
norma	norm
obalenie	overthrowing
obliczeniowy	computational, computer(adj.)
obradować	to debate
ocena	evaluation, grade
odpalenie	firing
odrzucić	to vote down
odsunięty	removed
odwrotny	reverse (adj.)
ograniczać	to limit
ogórki kiszone	pickled cucumbers
okres przejściowy	interim stage
okręg wojskowy	military district
olej	engine oil
osoba fizyczna	physical person, a legal term which means an individual person as opposed to a company, etc.
owocowy	fruit (adj.)
paliwo	fuel
pędny	used as fuel (adj.)
płatowiec	plane
płynny	liquid (adj.)
poborowy	draftee
pobudka	reveille
podporządkowanie centralne	central subordination
pogwałcenie prawa	violation of law
porównanie	comparison
posadzić	here: to land a plane
posiedzenie	meeting, session
potwierdzać	to confirm
powietrzno-desantowy	airborne

pracownik wojska	civilian employee in the military
proklamować	to proclaim
przebrać się	to change clothes
przechodzić	to transfer
przechwycenie	interception, seizure
przekroczenie kopmpetencji	overstepping one's bounds
przeniesiony służbowo	transferred
przepustka	leave pass
przetwory	preserves, canned food
przewozić	to carry
przełożony	superior
przydzielać	to allot
przynależność	belonging
przysięga	oath of allegiance
przysposobienie	training
Rada Frontu Ocalenia Narodowego	Council of National Salvation Front
rażenie	strike, firing
resurs	overhaul
rozniecanie	inspiring
rozpatrywać	to examine
rozwiązać	to dismantle
rygor	rigor, severity
samowystarczalni	self-sufficient
smar	lubricant
solidnie	here: thoroughly, very well
sporny	controversial
spędzać sen z oczu	to worry someone
stan ogólny	strength
starcie	encounter
statek powietrzny	aircraft (rarely used)
stosunek	ratio
słoik	jar
ścieżka życiowa	here: career
ścigać	to persecute
świeży	fresh
świetlica	club
tryb postępowania	procedure

urlop okolicznościowy	compassionate leave
urlop rozłąkowy	separation leave
urządzenie	device, a piece of equipment
w dobie	in the times of, these days
warta	guard duty
warzywa	vegetables
wcielenie	recruits
wek	a type of jar for canning food
Wojskowa Akademia Techniczna	Military Technical Academy
wskaźnik	index
wykonać zadanie	to perform a task
wykorzystać	to use, utilize
wypełniać obowiązki	to fulfill one's duties
wyprzedzać	to be in front
wyróżnienie	award, prize
wytrawniejszy	here: one of the best
wywiązać się z obowiązków	to fulfill duties
zakłócać	to interfere
zaprawa	workout (noun)
zasadnicza służba wojskowa	obligatory military service
zastęp	detachment
zgromadzić	to store
zwierzchnictwo	sovereignty, supreme power
złożyć	to fold
źródło	source
żywnościowy	nutritional
żywność	food (the most general term)

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 36. Armed Forces of Some European Countries

Listen to Text A and answer questions 1-3.

1. What place does Poland occupy among European countries in terms of population?

   a. 5th
   b. 6th
   c. 7th
   d. 8th

2. What is the point of reference for the percentage figures for different weapons in Text A?

   a. NATO armies
   b. European armies
   c. Warsaw Pact armies
   d. All armies of the world

3. What percentage of combat helicopters is quoted for the Polish army?

   a. 0.29%
   b. 0.79%
   c. 3.44%
   d. 4.9%

Listen to Text B and answer questions 4-7.

4. What does the figure of 420,000 soldiers correspond to?

   a. Present level of forces
   b. Projected level of forces at the end of the 1990's
   c. Last year's level of forces
   d. Projected level of forces in the middle of the 1990's

5. What did Gerhard Stoltenberg do on Saturday?

   a. Presided over a secret session of chiefs of staff
   b. Gave an interview to the magazine "Welt am Sonntag"
   c. Presided over a parliamentary session on disarmament
   d. Called a press conference on German troop reductions

6. What does Text B say about the number of divisions in the West German army?

   a. It will be reduced by 20% in the next five years.
   b. It will remain at the same level.
   c. It will be increased by one land and two air divisions.
   d. It will be reduced by 10% in the next 2 years.

7. When will the final decisions be made?

   a. At a ministerial session
   b. After a national referendum
   c. At a NATO session
   d. After government consultations

Listen to Text C and answer questions 8-10.

8. What does Text C say about the publication of military budget data in the Soviet Union?

   a. It is published on a biannual basis.
   b. It was started under glasnost five years ago.
   c. It was first published in June 1989.
   d. It is published on a yearly basis.

9. How much does the Soviet Union spend on military research?

   a. 15.3 billion rubles
   b. 20.2 billion rubles
   c. 32.6 billion rubles
   d. 47.9 billion rubles

10. What happens to the amount of money available for military research next year?

    a. It will be reduced by 2.2 billion rubles.
    b. It will remain the same.
    c. It will be increased by 2.2 billion rubles.
    d. It will be reduced by an unspecified amount.

Unit 37. Quartermasters' Problems

Listen to Text D and answer questions 11-16.

11. What does Text D say about saving fuel in the army?

    a. The army should economize more.
    b. It is a new problem brought about by the economic crisis.
    c. It is an old tradition in the army.
    d. The army economizes less than the civilian sector.

12. Everyone in fuel and lubricants and maintenance services

    a. implements financial cutbacks.
    b. assists in training.
    c. suggests ways to reduce expenditures.
    d. participates in saving fuel.

13. Which of the following is NOT mentioned as elements contributing to fuel saving?

    a. Selection of equipment
    b. Maintenance of equipment
    c. Training of drivers
    d. Maintenance of roads

14. How much fuel could be saved yearly as a result of the measures described in Text D?

    a. Between 1,300 and 1,500 tons of diesel oil
    b. 1,300 tons of diesel oil
    c. Between 1,300 and 1,500 tons of gasoline and diesel oil
    d. 1,500 tons of diesel oil and gasoline

15. What happened to the 64,000 tons of gasoline mentioned in Text D?

    a. It was never imported.
    b. It was moved to the next year's budget.
    c. It was bought by the army.
    d. It was sold to civilians.

16. How much gasoline was released by the army for civilian purposes after October 15?

    a. 30,000 tons
    b. 31,000 tons
    c. 61,000 tons
    d. 64,000 tons

Listen to Text E and answer questions 17-20.

17. What happens to the produce from the army farms?

    a. It is exported.
    b. It is sold to civilian food stores.
    c. It used by the army.
    d. It is sold to prisons and hospitals.

18. Which of the following ways of growing vegetables is NOT mentioned in Text E?

    a. In open fields
    b. In vegetable gardens
    c. In hot houses
    d. In plastic pots

19. What group of soldiers is mentioned by the interviewer in Text E?

    a. Most recent draftees
    b. Quartermasters
    c. Army cooks
    d. Nutritional experts

20. According to the officer interviewed in Text E, what happens to soldiers after two years of service?

    a. They gain between 2 and 3 kilos.
    b. They lose weight.
    c. They maintain their original weight.
    d. They gain a lot of weight.

Unit 38. Cost Reductions in the Air Force

Listen to Text F and answer questions 21-24.

21. Which of the following institutions train military pilots?

    a. The school in Rzeszów
    b. The schools in Dęblin and Rzeszów
    c. The school in Dęblin
    d. The school in Dęblin and aeroclubs

22. What does the officer interviewed in Text F say about the present system of pilot training?

    a. The system is good.
    b. The system lacks coordination.
    c. The system is wasteful.
    d. The system has been recently streamlined.

23. What does the officer say about the school in Dęblin?

    a. It should not become part of the national training system.
    b. All pilots, civilian and military, should be trained there.
    c. It should not supply expert trainers for other schools.
    d. Other schools should model their training on this school.

24. What does the officer say about the training system he proposes in Text F?

    a. It would be 50% cheaper than the present one.
    b. It takes into consideration all local interests.
    c. It would use different training methods than now.
    d. It would turn out excellent civilian pilots.

Listen to Text G and answer questions 25-27.

25. When did Major Jerzy Kopeć get his award for air group combat?

    a. Before he became a first class pilot
    b. In 1976
    c. After he got an award from the Soviet Army
    d. In 1986

26. Major Jerzy Kopeć got the gold award with diamonds for

    a. group air combat.
    b. his performance during exercises.
    c. flying gliders.
    d. individual air combat.

27. Which of the following is NOT mentioned in Text G among the features necessary for success?

    a. Concentration
    b. Precision
    c. Psychological endurance
    d. Good memory

Listen to Text H and answer questions 28-30.

28. What result of restructuring the armed forces is mentioned in Text H?

    a. A higher number of career soldiers
    b. Increased efficiency
    c. A lower budget for the air force
    d. Fewer career opportunities

29. Why was Major Jerzy Kopeć not successful as a military pilot?

    a. Difficult personality
    b. Few promotion opportunities
    c. Health problems
    d. Problems with family life

30. After he stops flying fighter planes, major Jerzy Kopeć is going to

    a. train new pilots.
    b. work in an administrative position.
    c. retire.
    d. work as a civilian pilot.

Unit 39. Nagorno Karabach

Listen to Text I and answer questions 31-34.

31. What was the destination of the trains stopped on Saturday?

    a. To Azerbaijan
    b. To Nagorno Karabach and Azerbaijan
    c. To Armenia
    d. To Armenia and Nagorno Karabach

32. What does Text I say about the blockade?

    a. It was set up two months ago.
    b. It has been periodically used for the past two months.
    c. It was last used two months ago.
    d. It has been in constant use for the past two months.

33. How was the Supreme Soviet's decree on Nagorno Karabach received by those involved in the conflict?

    a. It did not satisfy anyone.
    b. It satisfied the Armenians.
    c. It provided a basis for negotiations.
    d. It satisfied the Azerbaijanis.

34. How did the decree change the autonomy of Nagorno Karabach?

    a. It broadened the autonomy of Nagorno Karabach.
    b. It imposed more restrictions on the autonomy of Nagorno Karabach.
    c. It proposed a new status for Nagorno Karabach.
    d. It did not introduce any changes in Nagorno Karabach.

Listen to Text J and answer questions 35-40.

35. What governing body called a meeting to discuss the Supreme Soviet's decree?

    a. The Supreme Council of Armenia
    b. The Soviet committee supervising Nagorno Karabach
    c. The Supreme Council of Azerbaijan
    d. The Council of the People's Front of Azerbaijan

36. Why was the strike in Azerbaijan called off?

    a. To show support for the decree on Nagorno Karabach
    b. So as not to give Armenia reasons for attacking Azerbaijan
    c. To show support for the government of Azerbaijan
    d. So as not to give the Soviets grounds for criticizing Azerbaijan

37. Who is Abdul Rahman Wezirow?

    a. First party secretary of Azerbaijan
    b. The leader of the People's Front of Azerbaijan
    c. First party secretary of Armenia
    d. The leader of the opposition in Nagorno Karabach

38. When did the Supreme Council of Armenia hold its meeting?

    a. On Thursday
    b. Between Saturday and Thursday
    c. On Saturday
    d. Between Thursday and Saturday

39. The crowds gathered in front of the parliament building in Yerevan to

    a. express their support of the Supreme Council.
    b. condemn the decree issued by the Supreme Soviet.
    c. protest the policy of the Azerbaijani government.
    d. listen to updates on the progress of the debate.

40. What did the declaration passed by the Armenian Council say?

    a. It condemned the Soviet interference in the internal affairs of Nagorno Karabach.
    b. It declared independence for Nagorno Karabach.
    c. It gave Armenian citizenship to all inhabitants of Nagorno Karabach.
    d. It called for the breaking off of all ties with Azerbaijan.

Unit 40. Improving Morale in the Polish Armed Forces

Listen to Text K and answer questions 41-46.

41. What rank and function does Stanisław Pilchul hold?

    a. Second lieutenant, commander of a subunit
    b. Lieutenant, commander of a unit
    c. Second lieutenant, commander of a unit
    d. Lieutenant, commander of a subunit

42. According to Text K, when does the adaptation period take place?

    a. At the end of the service
    b. Before major exercises
    c. At the beginning of the service
    d. Before exercises with other armies

43. What can the soldiers do in their free time?

    a. Get to know their colleagues
    b. Think about their families
    c. Learn about the history of their unit
    d. Take part in various sports

44. Which of the following is NOT mentioned in Text K?

    a. Visits to other units
    b. Trips to the movies
    c. Watching films on video
    d. Meetings with famous people

45. How many speakers, among others, have been invited to the unit this year?

    a. 3
    b. 4
    c. 5
    d. 6

46. During the two years of service, what is the soldier supposed to develop?

    a. Both his military skills and patriotic feelings
    b. His knowledge of the world
    c. Both his army skills and personality
    d. His technical and military skills

Listen to Text L and answer questions 47-50.

47. Who introduces the soldier interviewed in Text L?

    a. The interviewer
    b. There is no introduction.
    c. Another soldier
    d. He introduces himself.

48. Which of the duties of the organizers of the oath ceremony is mentioned in Text L?

    a. Providing an area for the soldiers to prepare for the ceremony
    b. Providing food and transportation for soldiers' families
    c. Providing lodgings for those family members who want to stay overnight
    d. Providing an area for the soldiers to meet their families

49. Which of the following groups of people is NOT mentioned among those who meet soldiers at the youth club?

    a. Families
    b. Friends
    c. Girlfriends
    d. Wives

50. What types of merit passes are given to the best soldiers?

    a. 24- and 72-hour ones
    b. 48-hour and permanent ones
    c. 24- and 48-hour ones
    d. 72-hour and permanent ones

Listening Workbook 8, Workbook Test

POLISH PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL2209
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 ninth in a series of 10 Polish workbooks written for linguists serving in the United States armed forces.

Workbook 9 is at proficiency level 2. It contains texts about military training of Polish students, events in Lithuania, and problems of the Polish Army. These texts have been taken from the Polish media.

This is the fourth 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 words that indicate how a text is organized,
- distinguishing between main ideas and detailed information,
- predicting what will be said in a text,
- listening for the sequence of events,
- using context to guess the meaning of words.

Polish Listening Workbook 9

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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.

Unit 41. Military Training of Students (Part 1)

Units 41 and 42 deal with military training of Polish students at various levels of the school system. Unit 41 contains texts on military training in Polish primary schools. The texts you will hear mention growing opposition to the system and calls for changes. The system is defended by the representatives of the Polish Ministry of Defense.

Exercise 1 Text A is about problems connected with military training of students.

1. Below, some words and phrases from the text have been omitted. Their English equivalents are given below the text. Listen to the text and fill in the empty spaces, then in the spaces provided next to the English words and phrases write their Polish equivalents in the same form they appear in the text.

W ostatnim czasie nasiliły się _____ (1) części młodzieży, a nawet niektórych nauczycieli, czy w obecnej sytuacji _____ (2) nadal konieczne jest nauczanie w szkołach _____ (3) przysposobienie obronne. Różnego rodzaju _____ (4) i _____ (5) w tej sprawie wpływają również do _____ (6), a także _____ (7). W związku z powyższym nasuwa się pytanie: co dalej z _____ (8)?

a. detente - _____

b. doubts - _____

c. military training - _____

d. Ministry of National Education - _____

e. proposals - _____

f. parliamentary commissions - _____

g. petitions - _____

h. subject - _____

2. In this text you heard a description of the students' and teachers' chains of thought which leads to the key question for the whole unit. Listen to the text again and then answer the following questions in English.

   a. Why did students begin to doubt the validity of military training?

   _____

   _____

   b. How did they make their doubts known?

   _____

   _____

   c. Write the Polish phrase which indicates the question in the first sentence is the logical consequence of students' doubts.

   _____

   _____

   d. Give the English equivalent of the key question asked at the end of this text.

   _____

   _____

Exercise 2 Text B is about documents and laws concerning the military training of students. Listen to the text and answer the following questions in English in the spaces provided.

1. What is the fourth Geneva Convention signed on August 12th, 1942 about?

_____

_____

2. Additional protocols were signed in Brno in 1977. What do these protocols refer to?

_____

_____

Exercise 3 Text C enumerates the duties of the civil defense personnel relating to the students' military training. They are, however, in random order. Listen to the text and number the words and phrases in the order you hear them. Write the numbers in the spaces provided.

_____ a. alerting
_____ b. decontamination
_____ c. detection and marking of dangerous areas
_____ d. evacuation
_____ e. first aid
_____ f. help in saving things necessary for survival
_____ g. rescue
_____ h. shelter preparation

Exercise 4 Text D is about Polish legal regulations concerning the military training of students. Listen to the text and answer the following questions in Polish in the spaces provided.

1. What Polish document regulates the duties of the civil defense?

_____

_____

2. What does Article 142 state? Finish the following sentence:

Obowiązek obywateli w zakresie obrony cywilnej polega na _____

_____

3. What else does the law state?

Przysposobienie obronne jest _____

_____

_____

Exercise 5 Text E is about civil defense training curricula in Polish primary and high schools. Listen to the text and answer the questions in Polish.

1. What do curricula for school year 1989/1990 state about military training for students?

_____

_____

2. What basic civil defense topics are primary school students expected to be taught? (Finish the phrases below.)

   a. zasady ochrony _____
   b. alarmowanie i _____
   c. skutki działania współczesnych _____
   d. prowadzenie częściowych _____

3. What basic civil defense topics are high school students expected to be taught?

   a. _____

   b. _____

   c. _____

4. What basic civil defense abilities are high school students expected to posses?

   a. _____

   b. _____

Exercise 6 Text F is about extra-scholastic activities related to the military training of students. Listen to the text and answer the questions in Polish in the spaces provided.

1. The interviewee mentions two kinds of extra-school activities that will be kept: imprezy sportowe i sportowo-obronne. What specific examples does he give?

   a. _____

   b. _____

2. Under whose initiative and supervision are these activities organized?

   a. _____

   b. _____

3. What is the motto of the contests?

   _____

4. What is the motto of the shooting contest mentioned in the passage?

   _____

5. What does the Polish Scouts' Association organize?

   _____

Exercise 7 Text G is about industrial accidents that take place during peace time. The implication of this text is that civilians should be trained in civil defense to know what to do when accidents like these happen. Listen to the text. In English supply the necessary information from the text in the table below. In sections where there is no information write n/a (not available).

Location		Where	Type of Accident	Casualties
Country	City			

Exercise 8 Text H can be divided into two parts: one about industrial pollutants and the other about natural disasters, both issues of concern to civil defense workers. Answer the following questions in English. Write your answers in the spaces provided.

1. How many chemical factories are there in Poland?

_____

2. What do 34 of them use?

_____

3. What is the other source of pollution for Polish territory?

_____

4. Seventy percent of Polish territory and citizens (check the correct answer)

   a. suffer pollution by toxic industrial materials.
   b. are at risk from pollution by toxic industrial materials.

5. What natural disasters are mentioned in the text?

a. _____

b. _____

c. _____

Exercise 9 Listen to Text I. It concludes the broadcast. Answer the following questions in Polish in the spaces provided.

1. What is, according to the text, the main task of the military training for students?

_____

_____

2. What name is given to this subject in other countries?

   a. _____

   b. _____

   c. _____

3. What is the question asked at the end of the text?

   _____

   _____

4. How is the question answered?

   _____

Exercise 10 Text J is about other forms of military training for young people in Poland. Listen to the text and complete these sentences with information from the text.

Coraz większym powodzeniem wśród młodzieży cieszą się również _____ (1) organizowane przez _____ (2) [Rzeczypospolitej Polskiej] i _____ (3), takie jak: _____ (4) i _____ (5), _____ (6), motorowe, kolarskie. Przygotowują one młodzież nie tylko pod względem _____ (7), ale również są wspaniałą szkołą _____ (8).

Key Vocabulary

alarmowanie	alarming
broń sportowa	sports weapon
całokształt	entirety
ciekły	liquid
doraźna pomoc	relief
Liga Obrony Kraju	National Defense League
muszkiet	musket
obóz	camp
ochrona przeciwpożarowa	fire protection
odkażanie	disinfection
odprężenie międzynarodowe	détente
płetwonurek	frogman
promieniotwórczy	radioactive
przyrząd do pomiaru skażeń	contamination detection device
przysposobienie obronne	military training
przyswojenie	assimilation
ratownictwo	life-saving
schron	shelter
służba ostrzegawcza	warning service
spadochronowy	parachuting (adj.)
strefa	zone
szkoła ponadpodstawowa	secondary school
szybowcowy	glider (adj.)
środki rażenia	strike means
toksyczne środki przemysłowe	industrial toxic materials
zakłady rafineryjne	refining works
zawody strzeleckie	shooting contest
zbiornik	container

Acronyms and Abbreviations

OC (Obrona Cywilna)	Civil Defense

Unit 42. Military Training of Polish Students (Part 2)

All male Polish citizens aged 18 to 45 residing in Poland are required to enter the military. University students are required to take military training courses in their third year of college and to enter the military for five months after graduation. All others are required to spend 18 months in the military. In this unit, you will listen to a program about the protests of Polish students, who demanded changes in the obligatory military training. This program presents the point of view of the Polish Ministry of Defense.

Exercise 1 Listen to Text A. The text is about a student break-in at the Jagiellonian University Department of Military Training. This incident serves as a pretext for the reporter to talk about the military training of students in general. You will hear similar statements in other texts in this unit.

1. Number the phrases below in the order in which you hear them in the text. Write the appropriate numbers in the spaces provided next to the phrases.

   _____ a. gmachu studium wojskowego
   _____ b. reformą programu studium wojskowego
   _____ c. powszechny obowiązek służby wojskowej
   _____ d. program szkolenia wojskowego studentów

2. The passage can be divided into three sections starting with the following:

   a. Senat Uniwersytetu Jagiellońskiego...
   b. Senat wielokrotnie...
   c. Przypomnieć należy...

Summarize each section in one sentence in the spaces provided below. Write your answer in English.

a. _____

_____

b. _____

_____

c. _____

_____

Exercise 2 Listen to Text B. Some questions raised in it are answered in the rest of the texts. Answer questions 1 and 2 below in English in the spaces provided.

1. What is the question and the answer at the beginning of the text?

   Question: _____

   Answer: _____

2. How is the situation perceived by outsiders?

   a. Some think it is _____

   _____

   b. On the other hand, for others it is _____

   _____

   _____

3. There are more questions asked in the rest of the text. Parts of these questions are given below. Listen to the text again and then complete the questions by filling in the empty spaces in Polish.

   a. Czy studenci _____, czy nie?

   b. Czy _____ funkcjonują, czy też są _____ ?

   c. Czy trwają _____ i _____ ?

   d. W jakim kierunku idzie reformowanie _____ _____ ?

Background Note

Polish academies and universities are supervised and financed by different ministries according to their profile. And so, universities are supervised and financed by the Ministry of National Education, Medical Academies are supervised and financed by the Ministry of Health, Fine Arts Academies are supervised and financed by the Ministry of Culture and Arts, and Academies of Physical Education are supervised and financed by the Ministry of Physical Culture (referred to in the texts by its acronym MiKF).

Exercise 3 Text C is factual. It answers some of the questions raised in Text B.

1. Listen to the text and fill in the table below in English.

	Total Number	Number on Strike
Universities	_____	_____
Medical Academies	_____	_____
Naval Academies	_____	_____
Fine Arts Academies	_____	_____
Academies of Physical Education	_____	_____

2. Check the correct completion to the following sentences. According to the text, in December

   a. _____ 53% of colleges were on strike.

   b. _____ military training classes were held as usual at 72% of colleges.

3. What colleges were still occupied by protesting students? Write their names in Polish in the spaces provided.

a. _____

b. _____

c. _____

Exercise 4 The vocabulary items below (verbs and nouns) are important for understanding Text D. Before listening to the text, match the Polish words with their English equivalents by writing the appropriate letters in the spaces provided next to the Polish words.

Verbs

1. _____	odroczyć	a. impart
2. _____	przekazać	b. decrease
3. _____	przenieść	c. postpone
4. _____	zastąpić	d. remove
5. _____	zmniejszyć	e. replace
6. _____	znieść	f. transfer
7. _____	znowelizować	g. update

Nouns

1. _____	przeszkolenie	a. classes
2. _____	przysięga	b. contents
3. _____	specyfika	c. oath
4. _____	treść	d. credit
5. _____	umundurowanie	e. specific
6. _____	wymiar godzin	f. training
7. _____	zajęcia	g. uniform
8. _____	zaliczenie	h. teaching load

Exercise 5 Listen to Text D.

1. According to the text, the Ministry of Defense divided student demands into two groups based on who can reply to the demands. Below is a list of the institutions mentioned in the text. Who can reply to the first set of demands? Circle the two correct answers in the list below.

   a. The Council of Ministers
   b. The military
   c. The ministries dealing with education
   d. The Parliament

2. Now, examine the second set of demands that have already been filled. Stop the tape after each point and, in English, fill in the blanks.

   a. Military training for female students and students not fit for military service has been _____

   b. The military training teaching load has been _____
   _____

   c. The contents of the existing training programs will be
   _____

   d. Exams will be _____

   e. Rectors will _____

   f. Thirty hours of military training and military oath at medical academies will _____
   _____

   g. Medical students will not be obligated to _____
   _____

3. Who replied to these demands? Circle the two correct answers in the list below.

   a. The Council of Ministers
   b. The military
   c. The ministries dealing with education
   d. The Parliament

Background Note

The Polish educational system is organized in the following way: students aged 6—14 attend primary schools, students aged 14—20 attend high schools. Only high-school graduates, after passing entrance examinations, can study in colleges and universities.

Exercise 6 Listen to Text E. It is about another set of demands. The Council of Ministers can respond to these demands. The Council must decide whether military training should be obligatory or not, and if so when it should be undertaken (before, during, or after studies) and for how long.

1. Which body can make a decision concerning one of the demands mentioned in the text? Answer the question in Polish in the space provided.

   _____

   _____

2. The demands are divided into three groups which are transcribed below. Fill out the empty spaces in Polish according to what you hear.

   a. zajęcia wojskowe w _____ (1)

   w _____ (2) i _____

_____ (3) długotrwałe przeszkolenie wojskowe w _____ (4)

b. Odbywanie _____ (1) w trybie ustawowym, po zdaniu _____ (2), przed _____ (3)

c. odbywanie zajęć wojskowych po _____ _____ (1) w zblokowanym _____ _____ (2) poprzedzającym _____ (3)

Background Note

Służba w trybie ustawowym refers to the eighteen-month military service for draftees.

Exercise 7 Using the information from the previous exercise supply the necessary information in English in the table below. If necessary listen to Text E again.

	Classes		Military Service	
	Period	Length	Period	Length
Option 1				
Option 2				
Option 3				

Exercise 8 Listen to Text E again. Answer the following questions in English. Write your answers in the spaces provided.

1. What comment is made about the first option?

_____

2. What is the Ministry of Defense's opinion of the third option?

_____

_____

3. What two arguments were put forward to justify that opinion?

a. _____

_____

b. _____

_____

Exercise 9 Working on Text E ought to prepare you to work on your own on texts about military training of students in Poland. This exercise will test what you have learned.

1. Before listening to Text F check your knowledge of the vocabulary used in this text. Match the following English words and phrases with their Polish equivalents by writing appropriate letters in front of the Polish words in the spaces provided.

_____	1. rzetelność	a. alternative service
_____	2. zmiany ustawowe	b. making possible
_____	3. zniesienie szkolenia	c. medical service
_____	4. zajęcia fakultatywne	d. appropriate department

_____ 5. uzgodnić	e. social security
_____ 6. właściwy resort	f. legal changes
_____ 7. umożliwienie	g. honesty
_____ 8. służba zastępcza	h. non-obligatory classes
_____ 9. służba zdrowia	i. coordinate
_____10. opieka społeczna	j. annullment of training

2. Text F presents two other options that were presented during the discussion on the military training students should undergo. In English describe these two options mentioned in the spaces provided.

a. _____

_____

_____

b. _____

_____

_____

Exercise 10

1. Text G is an attempt to look at the problem of the student military training in broader perspective. Listen to the text and decide which of the following sentences are true and which are false.

	T	F
a. The speaker agrees that a new system of military training of students is needed.	❑	❑
b. Many changes have already been introduced.	❑	❑
c. Some of the changes, according to the speaker, cannot be introduced.	❑	❑
d. The speaker stresses the importance of university graduates' knowledge and expertise in the service.	❑	❑
e. All that are responsible for student education should also be responsible for reforming the system.	❑	❑
f Reforming the system is the responsibility of the military mainly as they are the ones who train the students.	❑	❑

2. Listen to Text G again, this time paying attention to the way in which it is organized.

   a. The first section states a need. What is that need?

   _____

   _____

   b. The second section gives a reason why students should participate in national defense. What reason is given?

   _____

   _____

   c. The third section concludes that the military should not take sole responsibility for national defense. What Polish word or phrase does the speaker use to indicate that he is presenting a logical conclusion to his argument?

   _____

Key Vocabulary

absolwent	graduate
dane zbiorcze	comprehensive data
długotrwałe	long-term
egzamin wstępny	entrance examination
faktografia	facts
gruntowny	thorough
krótkotrwałe	short-term
leżeć w gestii	to be under somebody's management
niezdolny do służby wojskowej	not fit for military service
nowelizacja	amendments
obligować	to be under an obligation
oburzenie	resentment
odroczyć	postpone
opieka społeczna	social security
podległy	subject (adj.)
postulat	postulate, demand (noun)
procedura legislacyjna	legal procedure
przejrzysta	clear
przysięga wojskowa	oath of enlistment
resort edukacji narodowej	Department of National Education
służba zastępcza	alternative service
stawka	stake
studium wojskowe	department of military training
szkoła podchorążych rezerwy	reserve officer cadet school
świadczenia socjalne	social benefits
uregulowanie ustawowe	law regulation
ustawa	law
ustawodawczy	legislative
uzgodniony	agreed
wewnątrzresortowy	department's internal (adj.)
wymiar	load

zaliczenie	credit
zaniepokojenie	alarm, concern
zblokowany	formed into a bloc
znieść	to repeal, cancel

Acronyms and Abbreviations

MiKF (Ministerstwo Kultury Fizycznej)	Ministry of Physical Culture
SPR (Szkoła Podchorążych Rezerwy)	reserve officer cadet school
SW (Studium Wojskowe)	Military Training Department
WSP (Wyższa Szkoła Pedagogiczna)	Teachers' College

Listening Workbook 9, Unit 42

Unit 43. Lithuania

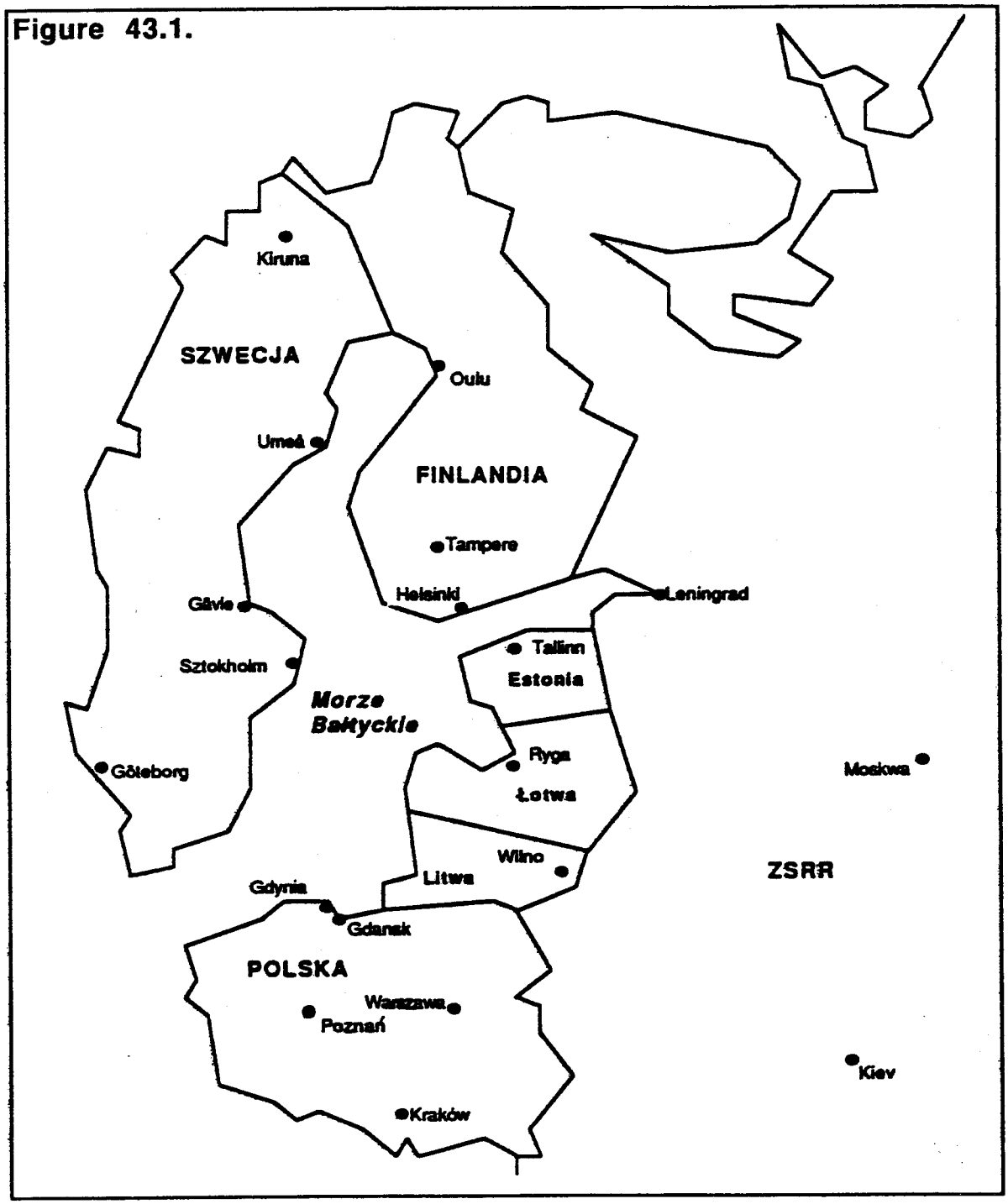
In this unit you will be listening to texts about Lithuania. This country has a population of 3.7 million: 80% Lithuanians, 9% Russians, 8% Poles, 2% Byelorussians. With 80% of its population Lithuanian, it is the most homogeneous of the Baltics. Lithuania has ignored pleas from Gorbachev, President of the Soviet Communist Party and of the Soviet Union, to slow its pace for independence. Its Communist Party has already split from Moscow headquarters and is cooperating with Sajudis, the nationalist movement. Encouraged by Moscow, some Russians living in the republic have formed an anti-independence group called Interfront, and ethnic Poles are also displaying anxiety.

Exercise 1

1. Before listening to the texts in this unit let us brush up on some of the vocabulary you will hear in these texts. Match the English words and phrases with their English equivalents by writing appropriate letters in front of the Polish words and phrases in the space provided. Doing this exercise will make it easier to understand these texts.

___	1. skurczyć się	a. to renounce
___	2. zdziesiątkować	b. new statutes
___	3. wyrzec się	c. residual size
___	4. system wielopartyjny	d. insignificant minority
___	5. nowy statut	e. disappearance of borders
___	6. znikoma mniejszość	f. shrink
___	7. szczątkowe wymiary	g. train service
___	8. zanik granic	h. territorial self-government
___	9. samorząd terytorialny	i. to decimate
___	10. połączenie kolejowe	j. multi-party system

2. Look at the map below. Locate Lithuania and its capital city Vilnius.



Exercise 2

1. The summaries of the passages to be heard in Text A are given below. Read the summaries. Then listen to the tape and write in Polish the first two words that begin each passage. Write the words in the spaces provided below each summary.

   a. Aims of the 31-person commission

   _____

   b. Criticism of the Lithuanians' moves by a Soviet deputy

   _____

   c. Founding of a parliamentary commission to prepare for the restitution of the Lithuanian state

   _____

   d. Law on minorities passed by the Lithuanian Parliament

   _____

   e. Proposals to remove the article about the leading role of the communist party from the Lithuanian constitution

   _____

2. Now let's look at the organization of this text that describes the aims and proposals of a commision and the Soviet reactions to this commision.

   a. The first section describes a situation, the founding of a parliamentary commission. Listen to the tape and write the first and last two words of this passage.

   _____

b. The second section describes the aims of this commission. What are these aims?

_____

_____

c. The third section describes how, in pursuit of its aims, the commission proposes to take action against the communist party. What action does it propose to take?

_____

_____

d. The fourth section describes the commission's action in defense of minorities. What action did the commission take?

_____

_____

e. The fifth section describes the reaction of a Soviet deputy. What was his reaction?

_____

_____

Exercise 3 Listen to Text A again. Now that you understand the main ideas of the text, we will concentrate on details. Read the questions first. Then answer the questions in Polish in the spaces provided.

1. What is going to get Lithuanians closer to the restitution of their independence?

_____

_____

2. What will the commission created on Friday be responsible for?

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

3. Who proposed to remove the article about the leading role of the communist party from the republican constitution?

   _____

4. What was the reason behind that proposal?

   _____

5. What does the new law guarantee minorities?

   a. _____

   b. _____

   c. _____

   d. _____

6. What, according to one of the Soviet deputies, was the reason behind the decision of the Lithuanian Parliament?

   _____

   _____

Exercise 4 Text B is about Moscow's attitude towards the changes taking place in the Baltic republics. The Russian newspaper Pravda is used by the government to express its various views. Listen to the text and answer the following questions in English in the spaces provided.

1. For what action does "Pravda" criticize Lithuanian communists?

   _____

   _____

2. According to "Pravda", what did this action do?

   a. _____

   b. _____

3. Which three other republics are getting ready to do the same?

   _____

   _____

4. What does the Central Committee of the Communist Party of Estonia want to introduce in Estonia?

   _____

   _____

Exercise 5 Listen to Text C. It is about the relationship between Lithuanian communists and Moscow. Answer the questions below in Polish.

1. Who is going to decide about the course of events in Lithuania?

   _____

   _____

2. Who expressed this opinion?

_____

_____

3. Why was the Politburo of the Lithuanian Communist Party summoned to Moscow?

_____

_____

4. What were Lithuanian communists planning to do at the congress of their party?

_____

_____

5. What did they publish?

_____

_____

Exercise 6 Text D presents some views on Polish-Lithuanian relations in the past and present. It is the first part of a program by the famous Polish journalist Stefan Bratkowski. Listen to the text and answer the questions in English. Write your answers in the spaces provided.

1. What does the author suggest in the first sentence?

_____

_____

2. What can't Poles understand?

_____

_____

3. What is the Polish attitude towards Lithuanians?

_____

_____

4. According to the text, what is printed in the American press about Poland and Lithuania?

_____

_____

5. How many Lithuanians lived in the Vilnius region in the twenties?

_____

_____

6. How many Byelorussians lived in that area?

_____

_____

7. What happened in 1941?

_____

_____

8. What were the Home Army soldiers accused of?

_____

_____

Background Note

From 1385 - 1667 Lithuania and Poland coexisted in a union, the Polish-Lithuanian Commonwealth. In 1918, when Poland got its independence from Czarist Russia, General Piłsudski the Polish leader wanted to restore the union. In 1919 Polish forces occupied the region around the city of Vilnius, where the population was predominantly Polish. But the region was lost to the Soviets in the Polish-Soviet War of 1920 and the region was ceded to the independent republic of Lithuania that existed from 1918 to 1939. Relations between Lithuania and Poland remained poor throughout the interwar period, with Lithuanians suspicious of what they perceived as Polish aggression and expansion into sovereign Lithuanian territory. (You may find it helpful to re-read the introduction to Unit 27, Workbook 6, which gives information on General Piłsudski, Poland between the two world wars, and groups such as the Home Army.)

Exercise 7 Listen to Text E. It is a continuation of the previous text though here the author discusses the history of Polish-Lithuanian relationships as far back as the Middle Ages. This time, however, the author concentrates on the impact that Poland had on Lithuania. Write your answers in English in the spaces provided.

1. What knowledge do Poles have about Lithuanians?

_____

_____

2. What did the "marriage" of Lithuania with Poland do to the Lithuanians?

_____

_____

3. Who influenced Lithuanian culture more, the Poles or the Russians?

_____

_____

4. Which of the two countries, Poland or Lithuania, was the biggest country in Europe at some time in the past?

_____

_____

5. What helped Lithuanians to survive?

_____

_____

6. What happened to the Lithuanian capital city?

_____

_____

Background Note

Prussians were originally one of a Lettic people formerly inhabiting territory along and near the coast at the southeastern corner of the Baltic Sea. They disappeared in the Middle Ages when the Teutonic Knights, Poles, and Lithuanians took over the area.

Exercise 8 Listen to Text F. Read the questions first to know what to listen to. Then answer the questions in Polish in the spaces provided.

1. How many Lithuanians died in the mid-forties to mid-fifties?

_____

_____

2. Were more Lithuanians killed than Poles? Check the correct answer.

❑ Yes ❑ No

3. There are three sentences starting with: Nie możemy się wyrzec prawa do... Finish the sentences in Polish in the spaces provided.

a. _____

_____

b. _____

_____

c. _____

_____

4. What does the author suggest as a program for Poles? List his suggestions in Polish in the spaces below.

a. _____

_____

b. _____

_____

c. _____

_____

5. What shouldn't Poles do?

_____

_____

6. What impression shouldn't Poles create?

_____

_____

Exercise 9 Text G is about a meeting of two parties from Poland and Lithuania. Listen to the text and check which of the sentences are true and which are false.

	T	F
1. The delegations of the Polish Parliament (Sejm) and Lithuanian organization Sajudis met in Warsaw.	❑	❑
2. According to the Lithuanians, Polish autonomous districts in the Vilnius region are the only source of disagreement between the two nations.	❑	❑
3. Cultural or social autonomy is also a problem.	❑	❑
4. According to Lithuanians, the drive for autonomy among the Poles in Lithuania is inspired by Moscow.	❑	❑
5. Territorial self-governments for solving minority problems have been introduced in Lithuania.	❑	❑
6. The local community decides about the language to be used in offices, courts, and schools.	❑	❑
7. Professor Landsbergis considers the idea of creating a Polish university in Lithuania unrealistic.	❑	❑

Exercise 10 Listen to Text H. Number the sentences according to the order in which you hear them on the tape. Write the numbers in the spaces provided.

_____ a. Czasowo wstrzymano także wysyłanie z Litwy do Polski paczek.

_____ b. Jak informuje Reuter, Rada Ministrów Litwy uznała, że napływ turystów z krajów socjalistycznych "ujemnie wpływa na zaopatrzenie ludności miejscowej w żywność i artykuły przemysłowe oraz komplikuje i tak już trudną sytuację gospodarczą i polityczną".

_____ c. Od 1 listopada można będzie odwiedzać Litwę tylko raz w roku.

_____ d. Od 23 października likwiduje się jedno z dwu połączeń kolejowych z Polską.

_____ e. Rząd Litwy wprowadził w piątek ograniczenia ruchu turystycznego w republice wobec obywateli krajów Europy Wschodniej.

Key Vocabulary

awanturnictwo	brawling
brednia	nonsense
carski	czarist
domena	domain
gmina	community
kuracja	treatment
mniejszość narodowa	national minority
nieodpowiedzialność	irresponsibility

obustronny	two-sided, bilateral, mutual
okręg autonomiczny	autonomous region
ponury	gloomy
powołanie	creation
Prus	Prussian (noun)
przemieszczanie	dislocation
restytucja	restitution
rozmysłem (zrobić coś z)	on purpose
samorząd terytorialny	territorial self-government
skurczyć się	to shrink
spolonizować się	to get polonized
szczątkowy	residual
szlachta	gentry
wyślizgnąć się	to slip out
wynarodowić	to denationalize
wystąpienie	leaving
zależny	dependent
zanik	disappearance
zapiekły	rankling, festering
zdobywca	conqueror
zdziesiątkować	to decimate

Acronyms and Abbreviations

OKP (Obywatelski Klub Poselski)	Civic Parliamentary Club

Unit 44. Health Care in the Polish Army

In this unit you will hear texts from the Polish media presenting problems facing health care in the Polish army. The texts should give you an idea of how the health system took care of the Polish soldiers in the late 1980's. It will also present ways in which the army health personnel provided its services for the general public.

Exercise 1 This exercise will help you refresh your memory of vocabulary related to this topic. Below is a list of Polish words. Read the vocabulary list and then decide which items are related to the subject of the unit. Indicate your choices by putting a check mark next to the appropriate words.

1. ___ rozmowy
2. ___ świadczenia
3. ___ różnica
4. ___ medyczny
5. ___ paliwo
6. ___ lecznictwo
7. ___ podopieczny
8. ___ zdrowie
9. ___ wykorzystanie

Exercise 2 This exercise will test your general understanding of Text A. Listen to the text and then answer the following questions. Write your answers in English in the spaces provided below.

1. Who is interviewed?

   _____

2. What are the three areas in which the military health care concentrates?

   a. _____

   b. _____

   c. _____

3. Who is responsible for setting goals for the military health services?

   _____

Exercise 3 In Text A you will hear a number of complex sentences. This exercise will help you deal with their syntax. Listen to Text A. 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 A.

	A	B
1. ___	trudno mi odpowiedzieć	a. dla naszych podopiecznych
2. ___	podstawowe zadania	b. bardzo krótko i lapidarnie
3. ___	utrzymać zakres i poziom świadczeń	c. jakie na nas ciążyły

Exercise 4 Text B is a continuation of the interview. This exercise will help you deal with the information carried in the text by noun-adjective or noun-noun pairs. Listen to Text B and then decide which adjective in column B describes which noun in column A. Note that the adjectives appear in their masculine form and the nouns in the nominative. Indicate your answers by writing the letters of appropriate words from column B next to the words in column A.

A	B
1. ___ służba	a. wydolny
2. ___ wymiar	b. skromny
3. ___ nakład	c. zdrowie
4. ___ rynek	d. oszczędnościowy
5. ___ budżet	e. określony
6. ___ resort	f. dewizy
7. ___ reżim	g. nadmierny
8. ___ zakres	h. obrona

Exercise 5 This exercise will help you practice understanding more complex information in a text. Listen to Text B and then decide whether the following sentences are true or false. Indicate your choices by putting check marks in the appropriate boxes.

	T	F
1. The health care sector is better off than other parts of the Polish army.	❑	❑

2. The military health care system had to pay extra costs to provide services. ❑ ❑

3. The health services managed to supply their patients with adequate medication. ❑ ❑

4. There was not enough hard currency to buy medical equipment needed. ❑ ❑

5. Both the patient and the health care system had to pay for the higher costs of medical care. ❑ ❑

6. In general, the interviewed officer thinks that the military care and prevention were adequate last year. ❑ ❑

Exercise 6 Text C is the final segment of the interview with General Andrzej Kaligożka. In this section you will hear some detailed information, including numbers, on the services provided by the military health care system to the civilian sector.

1. Before you listen for detailed information, listen to the text and pay attention to its organization. In spoken texts, unlike in written texts, the organization is often less pronounced. As you listen to the text, pay attention to the words te, tym, and to. These words are used here as reference markers to organize the text. Below you will find these words in sentences (a, b and c) taken from the text. On the next page you will find another three sentences (1, 2 and 3) also taken from the text. Match sentences a, b and c with sentences 1, 2 and 3 to show the correspondence between the markers and the sentences.

   a. __ Myślę też, że uda nam się wykonać te zadania tym wysiłkiem i tymi siłami, środkami, którymi dysponujemy.

   b. __ Wykonujemy już to zadanie.

c.____ Na utrzymanie tego potencjału, który jest najważniejszy w tym świadczeniu i w tym zaleceniu ze strony premiera.

1. Premier naszego rządu do ministra obrony narodowej zwracał się z potrzebą rozszerzenia świadczeń wojskowej służby zdrowia na rzecz społeczeństwa.

2. Myślę tutaj o apelu premiera Tadeusza Mazowieckiego, no i konsekwencjach.

3. I wszystkie te świadczenia, które specjalistycznie są możliwe w naszym wykonaniu na rzecz potrzeb społecznych.

2. Listen to Text C and answer the following questions. Write your answers in English in the spaces provided below.

a. Whose appeal is mentioned by the interviewer?

_____

b. What percentage of beds will be given to civilian patients in the military hospitals?

_____

c. What amount of infusion fluids will be produced by the military sector?

_____

d. Will the cost of these services be paid by the Ministry of Defense?

_____

Exercise 7 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.

I wszystkie te świadczenia, które (1)_____ są możliwe w naszym wykonaniu na rzecz potrzeb (2)_____. Myślę, że będzie to (3)_____. Myślę też, że uda nam się wykonać te zadania tym (4)_____ i tymi siłami, (5)_____, którymi dysponujemy. Oczywiście przy określonych (6)_____, jako że budżet (7)_____ nie byłby już w stanie sam (8)_____ na (9)_____, na personel, na utrzymanie tego potencjału, który jest najważniejszy w tym (10)_____ i w tym zaleceniu ze strony (11)_____.

Exercise 8 Listen to Text D and then decide which of the sentences in each of the following pairs of sentences is true. Indicate your choice by circling the appropriate sentence.

1. a. There are many reports on the construction of military hospitals in the country.
   b. There are many reports on the visits by military personnel to hospitals and out-patient care units in the country.

2. a. The military doctors mentioned in the text are general practitioners.

b. The military doctors mentioned in the text are specialists.

3. a. The report says that the visits bring medical help and education to rural areas.
   b. The report calls for special medical assistance and education programs for rural areas.

Exercise 9 Text E talks about medical doctors helping for a reason. However, before we listen for the more general information in Text E, this exercise will help deal with some detailed information. The text mentions an army doctor, Colonel Adam Wąsik, and his visit to a rural community. Listen to Text E to find out how the other people who visited the village are related to Colonel Adam Wąsik, and what their medical specializations are. With that information, complete the box below.

First name	Relation to Colonel Adam Wójcik	Medical specialization
Krystyna		
Barbara		
Jacek		
Wiesław		

Exercise 10 This exercise will deal with the remaining details and also general information presented in Text E. Listen to Text E again and answer the following questions. Write your answers in English in the spaces provided.

1. What political event is mentioned in Text E?

_____

2. When did Colonel Wąsik visit the village?

_____

3. What is the name of the village he visited?

_____

4. How many people were seen by Colonel Wąsik and his team?

_____

5. What happened to the two people mentioned at the end of the text?

_____

Key Vocabulary

czyn	deed
dermatolog	dermatologist
dewizy	foreign currency
gmina	commune (an administrative unit)
internista	internal medicine specialist
kandydować	run for office
lapidarnie	concisely
leczenie	treatment
lecznictwo	health care
medyczny	medical
MON-owski	belonging to, characteristic of the Ministry of Defense
nadmierny	excessive
nakład	expenditure
oddział	ward
określony	definite
okulista	ophthalmologist
ordynator	director (of a ward, hospital, clinic, etc.)
oszczędnościowy	economical
pediatra	pediatrician
płyn infuzyjny	infusion fluid
podopieczny	here: patient
profilaktyka	prevention

przebadać	here: give a medical check-up
rekompensata	financial compensation
skromny	modest, limited
służba	service
stomatolog	dentist
Stronnictwo Demokratyczne	Democratic Party, the
świadczenia	services
wydolny	capable
wymiar	size, dimension
zakres	range, degree
zdrowie	health
zięć	son-in-law

Listening Workbook 9, Unit 44

Unit 45. The Army Works for the Civilian Sector

In this unit you will hear a number of texts presenting various ways in which soldiers work directly for the civilian economy. They are involved in the construction of the Warsaw subway system, agricultural work, and different types of emergency assistance, such as protecting bridges from floating ice during winter. Market principles were introduced in Poland in the late eighties, but it seems unlikely that soldiers will disappear from construction sites and fields anytime soon.

Exercise 1 This vocabulary exercise will serve as an introduction to the first interview you will hear in this unit. In column A below is a list of Polish words you will hear in the interview. Match the English words from column B with the words from column A. Note that not all English words have their equivalents in column A.

A	B
1. ___ przeciwpowodziowy	a. critically important
2. ___ płaszczyzna	b. recognition
3. ___ ochrona	c. restriction
4. ___ rozpoznanie	d. plane
5. ___ przeciwlodowy	e. protection
6. ___ zrzucanie	f. breaking
7. ___ newralgiczny	g. flood
	h. ice-prevention (adj.)
	i. dropping
	j. flood-prevention (adj.)

Exercise 2

1. In the first part of this exercise you will work on the organization of the text. Organization is provided in Text A by certain introductory and transition phrases. Listen to the text paying close attention to them. Then decide which of the phrases below has one of the functions listed.

a. ___ introduction of the subject

b. ___ introduction of the speaker

c. ___ introduction of a new idea

d. ___ elaboration on an idea

e. ___ establishment of a sequence of ideas

1. choć przecież nie tylko
2. po pierwsze
3. mam tu na myśli
4. przed mikrofonem
5. ponieważ nieuchronnie, i to milowymi krokami zbliża się do nas zima.

2. The second part of the exercise will check your understanding of more complex information in the text. Listen to Text A again, which talks about the military involvement in flood and other winter emergencies. Answer the following questions. Write your answers in English in the spaces provided.

a. Where was the meeting mentioned in Text A held?

_____

b. What parts of the transportation system are most threatened?

_____

c. What two types of units does the reporter mention as involved in flood prevention?

_____

d. What is the first step in any army involvement in flood emergencies?

_____

Exercise 3 This exercise will deal with the details in Text A. Listen to the text again and then complete the box below with information from Text A.

Who is interviewed?	What two civilian bodies were represented at the meeting? (in Polish)	Where did the floods happen before?
XXXXXXXXXXXXXXXXXX		
XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXXX	

Exercise 4 Listen to Text A again and then decide which of the sentences in each of the following pairs of sentences is true. Indicate your choice by circling the appropriate sentence.

1. a. The interview was conducted shortly before winter began.
   b. The interview was conducted before spring floods.

2. a. The meeting debated how to remedy the mistakes made last year in planning the cooperation between the army and civilians.
   b. The meeting considered the mistakes that were made during rescue operations in previous years.

3. a. This year, a plan for cooperation between the army and civilian organizations in flood prevention was developed for the 90's.
   b. This year, a plan for the involvement of the army in flood prevention was developed for 1990.

Exercise 5 In Text A you heard a number of complex sentences. This exercise will help you deal with their syntax. Listen to Text A. 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 A.

	A	B
1. ___	problem polega na	a. udziału wojska w akcjach
2. ___	biorą udział żołnierze	b. nawiązaniu ścisłych kontaktów z dowództwami
3. ___	został opracowany projekt planu	c. różnych wojsk i służb

Exercise 6 Text B is a continuation of the interview. Listen to Text B and then decide whether the following sentences are true or false. Indicate your choices by putting check marks in the appropriate boxes.

	T	F
1. The bridge in Wyszogród is the largest wooden bridge in Europe.	❑	❑
2. The problems with the bridge are not new.	❑	❑
3. One of the best methods of fighting ice blocks is throwing explosive charges from the deck of the bridge.	❑	❑
4. The interviewed officer talks about cooperation with a helicopter unit.	❑	❑
5. The ice emergency actions involve various army units.	❑	❑

Exercise 7 Text C presents another way in which soldiers work for the civilian sector. Listen to Text C and then answer the following questions. Write your answers in English in the spaces provided.

1. Who is Kazimierz Olesiak?

_____

2. What sectors of the economy are mentioned in the text?

_____

3. What two ministries are mentioned in Text C?

_____

4. How many soldiers are involved in agricultural work?

_____

5. What is going to happen to the trucks that are being withdrawn from service?

_____

Exercise 8 Text D presents the involvement of soldiers in the construction of the Warsaw subway system. This exercise will help you deal with the information carried in the text by noun-adjective pairs. Listen to Text D and then decide which adjective in column B describes which noun in column A. Note that the adjectives appear in their masculine form. Indicate your answers by writing the letters of the appropriate words from column B next to the words in column A.

	A	B
1. __	dzielnica	a. przyszły
2. __	robota	b. sześcienny
3. __	trasa	c. ziemny
4. __	ściana	d. szybki
5. __	metr	e. odkrywkowy
6. __	tunel	f. mieszkaniowy
7. __	kolej	g. boczny

Exercise 9 This exercise will give you practice in looking for specific information in a text. Below is a list of questions about Text D. Listen to the text to find out whether you can answer these questions. Put a check mark next to the questions that can be answered on the basis of information in Text D.

- ❑ 1. When did the construction start?
- ❑ 2. Was the construction started by the army?
- ❑ 3. How many soldiers have worked during the construction of the subway system?
- ❑ 4. What construction jobs are done by the soldiers?
- ❑ 5. At what time during the year do the soldiers appear at the construction site?
- ❑ 6. What are the uniforms of soldiers working there like?
- ❑ 7. When is the subway construction going to be completed?

Exercise 10 Text E also presents the participation of soldiers in the construction of the subway system in Warsaw. Listen to Text E and then finish the sentences below by filling in the blanks in Polish.

1. Wewnątrz (a)_____ stacji praca wre.
2. (a)_____ jest także na ich (b)_____ otwartej.
3. Tutaj żołnierze z jednostki (a-b)_____, dowodzeni przez młodszego (c)_____ Dariusza Ciszewskiego pracują przy różnorodnych czynnościach.

4. Nie ma takiej (a)_____, której nie (b)_____ żołnierze.

5. Niektórzy, jak na przykład (a)_____ Roman Wardaszka i Krzysztof Gruca, potrafią (b)_____ wykonywać prace (c)_____.

Key Vocabulary

ciemnogranatowy	dark navy-blue
drążyć	to drill
Dyrekcja Generalna Dróg Publicznych	The General Management of Public Roads
Główny Komitet Przeciwpowodziowy	National Flood Prevention Committee
gospodarka żywnościowa	food industry
kolejowy	railroad (adj.)
leśnictwo	forestry
melioracja	draining
metr sześcienny	cubic meter
metro	subway
newralgiczny	of critical importance
niecka	trench-like cutting
nurtować	here: to trouble
odkrywkowy	open earthworks (adj.)
płaszczyzna	plane
podziemny	underground
pokład	deck
pokrywa	layer
powierzchnia	surface
powódź	flood
przeciwlodowy	anti-ice
przeciwpowodziowy	flood prevention (adj.)
roboty kamieniarskie	masonry
roboty ziemne	earthworks
rolnictwo	agriculture

ruch	traffic, action
samochód ciężarowy	truck
samochód dostawczy	delivery truck
samodzielnie	independently
spawalniczy	welding (adj.)
szefostwo	headquarters (colloq.)
szybka kolej miejska	rapid urban rail system, subway
zagospodarować	to cultivate, develop (land)
zrzucać	to throw down
żelbetowy	ferro-concrete (adj.)

Acronyms and Abbreviations

MON (Ministerstwo Obrony Narodowej)	Ministry of National Defense
MSW (Ministerstwo Spraw Wewnętrznych)	Ministry of the Interior

Listening Workbook 9, Unit 45

Speaking Suggestions

Unit 41. Military Training of Students (Part 1)

Divide your class into groups of three. Give each student a role card and ask them to discuss reasons for and against continuing to involve students in Civil Defense.

Role card A.
You are a World War II veteran. As a teenager you fought the Germans. You think that life has become too soft for teenagers. You think high school students must be reminded of their duties towards the state. You would like to expand the Civil Defense training given in secondary schools.

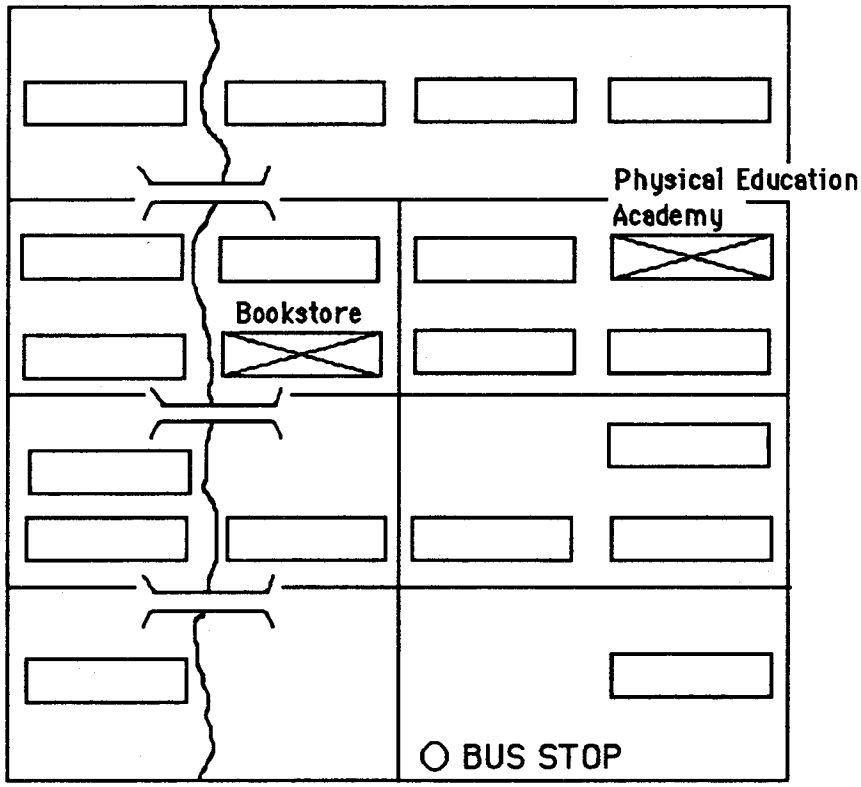
Role card B.
You are a doctor. You think the government is trying to avoid its responsibilities by pretending that high school students would be able to offer any significant help in time of disaster. You want to see the government invest in training professionals to work with the Civil Defense.

Role card C.
You are an industrialist. You are concerned with the pollution that is taking place. You are particularly concerned with the amount of pollution caused by Poland's neighbors. You do not want high school students to actively work in an area that could endanger their health, but you think students should press the government to protest pollution inflicted on Poland by others.

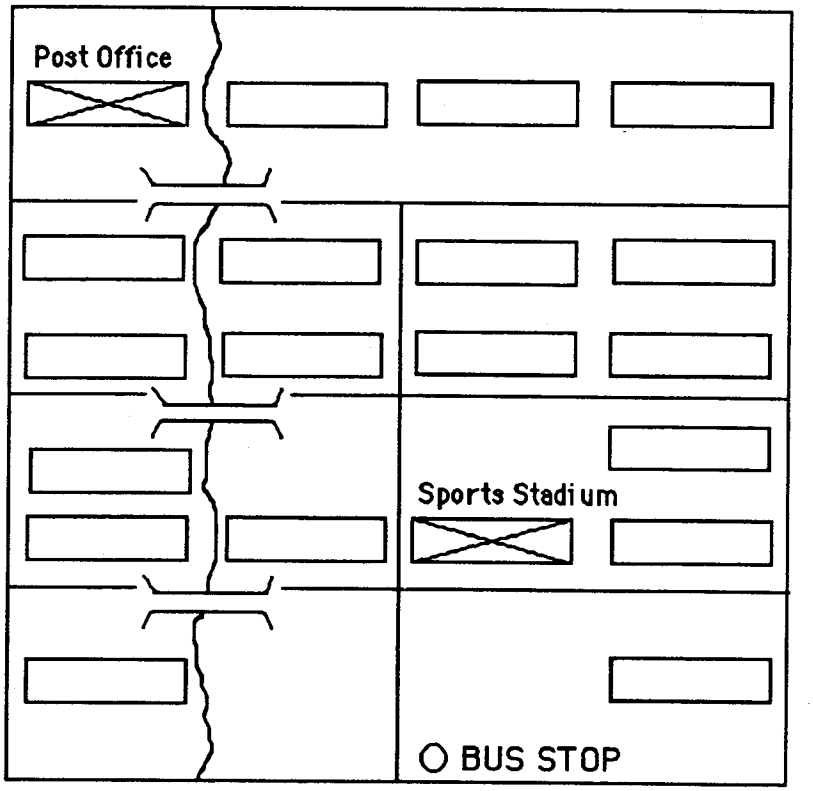
Unit 42. Military Training of Students (Part 2)

Divide your class into groups of four. Give each student one map from the maps A-D below. Each student plays the role of students at the bus stop. Each student knows two or three places in the town (shown on the map he has), but not the two places he wants to reach (given in the notes with each map). Instruct each student to ask for and give directions, without showing each other their maps.

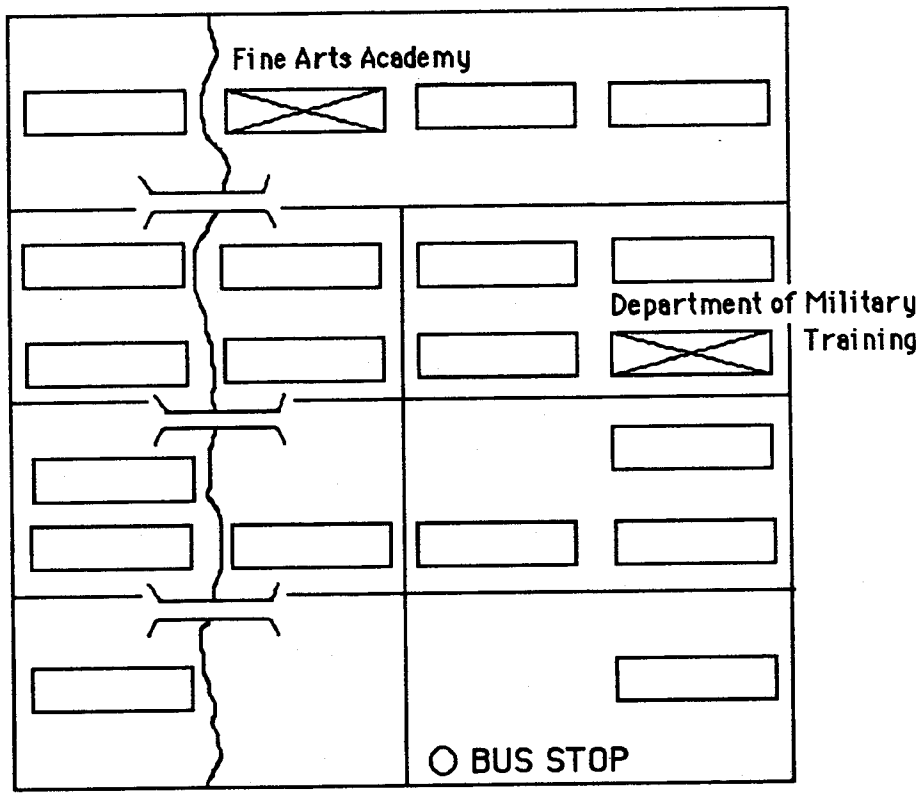
A. You want to go to the Medical Academy and the post office.



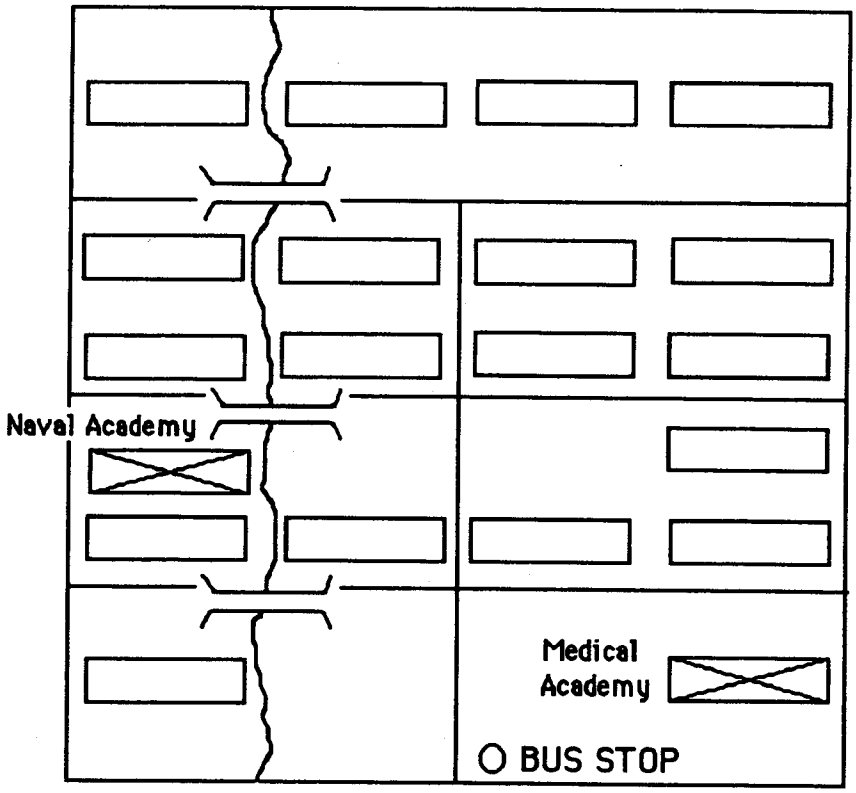
B. You want to visit the Physical Education Academy and the Department of Military Training.



C. You want to leave a book at the Naval Academy and then go to the Sports Stadium.



D. You want to go to the bookstore and Fine Arts Academy.



Unit 43. Lithuania

a. Divide your class into pairs. Ask each pair to make up a short news bulletin on the situation in Lithuania. Ask students to include reference in their bulletins to Polish-Lithuanians, the communist party, the Lithuanian constitution, the Soviet newspaper Pravda, and the Polish government.

b. Ask each pair to present their bulletin to the rest of the class. Students should then ask *who, when, where, why, and what happened next* questions to the presenters.

Unit 44. Health Care in the Polish Army

Ask each student to describe a recent incident he was involved in or heard about that involved some kind of medical treatment.

Unit 45. The Army Works for the Civilian Sector

a. Divide your class into 2 groups. The members of Group A are Civil Defense workers. Group B consists of townspeople. Present the following scenario to your class:

   Group A, you are working in Civil Defense. A train carrying highly toxic liquids has crashed near a small town. You have been instructed to help evacuate the townspeople. They have some questions to ask you. Work together in your group to anticipate what these questions might be.

   Group B, you are the townspeople who have to leave your homes and your town. Work together in your group to think of the questions someone in your position would ask a Civil Defense worker.

b. Pair members of Group A with members of Group B. Ask Group B members to put their questions to Group A members.

Answer Key
Unit 41. Military Training of Students (Part 1)

Exercise 1

1. 1. wątpliwości
   2. odprężenia międzynarodowego
   3. przedmiotu
   4. petycje
   5. wnioski
   6. Ministerstwa Edukacji Narodowej
   7. komisji sejmowych
   8. przysposobieniem obronnym

   a. odprężenia międzynarodowego
   b. wątpliwości
   c. przysposobieniem obronnym
   d. Ministerstwa Edukacji Narodowej
   e. wnioski
   f. komisji sejmowych
   g. wnioski
   h. przedmiotu

2. a. Because of the existing situation of detente
   b. By sending petitions to the Ministry of Education
   c. w związku z powyższym
   d. What should be done with military training?

Exercise 2

1. It is about regulations concerning basic protection of civilians in military conflicts.
2. The duties of the Civil Defense created to help civilians in times of disaster or war.

Exercise 3

__1__ a.
__7__ b.
__6__ c.
__2__ d.

5 e.
8 f.
4 g.
3 h.

Exercise 4

1. Ustawa o powszechnym obowiązku obrony PRL
2. odbywaniu przez młodzież szkolną przysposobienia obronnego
3. obowiązkowym przedmiotem nauki objętym programem nauczania

Exercise 5

1. Szkolnictwo nie ma obowiązku przygotowania wojskowego młodzieży, a tylko realizację określonych zadań, wynikających z potrzeb ochrony ludności.
2. a. przeciwpożarowej
   b. ostrzeganie
   c. środków rażenia
   d. zabiegów sanitarnych
3. a. o współczesnych środkach rażenia
   b. o materiałach promieniotwórczych
   c. o toksycznych środkach przemysłowych
4. a. posługiwanie się przyrządami pomiaru skażeń
   b. udzielanie pierwszej pomocy medyczno-sanitarnej

Exercise 6

1. a. Igrzyska sportowe
   b. Zawody sportowo-obronne
2. a. Tygodnik "Żołnierz Polski"
   b. Szkolny Związek Sportowy

3. "Sprawni jak żołnierze"
4. "O srebrny muszkiet"
5. Manewry techniczno-obronne

Exercise 7

Location		Where	Type of Accident	Casualties
Country	City			
Italy	n/a	Chemical plant 'Soveso'	Emission of strong poison	n/a
Mexico	n/a	Refinery 'Pemex'	Explosion of containers with liquid gas	544
India	Bopal	n/a	n/a	Thousands
(USSR)	Chernobyl	n/a	n/a	n/a

Exercise 8

1. 220
2. Poisonous materials
3. Chemical plants of the neighboring countries, especially those located near Polish borders
4. b
5. a. floods
   b. fires
   c. epidemics

Exercise 9

1. Przygotowanie do przeciwdziałania zagrożeniom czasu pokoju
2. a. obrona cywilna
   b. ochrona ludności
   c. służba publiczno-społeczna
3. Czy należy uczyć młodzież przysposobienia obronnego?
4. Jest to pytanie retoryczne.

Answer Key, Unit 41

Exercise 10

1. obozy specjalistyczne
2. Aeroklub
3. Ligę Obrony Kraju
4. spadochronowe
5. szybowcowe
6. płetwonurków
7. specjalistycznym
8. wychowania patriotyczno-obronnego

Answer Key
Unit 42. Military Training of Polish Students (Part 2)

Exercise 1

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

2. a. The opinion of the Jagiellonian University's Senate condemning the incident
   b. The opinion of the Jagiellonian University's Senate expressing their view on the necessity of reforming the military training for students
   c. A statement about the stage that the reforms are in

Exercise 2

1. Question: What's going on at the departments of military training?
   Answer: (They are being) occupied and (there are some) negotiations (being held)

2. a. Some think it is a step towards civil liberties.
   b. ...for others it is avoiding military service by young educated men and an attempt to make peasants and workmen's sons serve in the army.

3. a. szkolą się wojskowo
   b. studia wojskowe; bojkotowane
   c. rozmowy i negocjacje
   d. wojskowego szkolenia studentów

Answer Key, Unit 42

Exercise 3 1.

	Total Number	Number on Strike
Universities	47	13
Medical Academies	all	0
Naval Academies	2	0
Fine Arts Academies	8	6
Academies of Physical Education	6	2

2. b
3. a. Uniwersytet Jagielloński
   b. Politechnika Krakowska
   c. Wyższa Szkoła Pedagogiczna w Kielcach

Exercise 4

Verbs

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

Nouns

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

Exercise 5

1. b, c

2. a. postponed till new legal regulations are in force.
   b. decreased by 20 per cent.
   c. updated.
   d. replaced by signatures.
   e. be allowed to grant permission for reallocation of 15-29 per cent of the time devoted to military training.
   f. be transferred to the period of training in military units.
   g. wear military uniforms while in the department of military training.

3. b,c

Exercise 6

1. Rada Ministrów
2. a. 1. zmniejszonym wymiarze (120 godzin)
      2. studium wojskowym
      3. pięciomiesięczne
      4. szkołach podchorążych rezerwy
   b. 1. służby wojskowej
      2. egzaminu wstępnego
      3. podjęciem studiów
   c. 1. ukończeniu studiów
      2. miesięcznym okresie
      3. pięciomiesięczną szkołę podchorążych rezerwy

Answer Key, Unit 42

Exercise 7

	Classes		Military Service	
	Period	Length	Period	Length
Option 1	studies	120 hrs	after studies	5 months
Option 2	none	na	after passing entrance exams	18 months
Option 3	after graduation	1 month	after finishing the classes	5 months

Exercise 8

1. It is the most efficient form of serving in the armed forces in comparison with the forms employed by the Warsaw Pact and NATO countries.
2. Negative
3. a. starting to work by a few thousand graduates would be postponed
   b. the state would have to pay social benefits to the students serving and to their families

Exercise 9

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

2.a. Military training for female students and students not fit for military service should be cancelled.

b. University graduates should be allowed to have substitute service in medical institutions and social services.

Exercise 10

1. a. T
   b. T
   c. F
   d. T
   e. T
   f. F
2. a. A new system of military training for students
   b. Because the world is not a safe place yet
   c. 'a zatem'

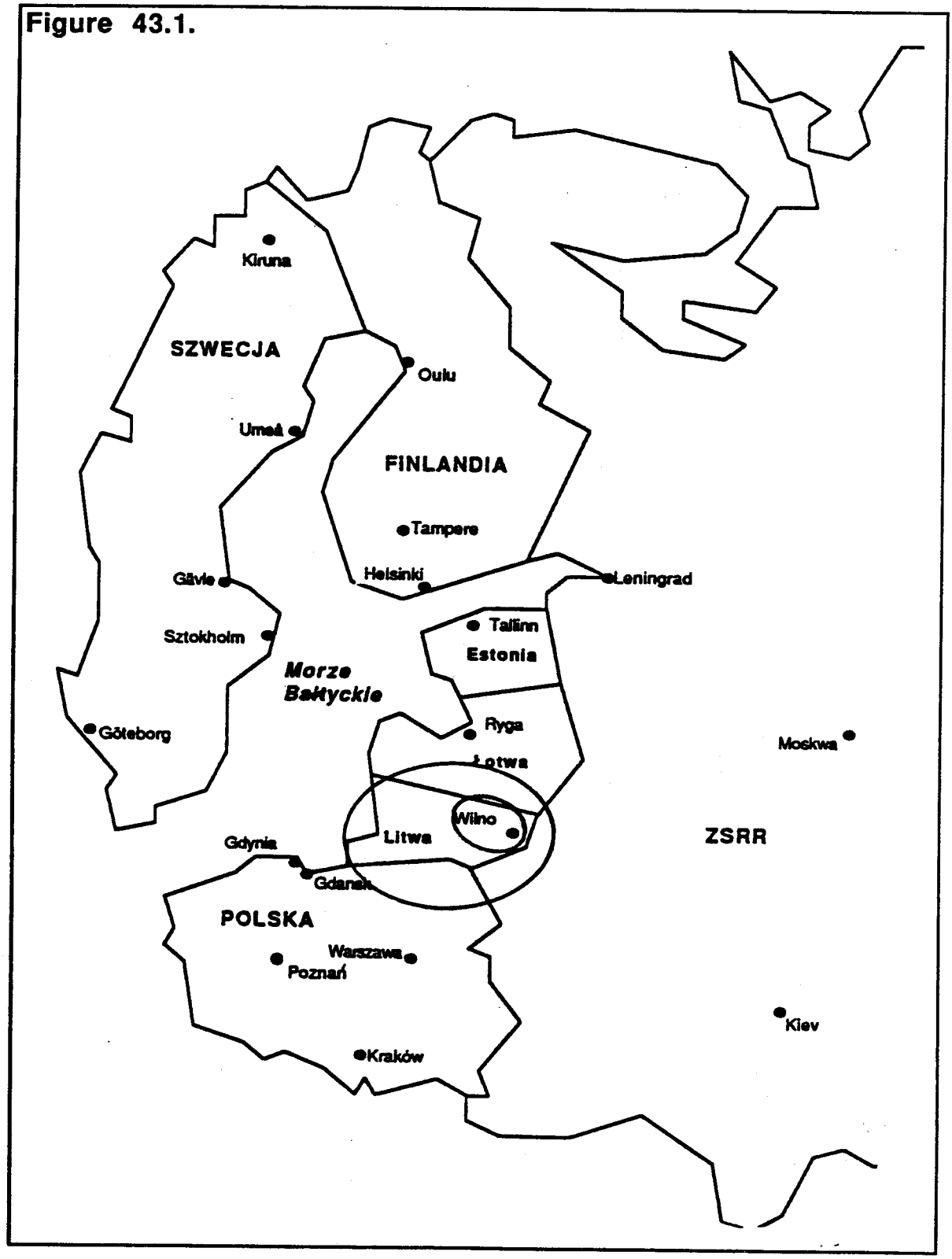
Answer Key
Unit 43. Lithuania

Exercise 1

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

2.

Figure 43.1.


Kiruna
SZWECJA
Oulu
Umeå
FINLANDIA
Tampere
Gävle
Helsinki
Leningrad
Sztokholm
Tallinn
Estonia
Morze Bałtyckie
Göteborg
Ryga
Łotwa
Moskwa
Wilno
Litwa
ZSRR
Gdynia
Gdańsk
POLSKA
Warszawa
Poznań
Kiev
Kraków

Answer Key, Unit 43

Exercise 2

1. a. 31-osobowa komisja
   b. Decyzję litewskiego
   c. Na Litwie
   d. W piątek
   e. Grupa deputowanych

2. a. Na Litwie..., litewskich deputowanych
   b. 1. working out a program for Parliament
      2. negotiations with Moscow
      3. preparation of an all-republican referendum deciding about splitting with the Soviet Union
   c. Removing Article 6, which grants the Communist party a leading role, from the Republic's Constitution
   d. A law granting them equal political, religious, and economic rights and liberties
   e. He said it was an attempt on the part of the Baltic republics to 'slip out' of the central administration's control

Exercise 3

1. Powołanie parlamentarnej komisji
2. a. opracowanie programu dla parlamentu
   b. negocjacje z Moskwą
   c. przygotowanie referendum, w którym Litwini zadecydują o wystąpieniu z ZSRR
3. Grupa deputowanych
4. Stworzenie możliwości wprowadzenia w republice systemu wielopartyjnego
5. a. równe prawa
   b. swobody polityczne
   c. swobody wyznaniowe
   d. swobody ekonomiczne
6. "Wyślizgnięcie się spod kontroli administracji centralnej"

Exercise 4

1. For removing from its constitution the passage about the leading role of the communist party
2. a. It 'offended Soviet nation's feelings' and
   b. it proved 'the Lithuanian leadership's irresponsibility and provocative policy.'
3. Armenia, Latvia, and Estonia
4. A multiparty system

Exercise 5

1. Partie litewskie
2. Jeden z członków litewskiej delegacji na obrady litewskiego Biura Politycznego i Biura Politycznego KPZR.
3. Ponieważ litewscy komuniści odmówili zmiany terminu grudniowego zjazdu.
4. Podjąć decyzję o wystąpieniu z KPZR.
5. Projekt nowego statutu swojej partii.

Exercise 6

1. That Poles should understand Lithuanians first
2. Why Lithuanians hate them so much
3. Poles like Lithuanians
4. That Poles have occupied Lithuania
5. They were a very small minority.
6. Five times more than Lithuanians
7. Lithuanian and German soldiers entered the old domains of the Polish Commonwealth.
8. Of killing Lithuanian soldiers (who were a part of the occupying troops)

Exercise 7

1. Poles don't know much about Lithuanians, less than about Ukrainians and Byelorussians.
2. It saved Lithuanians from the fate that overtook Prussians. But the Lithuanian elite were assmililated and became Polish using the Polish language and following Polish customs.
3. The assimilation of the Polish culture was stronger than the Russian attempt of denationalization.

4. Lithuania
5. Peasants' attachment to their (Lithuanian) language
6. It became a Polish city.

Exercise 8

1. Kilkaset tysięcy
2. Tak
3. a. ochrony polskiej przeszłości i jej pamiątek na tych ziemiach
   b. naszych grobów
   c. opieki i pomocy naszym własnym rodakom, którzy tam, mieszkają i pracują, do ochrony ich praw
4. a. zanik granic
   b. swobodne przemieszczanie się ludzi i myśli
   c. prawo każdego człowieka do życia tam, gdzie czuje się u siebie
5. Rewidować granic
6. Zagrożenia dla kogokolwiek

Exercise 9

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

Exercise 10

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

Answer Key
Unit 44. Health Care in the Polish Army

Exercise 1 2, 4, 6, 7, 8

Exercise 2
1. Director of Medical Services, General Andrzej Kaligożka
2. a. Prevention
   b. Treatment
   c. Training
3. Minister of National Defense

Exercise 3
1. b
2. c
3. a

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

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

Exercise 6
1. a. 3
   b. 1
   c. 2

2. a. The Polish prime minister's
   b. 40 %
   c. 200,000 liters
   d. No

Answer Key, Unit 44

Exercise 7

1. specjalistycznie
2. społecznych
3. skuteczne
4. wysiłkiem
5. środkami
6. rekompensatach
7. MON-owski
8. nastarczyć
9. leki
10. świadczeniu
11. premiera

Exercise 8

1. b
2. b
3. a

Exercise 9

First name	Relation to Colonel Adam Wójcik	Medical specialization
Krystyna	wife	pediatrician
Barbara	daughter	dermatologist
Jacek	son-in-law	internal medicine
Wiesław	colleague	dentist

Exercise 10

1. An election campaign
2. On Saturday
3. Hucisko Jawornickie
4. 225
5. They were hospitalized.

Answer Key
Unit 45. The Army Works for the Civilian Sector

Exercise 1

1. j
2. d
3. e
4. b
5. h
6. i
7. a

Exercise 2

1. a. 5
   b. 4
   c. 3
   d. 1
   e. 2
2. a. At the headquarters of the Corps of Engineers
   b. Parts of rivers and roads, and bridges
   c. Engineer troops and the air force
   d. Getting in contact with the headquarters of engineer troops of each military district

Exercise 3

Who is interviewed?	What two civilian bodies were represented at the meeting? (in Polish)	Where did the floods happen before?
Colonel Jan Gil	Dyrekcja Generalna Dróg Publicznych	Pułtusk
XXXXXXXXXXXXXXXXX	Główny Komitet Przeciwpowodziowy	Płock
XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	Hel

Exercise 4

1. a
2. b
3. b

Answer Key, Unit 45

Exercise 5
1. b
2. c
3. a

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

Exercise 7
1. Deputy prime minister
2. Agriculture, forestry, food industry
3. Ministry of Defense, and Ministry of the Interior
4. Over seven thousand
5. They will be sold to private farmers.

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

Exercise 9
1, 4, 5, 6

Exercise 10
1. a. podziemnych
2. a. ruch
   b. powierzchni
3. a-b. kolejowo-drogowej
   c. chorążego
4. a. pracy
   b. wykonywaliby
5. a. szeregowi
   b. samodzielnie
   c. spawalnicze

Dictionary of Key Vocabulary

absolwent	graduate
alarmowanie	alarming
awanturnictwo	brawling
brednia	nonsense
broń sportowa	sports weapon
carski	czarist
całokształt	entirety
ciekły	liquid
ciemnogranatowy	dark navy-blue
czyn	deed
dane zbiorcze	comprehensive data
dermatolog	dermatologist
dewizy	foreign currency
domena	domain
doraźna pomoc	relief
drążyć	to drill
Dyrekcja Generalna Dróg Publicznych	The General Management of Public Roads
długotrwałe	long-term
egzamin wstępny	entrance examination
faktografia	facts
gmina	commune (an administrative unit)
gmina	community
gospodarka żywnościowa	food industry
gruntowny	thorough
Główny Komitet Przeciwpowodziowy	National Flood Prevention Committee
internista	internal medicine specialist
kandydować	run for office
kolejowy	railroad (adj.)
krótkotrwałe	short-term
kuracja	treatment
lapidarnie	concisely
leśnictwo	forestry
leczenie	treatment
lecznictwo	health care

leżeć w gestii	to be under somebody's management
Liga Obrony Kraju	National Defense League
medyczny	medical
melioracja	draining
metr sześcienny	cubic meter
metro	subway
mniejszość narodowa	national minority
MON-owski	belonging to, characteristic of the Ministry of Defense
muszkiet	musket
nadmierny	excessive
nakład	expenditure
newralgiczny	of critical importance
niecka	trench-like cutting
nieodpowiedzialność	irresponsibility
niezdolny do służby wojskowej	not fit for military service
nowelizacja	amendments
nurtować	here: to trouble
obligować	to be under an obligation
oburzenie	resentment
obustronny	two-sided, bilateral, mutual
obóz	camp
ochrona przeciwpożarowa	fire protection
oddział	ward
odkażanie	disinfection
odkrywkowy	open earthworks (adj.)
odprężenie międzynarodowe	détente
odroczyć	postpone
określony	definite
okręg autonomiczny	autonomous region
opieka społeczna	social security
ordynator	director(of a ward, hospital, clinic, etc.)
oszczędnościowy	economical
pediatra	pediatrist
płaszczyzna	plane
płetwonurek	frogman

płyn infuzyjny	infusion fluid
podległy	subject (adj.)
podopieczny	here: patient
podziemny	underground
pokrywa	layer
pokład	deck
ponury	gloomy
postulat	postulate, demand (noun)
powierzchnia	surface
powołanie	creation
powódź	flood
procedura legislacyjna	legal procedure
profilaktyka	prevention
promieniotwórczy	radioactive
Prus	Prussian (noun)
przebadać	here: give a medical check-up
przeciwlodowy	anti-ice
przeciwpowodziowy	flood prevention (adj.)
przejrzysta	clear
przemieszczanie	dislocation
przyrząd do pomiaru skażeń	contamination detection device
przysięga wojskowa	oath of enlistment
przysposobienie obronne	military training
przyswojenie	assimilation
ratownictwo	life-saving
rekompensata	financial compensation
resort edukacji narodowej	Department of National Education
restytucja	restitution
roboty kamieniarskie	masonry
roboty ziemne	earthworks
rolnictwo	agriculture
rozmysłem (zrobić coś z)	on purpose
ruch	traffic, action
samochód ciężarowy	truck
samochód dostawczy	delivery truck
samodzielnie	independently
samorząd terytorialny	territorial self-government

schron	shelter
skromny	modest, limited
skurczyć się	to shrink
służba ostrzegawcza	warning service
służba zastępcza	alternative service
spadochronowy	parachuting (adj.)
spawalniczy	welding (adj.)
spolonizować	to polonize
stawka	stake
stomatolog	dentist
strefa	zone
Stronnictwo Demokratyczne	Democratic Party, the
studium wojskowe	department of military training
szczątkowy	residual
szefostwo	headquarters (colloq.)
szkoła podchorążych rezerwy	reserve officer cadet school
szkoła ponadpodstawowa	secondary school
szlachta	gentry
szybka kolej miejska	rapid urban rail system, subway
szybowcowy	glider (adj.)
środki rażenia	strike means
świadczenia	services
świadczenia socjalne	social benefits
toksyczne środki przemysłowe	industrial toxic materials
uregulowanie ustawowe	law regulation
ustawa	law
ustawodawczy	legislative
uzgodniony	agreed
wewnątrzresortowy	department's internal (adj.)
wyślizgnąć się	to slip out
wydolny	capable
wymiar	load
wymiar	size, dimension
wynarodowić	to denationalize

wystąpienie	to leave
zagospodarować	to cultivate, develop (land)
zakres	range, degree
zakłady rafineryjne	refining works
zależny	dependent
zaliczenie	credit
zaniepokojenie	alarm, concern
zanik	disappearance
zapiekły	rankling, festering
zawody strzeleckie	shooting contest
zbiornik	container
zblokowany	formed into a bloc
zdobywca	conqueror
zdrowie	health
zdziesiątkować	to decimate
zięć	son-in-law
znieść	to repeal, cancel
zrzucać	to throw down
żelbetowy	ferro-concrete (adj.)

Listening Workbook 9, Dictionary

Glossary of Acronyms and Abbreviations

MiKF (Ministerstwo Kultury Fizycznej)	Ministry of Physical Culture
MON (Ministerstwo Obrony Narodowej)	Ministry of National Defense
MSW (Ministerstwo Spraw Wewnętrznych)	Ministry of the Interior
OC (Obrona Cywilna)	Civil Defense
OKP (Obywatelski Klub Poselski)	Civic Parliamentary Club
SPR (Szkoła Podchorążych Rezerwy)	reserve officer cadet school
SW (Studium Wojskowe)	Military Training Department
WSP (Wyższa Szkoła Pedagogiczna)	Teachers' College

Listening Workbook 9, Glossary

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 41. Military Training of Students (Part 1)

Listen to Text A and answer questions 1-4.

1. What regulates military training in elementary and high schools?

   a. Ministry of Education
   b. The Polish constitution
   c. A special law
   d. Individual schools

2. Which of the following is NOT an objective of military training in schools?

   a. To recruit future professional soldiers
   b. To teach students how to act in an emergency
   c. To prepare students for being drafted
   d. To develop social skills and the spirit of cooperation

3. Who helped develop the new military training curriculum?

   a. Students
   b. Ministry of Defense officials
   c. Teachers
   d. Ministry of Education officials

4. What was considered when developing the curriculum?

   a. The availability of resources
   b. Proposals made by teachers
   c. The length of the program
   d. The availability of training centers

Listen to Text B and answer questions 5-8.

5. What does Text B say about military training for male and female students?

   a. There will be one curriculum for both male and female students.
   b. Military training will be offered only to male students.
   c. There will be separate curricula for male and female students.
   d. Military training for female students will be an elective.

6. What does Text B say on teaching Społeczne podstawy obronności PRL in the new curriculum?

   a. The amount of hours for teaching it was reduced.
   b. The topic was dropped altogether.
   c. The amount of hours for teaching it was doubled.
   d. The topic has been unfairly neglected.

7. Which of the following areas was dropped from the curriculum?

   a. Civil defense
   b. Manuals
   c. Tactical training
   d. Drill

8. What does the text say about classes on terrain familiarization and firing practice?

   a. Classes were introduced for the first time.
   b. The number of hours for teaching classes was slightly increased.
   c. Classes were dropped.
   d. The number of hours for teaching classes was slightly decreased.

Listen to Text C and answer questions 9-10.

9. According to the new curriculum, what should teachers take into account when designing a course?

   a. Interests of the students
   b. Parents' suggestions
   c. Local PTA recommendations
   d. The education ministry's goals

10. What is the relation between military training and other subjects?

   a. There will be no relation between military training and other subjects.
   b. Military training will not remain a separate subject.
   c. There will be two separate subjects for military training topics.
   d. Military training will be related with other subjects.

Unit 42. Military Training for Students (Part 2)

Listen to Text D and answer questions 11-15.

11. Which of the following is NOT part of a name of a ministry?

   a. Edukacja Narodowa
   b. Młodzież i Kultura Fizyczna
   c. Zdrowie i Opieka Społeczna
   d. Transport, Żegluga i Łączność

12. After 150 hours of training in college, the first group of students will be trained in the army for

    a. 5 months.
    b. 8 months.
    c. 12 months.
    d. 18 months.

13. The 150 hours of training for the first group will take place over the period of

    a. one semester.
    b. two years.
    c. three semesters.
    d. one year.

14. When will the students in the second group of schools finish their college military training?

    a. In their third year
    b. After 330 hours of training
    c. In their fifth year
    d. After two months at a range

15. What happens to the last group of students toward the end of their military training?

    a. They receive a certificate for completing 300 hours of training.
    b. They take an examination to become officers.
    c. They receive a certificate for completing a two-year program.
    d. They take an examination to get college credit.

Listen to Text E and answer questions 16-20.

16. What percentage of the curriculum does the component "Knowledge about the army" take up?

    a. Exactly 25%
    b. Almost 50%
    c. Exactly 60%
    d. Almost 75%

17. What does Text E say about teaching the structure of the Polish army and its weapons?

    a. It is a newly introduced topic.
    b. It will have a historic perspective.
    c. It was proposed by students.
    d. It will have a comparative character.

18. Why are topographic maps introduced?

    a. To teach ordinary soldiers how to use them
    b. To make students aware of different types of maps
    c. To teach the unit commanders how to use them
    d. To discuss ways of gathering data to prepare the maps

19. Whose legal rights are discussed?

    a. POWs
    b. Intelligence officers
    c. Reservists
    d. Career officers

20. What does the last group of topics mentioned in the text deal with?

    a. The role of Poland in the Warsaw Pact
    b. Modern weapons and disarmament
    c. The strategic location of Poland
    d. Modern weapons and army resources

Unit 43. Lithuania

Listen to Text F and answer questions 21-25.

21. What did Gorbachev say to the people gathered at Lenin's monument?

    a. The future of the Soviet Union depends on what happens in Lithuania.
    b. His visit will determine the fate of the independence movement in Lithuania.
    c. His own fate depends on what happens in Lithuania.
    d. The future of all Baltic republics depends on the outcome of his visit.

22. What happened last December?

    a. Communist officials from Lithuania visited Moscow.
    b. The Communist Party of Lithuania declared its independence from the Soviet Communist party.
    c. Communist officials from Lithuania visited Baltic republics.
    d. The Soviet Communist party expelled the Lithuanian Communist party from its ranks.

23. Who is Stanisław Szwed?

    a. Leader of the Lithuanian communists still loyal to the Soviet Union
    b. President of Lithuania
    c. Leader of the Lithuanian communists who declared independence
    d. Speaker of the Lithuanian parliament

24. What did the banner mentioned in Text F say?

    a. It welcomed Gorbachev as a leader of a neighboring country.
    b. It called for Lithuanian independence.
    c. It welcomed Gorbachev as a leader of the Soviet Union.
    d. It called the Soviets aggressors.

25. Who did Antanas Terleckas mention in his speech in Gedymin Square?

    a. The Central Asian republics of the Soviet Union
    b. The countries of Eastern Europe
    c. The nations struggling in Latin America
    d. The nations of Africa and Asia

Listen to Text G and answer questions 26-30.

26. In Gorbachev's own words, he came to Lithuania as a

    a. friend.
    b. negotiator.
    c. leader.
    d. father.

27. To what ethnic groups did the workers in a factory visited by Gorbachev belong?

    a. Russian and Ukrainian
    b. Russian and Latvian
    c. Russian and Polish
    d. Russian and Estonian

28. How did the worker scolded by Gorbachev respond?

    a. We are a small nation and we are not a threat to you.
    b. We want freedom and independence.
    c. We are a small nation but we can threaten you.
    d. We have a right to self-determination.

29. When did Jegor Ligaczow express his views on Lithuanian independence?

    a. At a press conference
    b. During an interview for Swedish TV
    c. At a Politburo session
    d. During an interview for a Swedish newspaper

30. What did he say about the use of force?

    a. It has to be avoided at all cost.
    b. It might bring short-term benefits.
    c. It is unavoidable.
    d. It would mean the end of the Soviet Union.

Unit 44. Health Care in the Polish Army

Listen to Text H and answer questions 31-35.

31. What does Text H say about "white Saturdays" this year?

    a. They were reintroduced this year.
    b. They are part of a long tradition.
    c. They were introduced for the first time.
    d. They are mandatory for army health care workers

32. What is located in Dobra Szczecińska?

    a. A state-owned farm
    b. A military hospital
    c. A group of private farms
    d. A military unit

33. Military doctors and nurses visit Dobra Szczecińska at least

    a. twice a month.
    b. every month.
    c. twice a year.
    d. every Saturday.

34. How many people altogether visited Dobra Szczecińska?

    a. 5
    b. 8
    c. 13
    d. 15

35. Which of the following medical specialists is NOT mentioned in Text H?

    a. Internist
    b. Ophthalmologist
    c. Surgeon
    d. Pediatrician

Listen to Text I and answer questions 36-40.

36. Text I talks about two "white Saturdays" organized

    a. this year.
    b. in the last two weeks.
    c. last year.
    d. in the last two years.

37. Who was visited by the medical staff during the second "white Saturday"?

    a. Schoolchildren in Dolice
    b. The workers at the Dolice sugar plant
    c. Schoolchildren in Kluczewo
    d. The workers at the Kluczewo sugar plant

38. Where did the medical staff work during their second visit?

    a. In a factory building
    b. In a workers' dormitory
    c. In a village community building
    d. In a military hospital

39. How many doctors are mentioned in Text I?

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

40. Who is Stanisław Grabias?

    a. Director of the sugar plant
    b. A military doctor
    c. Director of a military hospital
    d. One of the patients

Unit 45. The Army Works for the Civilian Sector

Listen to Text J and answer questions 41-4.

41. Which of the following is NOT mentioned as being under military weather emergency protection?

    a. Ports
    b. Sluices
    c. Dams
    d. Bridges

42. About how many amphibious carriers are prepared for emergencies?

    a. 5
    b. 40
    c. 45
    d. 150

43. Apart from soldiers and land vehicles, what other means will be involved in ice protection actions?

    a. Icebreakers
    b. Satellite monitoring
    c. Helicopters
    d. Emergency communication systems

44. Which of the following rivers is NOT mentioned in Text J?

    a. Wisła
    b. Bóbr
    c. Kwis
    d. Odra

45. Why is Wrocław mentioned in Text J?

    a. It is the headquarters of the ice protection committee.
    b. A large number of soldiers was sent there for flood emergencies.
    c. It has been flooded several times in recent years.
    d. A large army unit was trained there for ice and flood prevention.

Listen to Text K and answer questions 46-50.

46. Who was affected in Warsaw by the construction of the subway?

    a. Commuters
    b. Construction workers
    c. Water engineers
    d. Telephone engineers

47. How long is the first subway line going to be?

    a. 9 kilometers
    b. 10 kilometers
    c. 12 kilometers
    d. 19 kilometers

48. Why was the original deadline for the completion of the first line not met?

    a. There were problems with finding specialists and money.
    b. The workers were discontented.
    c. There were problems with finding specialists and materials.
    d. The original design had to be changed.

49. A-7 is one of the

    a. subway lines.
    b. companies building the subway.
    c. subway stations.
    d. army units working on the site.

50. What were the soldiers used for on the subway project in 1987?

    a. Providing emergency help during a strike
    b. Building a section of a tunnel
    c. Designing part of the subway system
    d. Doing the earthwork