

CZECH
PROFICIENCY IMPROVEMENT COURSE

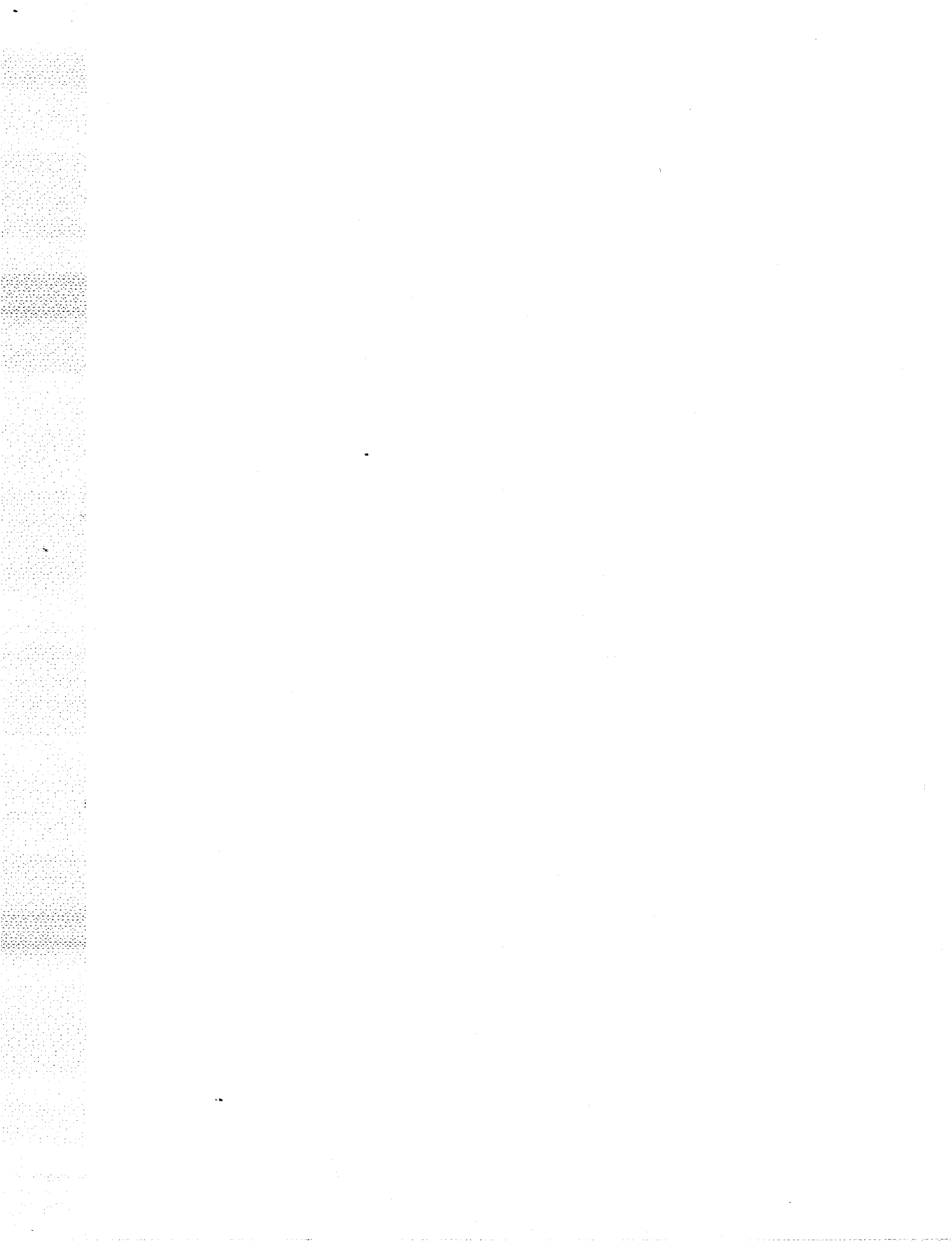
LISTENING

Volume 1

Workbook 1
Units 1 - 5

1989
Reconfigured 1995

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER



PROFICIENCY IMPROVEMENT COURSE INTRODUCTION

GENERAL

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

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

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

The Defense Language Institute, Foreign Language Center (DLI)

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

Enrollment Options

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

Self-study options

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

Teacher-based group option

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

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

COURSE ORGANIZATION

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

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

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

Workbook Proficiency Levels

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

Workbook Units and Instructional Hours

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

Workbook Tests

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

COURSE FEATURES

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

Authentic Texts

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

Military Topics

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

Grammar Recognition

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

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

LANGUAGE SKILL DEVELOPMENT

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

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

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

Developing Listening Skills

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

- *Listening is an active skill.* As students you should approach listening as a partnership. You must assume responsibility for your own learning efforts, and you must complete listening tasks that require you to acquire and use background knowledge and strategies. These include guessing, predicting checking, and asking yourself questions about each text.
- *Listening is a communicative activity.* Since people in real life usually listen for a specific purpose, we have attempted to develop exercises that are meaningful and that simulate real activities. For example, in real life you would not translate a weather report or analyze some grammatical form in the report. You would listen to the report for mention of the weather conditions in the particular area you are interested in, initially not listening carefully to other parts of the report.

Listening Strategies

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

- **Inferencing**—using linguistic, logical, and cultural clues to discover the meaning of unknown words in the listening text. Guess at the meaning of words you don't know, rather than look them up in a dictionary.
- **Predicting**—guessing at what comes next in a text. Use your own knowledge of world events. Listen for headlines, key words, and titles to help you predict what information a text will contain.
- **Previewing**—asking what you would like to know about a particular topic. By doing this you will become more directly involved with the text.

- Scanning—setting a goal and listening for a specific item of information. This involves knowing what to listen for and eliminating distracter so that you can give complete attention to the listening text.
- Skimming—listening globally to get the overall gist of a text, not worrying about understanding each and every word.

Listening Techniques

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

- First, guess what texts are about before you listen to them. After you have made a guess about the contents of a text, use your knowledge of the real world to help you understand it better.
- Think about how the text is going to sound. In a news bulletin you will hear short items of information which have been written in preparation for broadcast. In an interview you will hear several voices and the speech will be spontaneous. Sentences may be incomplete, there may even be grammatical errors. In a live broadcast you might hear background noises.
- Next, listen to the entire text to see if your predictions were correct, modifying your hypothesis as you go along. Think of more questions to ask yourself to help you better understand the text.
- Now listen to the text again, more carefully this time, stopping the tape when you need to answer the questions you asked yourself.
- Use word-recognition strategies. Don't reach for the dictionary whenever you hear a word you don't know. Try to discover its meaning using some of the following strategies:
 - Listen for words that are similar to English.

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

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

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

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

A FOREWORD TO THE TEACHER

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

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

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

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

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

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

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

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CZECH PROFICIENCY IMPROVEMENT COURSE

Subcourse Number DL3201

Edition A

Defense Language Institute, Foreign Language Center
Presidio of Monterey, California 93944-5006

10 Credit Hours

Edition Date: September 1990

Subcourse Overview

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

Workbook 1 contains the kind of listening passages you might hear on Czech radio. These passages are at proficiency level 1 and have been selected because they cover military topics which will interest you.

The exercises you will find in this workbook have been designed to develop your Czech listening skills. These exercises include multiple choice, matching titles with passages, choosing the most appropriate title for a passage, matching vocabulary items with definitions, completing charts, filling in the blanks, and answering questions related to Who? What? Where? and How?

The purpose of these exercises is to help you become an active listener, aware of and practiced in the use of listening strategies. For proficiency level 1, the strategies you will be encouraged to use include:

- listening for cognates,
- listening for simple details such as names, dates, and times,
- listening for the main idea,
- predicting what the passage might be about,
- relating the knowledge you have on a topic to anticipate what the passage will be about.

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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 corresponds 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 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 statements—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 1—News Previews

In this unit you will work with the type of short news items commonly heard on Czech radio and TV broadcasts. Every news hour starts with a summary so that you can get a general idea about the news which will follow.

Exercise 1 The following texts are opening sentences from leading news stories. Each of them is about a different topic of military life. Listen to Texts A, B, C, D, and E. Connect each opening sentence with its topic by putting an X in the correct column.

Topics	Text A	Text B	Text C	Text D	Text E
Armed conflicts					
Military air disaster					
A defense minister's visit					
Award ceremonies					
Maneuvers					

Exercise 2 As you listen to any text, you should think about why you are listening and what you expect to hear. Keeping these things in mind will help you understand the general meaning of a text, even if you can't understand every word. Imagine that Text F is an opening sentence for a short news item on Czech radio. Listen to Text F. On the lines below, write in English one or two words on how you would expect this news item to continue.

Exercise 3 Read the questions below. Then listen to all of Text F for the answers. Notice how it helps you to have this listening purpose in mind as you listen. Answer the questions in English.

1. What was the target of the attack?

2. On what day did the incident happen?

3. What was the exact location of the incident?

4. Were any soldiers injured?

Exercise 4 Now you will work with Text G. As you hear Text G for the first time, listen for the names of countries, then choose the names of the countries you have just heard from the list below by circling them.

1. Spain

2. Portugal

3. Israel

4. France

Exercise 5 Now listen to Text G again. Then indicate whether the sentences below are true or false.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. The subject of negotiations between the countries is being kept secret. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The countries are negotiating the sale of new tanks. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Portugal decided to establish an embassy in Israel. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The public agreed with the government's decision. | <input type="checkbox"/> | <input type="checkbox"/> |

Exercise 6 Text H is another short news item. Listen to the opening sentence of Text H. Think about what you would expect the rest of the text to be about, then decide which of the following statements best summarizes the main topic of the news. Circle the correct answer.

1. A new type of submarine
2. A fire on board a submarine
3. Safety at sea
4. New military weapons used by the navy

Exercise 7 Now listen to all of Text H. As you listen, pay close attention to numbers. You will hear five of them. Write all the numbers you hear on the lines below.

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

Exercise 8 Read the vocabulary in column A. You heard all these words in Text H. In case you did not understand some of them, refresh your memory by matching the Czech words in column A with their English equivalents in column B by writing the letter of the appropriate English word next to its Czech equivalent.

	A	B
1.	_____ námořník	a. to be missing
2.	_____ zranění	b. to transfer
3.	_____ pohřešovat	c. marine
4.	_____ kritický	d. injury
5.	_____ stav	e. critical
6.	_____ přesunout	f. condition

Exercise 9 Listen to Text H again. This exercise will help you identify which numbers belong to what subject. You should use both the numeric information from Exercise 7 and the vocabulary from Exercise 8 to help you. Complete the following sentences by filling in the blanks in English.

1. The incident happened about _____ kilometers from the Florida coast.
2. Approximately _____ marines were transferred to the Frigate Carr.
3. The US Navy announced that _____ marines are still missing.
4. _____ marines were also injured.
5. _____ injured marines are in critical condition.

As you have progressed through this unit, you have seen how listening with a purpose, forming expectations, and listening for specific information can help you understand even if you don't know all the words.

To practice these strategies, you will work through one more text.

Exercise 10 In Text I, you will hear about two countries participating in a military experiment. As you hear Text I, listen for the names of countries. On the lines below, write in English the names of two countries mentioned in Text I.

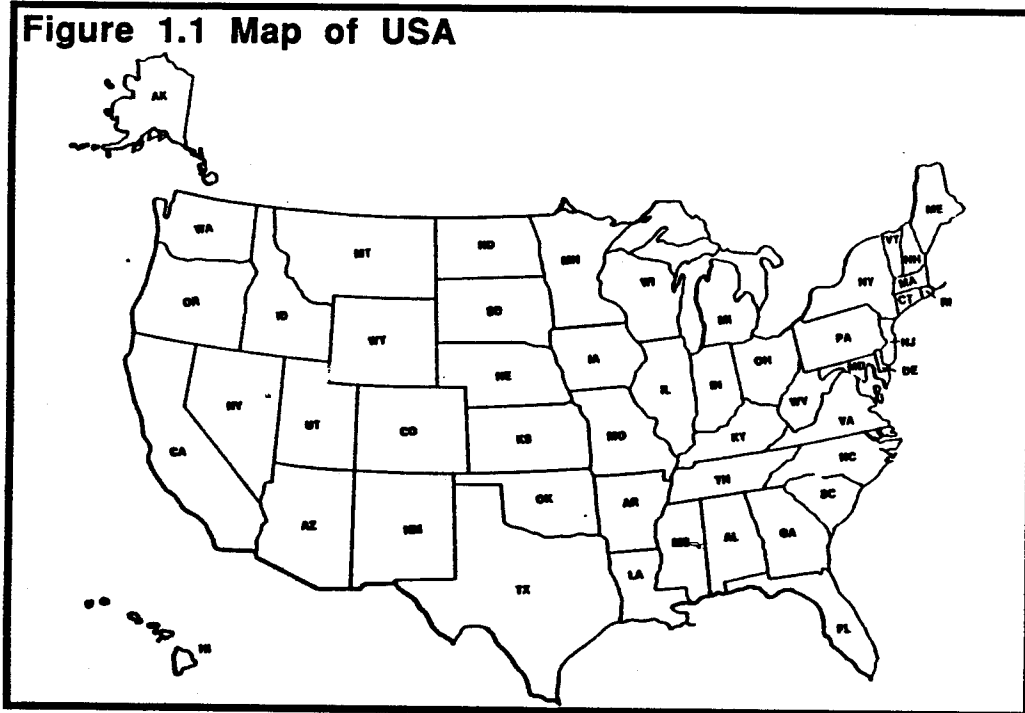
1. _____
2. _____

Exercise 11 Listen to Text I again to find out what kind of activity was conducted. Circle the correct answer.

1. Testing a new supersonic aircraft
2. Testing a new tank technique
3. Experimental nuclear explosions
4. Experimental nuclear submarine testing

Exercise 12 Again, listen to Text I. Now listen for where the event took place. On the map on the next page, circle the state mentioned.

Figure 1.1 Map of USA



Key Vocabulary



atentát
exploze
jaderný výbuch
na palubě
podzemní
pohřešovat
ponorka
posádka
přemístit
střelba
tajný
velvyslanec
vlak
vztah
zranit

attack
explosion
nuclear explosion
on board
underground
to be missing
submarine
crew
to transfer
shooting
secret
ambassador
train
relation
to injure

Unit 2—Official Visits and Meetings

In this unit you will hear short news clips describing official visits and meetings. These descriptions are frequently heard on Czech radio. As you work through this unit, use clues to help you form expectations about each text you hear. For example, the title of the unit gives you the general topic of all the texts—official visits and meetings. In any text about an official visit, you should hear the names and the ranks of the officials, where these officials are from, and where the visits are taking place.

Exercise 1 The texts you will hear are opening sentences of a news report like those you worked with in Unit 1. Practice your listening comprehension skills by picking out text that is not about the same topic as the others. Circle the letter of this text.

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

Exercise 2 Now you will work with another news item, Text E, which is also about an official meeting. As you listen to it for the first time, try to pick out place names. Choose the names of places you heard from the list below by putting a check mark next to them.

1. Syrian Arab Republic
2. Peoples' Democratic Republic of Yemen
3. State of Israel
4. United Republic of Tanzania
5. Republic of Kenya

Listening Workbook 1, Unit 2

Exercise 3 Listen to Text E again for the answers to the following questions. Write your answers in English in the spaces provided.

1. What rank is Milan Uáclavík?

2. What minister is mentioned?

3. Is this news report about the past, present, or future?

Exercise 4 Now you will work with Text F. It is about an official meeting of an international military organization. This organization is referred to by the same acronym in both Czech and English, but you will notice that the pronunciation is different. Listen closely to Text F for the acronym and write it in English in the space below.

Exercise 5 First read the questions below, then listen to Text F to find the answers. Write your answers in English in the spaces provided.

1. Where is the event taking place?

2. What is John Galvin's rank?

3. How long is he going to stay at this meeting?

4. What is the purpose of the meeting?

Exercise 6 Now listen to Text G. Answer the questions below in English.

1. What minister was mentioned?

2. What rank is Dmitrii Yazov?

3. What country was he visiting?

4. How long was the visit?

Exercise 7 When you answered Exercises 5 and 6 on Texts F and G, you listened for specific information. Now listen to Text H for the same type of information. Complete the chart below with information from Text H. Listen to Text H as many times as you need to fill out the chart.

Name	
Rank	
Ministry	
From	
Visiting	

Exercise 8 As you work through Text I, the final text in the unit, you will again practice the techniques presented in this unit. First listen to Text I for the Czech acronym for the name of a country. Write the acronym and the country this acronym stands for in English in the space provided.

Exercise 9 Now listen to Text I for ranks. You should hear the names of two. Look at the two names in column A. Now match them with two of the four ranks in column B. Link the right person with the right rank by drawing a line.

- | | | |
|----------|-----------------|-----------------------|
| 1. _____ | Miroslav Uacek | a. General |
| 2. _____ | Otmar Tauschitz | b. Major general |
| | | c. Brigadier general |
| | | d. Lieutenant general |

Exercise 10 Listen to Text I again. Then answer the following questions by circling the letter of the correct answer of 1-3, and writing your answer to 4 in English in the space provided.

1. Who is Miroslav Uacek?
 - a. The minister of defense of Czechoslovakia
 - b. Chief of the general staff of the Czechoslovak People's Army
 - c. Chief of staff of the Czechoslovak People's Army
 - d. The minister of the interior of Czechoslovakia

2. Listen to Text I again. Who is Otmar Tauschitz? Listen for cognates, they might be helpful in your choice.
 - a. The minister of defense of Austria
 - b. Chief of staff of the Austrian Army
 - c. Inspector general of the Austrian Army
 - d. The minister of the interior of Austria

3. Who invited Otmar Tauschitz?
 - a. Czechoslovakia's minister of the interior
 - b. Czechoslovakia's minister of defense
 - c. The chief of staff of the Czechoslovak People's Army
 - d. The inspector general of the Czechoslovak People's Army

4. Now, listen to Text I one more time. Where did the meeting take place? Write your answer on the line below.
-

Key Vocabulary



generální štáb
ministerstvo obrany
ministerstvo vnitra
oficiální návštěva
pozdání
republika
vrchní velitel

general staff
the Ministry of Defense
the Ministry of the Interior
official visit
invitation
republic
supreme commander

Unit 3—Maneuvers

In this unit you will hear short news items about maneuvers. You can hear this kind of information on every news report as well as on military broadcasts. The Czech public is well informed about maneuvers and military events not only in Czechoslovakia, but also in the countries of the Warsaw Pact and NATO.

Exercise 1

1. Before you listen to Text A, think about what you do on maneuvers. What vocabulary would you expect a radio report about maneuvers to include? In the spaces provided, write at least four words in English which you might hear.

2. Listen to Text A. Where did the maneuvers take place? Write your answer in English on the line below.

3. Now listen to Text A again. When did the maneuvers start? Write your answer on the line below in English.

Exercise 2

Listen to Text A again and then complete the following exercises in the spaces provided.

1. How many armies are participating in these maneuvers? Write the names of the participating countries on the lines below in English.

a. _____ b. _____

Listening Workbook 1, Unit 3

2. Text A also tells you who gave permission to start the maneuvers. Listen to Text A again for this information and circle the correct answer.
 - a. The government
 - b. The minister of defense
 - c. The minister of interior
 - d. The chief of staff

Exercise 3

1. Text B will give you more specific information about maneuvers. Listen to Text B and on the line below write the name of the country where the maneuvers took place.

2. Text B gives you information about two representatives who observed the maneuvers. Listen to Text B again and on the lines below write their names and which countries they are from.

Name	Country
_____	_____
_____	_____

Exercise 4

1. Text B also gives you information about the armies that participated in the maneuvers. Listen to Text B again and on the lines below write the names of the participating countries in English.

2. Listening to Text B you heard the name given to the maneuvers. Listen to Text B again, then write the name in Czech on the line below.

3. What would be the best English translation of this name? Circle the correct answer.

- a. Solidarity
- b. Friendship
- c. Shield
- d. Protector

Exercise 5

1. Like the two previous texts, Text C is about maneuvers. Listen to it just once and on the line below write the English name of the country whose observers came to watch the maneuvers.

2. Listen to Text C again. Now you will be looking for more specific information about the observers. Answer the questions below in English.

- a. What day did the observers arrive?

- b. How many of them arrived?

- c. Were the observers officers or enlisted personnel?

Exercise 6

1. Text D gives you very specific information about maneuvers. Listen to Text D and look at the chart below. While listening, fill in the information about the event in English. The items of information appear in Text D in the same order as they appear in the chart.

Participating countries	
The date of the maneuvers	
The number of soldiers participating	

2. While listening to the Czech news, you may hear the names of countries in their abbreviated form. For example instead of United States of America you would hear USA. On the line below, write the abbreviation for the participating country of the maneuvers you just have heard about in Czech.

Exercise 7 Text E contains only one sentence, but it gives you all the basic news information: what, where, and when it is happening, and who is involved. Listen to Text E and then answer the questions below. If you do not get all the information at once, listen to the text again. Write your answers in English.

1. How many soldiers participated in the maneuvers?

2. How many countries participated in the maneuvers?

3. Where did the maneuvers take place?

4. What day did the maneuvers start?

5. Were there observers from other countries?

Exercise 8

1. Throughout this unit you have been working with short news items describing maneuvers in Eastern European countries. Text F contains information about maneuvers in a Western European country. Listen to Text F and on the line below write the name of the country in English. The name of the country appears in an adjectival form.

2. In Text F you will also find more specific information about the location of the maneuvers. Listen to Text F again for the name of the location, then write it on the line below in Czech.

Exercise 9

1. Listen to Text F again. Now you are listening for information on the number of soldiers and military vehicles expected to participate in these maneuvers. It is given only as a range, not the exact number. Write it on the line below in English.

a. _____ participating soldiers

b. _____ of participating military vehicles

2. In Text F you heard the expression *severoatlantického paktu*. It is the Czech translation for a military organization. Write the abbreviation of this military organization in English on the line below.

Exercise 10

1. Now listen to Text F again. Notice references to the public as well as military personnel. In what context is the public mentioned? Circle the correct answer.

- a. The public is protesting against the maneuvers
- b. The public is concerned about safety
- c. The public is being prepared for possible damage
- d. The public is asked to cooperate

2. What kind of media is mentioned in Text F? Circle the correct answer.

- a. TV
- b. Radio
- c. Film
- d. Newspapers

Key Vocabulary



armáda
 družba
 důstojník
 jednotka
 manévry
 ministerstvo obrany
 Severoatlantický pakt
 skupina
 štáb
 štít
 Varšavská smlouva
 vláda
 voják

army
 friendship
 officer, (high ranking)
 unit
 maneuvers
 The Ministry of Defense
 NATO
 team, battery
 staff
 shield
 Warsaw Pact
 government
 soldier

Listening Workbook 1, Unit 3

Unit 4—Armed Conflicts in the World

In this unit you will be listening to short news items of the type broadcast on Czech radio. In general, Czech media pay great attention to all conflicts around the world to keep the public informed. The following news is broadcast on a special news hour called *Ze zahraničí*, — from abroad.

As you work through this unit, try to be an active listener. Once you have a general idea of what a passage is about, think about what might be coming next. Forming anticipatory questions in your own mind will focus your listening.

Exercise 1

1. Text A is about an armed conflict involving two countries. Listen to Text A and on the line below write in English the names of the countries involved.

2. Now you will be listening for information on what kind of incident happened. Listen to Text A and then look at the statements below. Circle the correct answer.

- a. An incident between two cargo ships
- b. An incident between a naval vessel and a fishing boat
- c. An incident between a naval vessel and a cargo ship
- d. An incident between a submarine and a military ship

Exercise 2 Knowing what information you will be listening for makes your listening purposeful, so first read the questions below, then listen again to Text A for the answers. Write your answers in English in the spaces provided.

1. Who attacked whom? Write the names of the countries.

2. On what day did the incident happen?

3. In which part of the Persian Gulf did the incident take place?

4. Where was the attacked ship heading?

5. What was the attacked ship carrying? Circle the correct answer.

- a. Wood
- b. Coal
- c. Factory equipment
- d. Military equipment

6. Who was injured?

Exercise 3

1. Text B is also about a conflict at sea. As in the previous conflict, two countries are involved. Listen to Text B and on the lines below, write the names of both countries in English.

2. Now listen to Text B again. On what day did the incident happen? Write your answer on the line below in English.

Exercise 4

As in previous exercises, you are now listening for specific information about the incidents. It's important to know the basic information such as where, when and who was involved. You should always have these criteria in mind before you start to listen to any broadcast. Listen to Text B again, this time to find out whether the statements below are true or false.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Three Iranian ships were involved in the incident. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The ships are described as "fast ships." | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The incident took place in the northern part of the Persian Gulf. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The target of the attack was a tanker. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Two people were injured. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The tanker caught fire. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. It took many hours to extinguish the fire. | <input type="checkbox"/> | <input type="checkbox"/> |

Exercise 5

1. Listen to Text C. What is the main topic of this text? Circle the correct answer.
 - a. A fire in a hangar
 - b. A military plane crash
 - c. A fire in a plane
 - d. Public reaction to a plane crash

2. Listening for the names of places and locations is an important listening strategy. Usually you hear this information at the beginning of any text. Listen to Text C. Where did the accident take place? Circle the correct answer.
 - a. In a suburb of Karáčí
 - b. South of Karáčí
 - c. North of Karáčí
 - d. Downtown Karáčí

Exercise 6 Now that you know the main idea of Text C, listen to it again and then answer the questions below in English.

1. From what country did the plane involved in the accident come?

2. What type of plane was involved in the accident?

3. What was the object the plane crashed into? Circle the correct answer.
 - a. A school
 - b. A factory
 - c. A hospital
 - d. A military housing project

Exercise 7

1. When you were listening to Text C, you heard two numbers. They indicated the number of people killed and the number of people injured as a result of this accident. Listen to Text C again, then complete the following sentences.
 - a. _____ people were killed.
 - b. _____ people were injured.

2. Now that you have this numerical information, listen to Text C again. Pay a close attention to the number of people injured. Is the number exact or does it only tell you the approximate count? Put a check mark next to the correct answer.
 - a. Exact count
 - b. Approximate count

3. Now you will be listening Text C again to find out what caused the accident. Look at the statement below and circle the correct answer.
 - a. Engine problem
 - b. Fire on board
 - c. Weather conditions
 - d. Pilot error

Exercise 8 Text D also describes an incident involving two countries. Listen to text D as many times as you want, then fill in the missing information from Text D. The sentences below are in the same order as they appear in Text D.

1. Two _____ fighter planes were shot down.
2. The fighter planes were shot down near the town of _____ in Angola.
3. The fighter planes were shot down by _____.
4. The incident was reported by the _____ agency.

Exercise 9

1. Czech radio focuses a lot of attention on all incidents of conflict in Western Europe. Text E is an example of this type of attention. It describes an incident between two nationalities—the British and the Irish. Listen to Text E and on the line below write in English what the target of the shooting was.

2. The target of the shooting is described by two adjectives. Listen to Text E again and on the lines below write those two adjectives in English.

3. Listen to Text E again to find out the day of the week and the time of day when the incident occurred. In column A write the day. In column B, put a check mark next to the correct time of day.

A	B
_____	Morning Noon Midnight Evening

4. Listen to Text E again to find out the results of the incident. What happened? Circle the correct answer.
- All crew members were injured.
 - There was a crash landing.
 - There was an emergency landing.
 - The pilot was killed.

Exercise 10

1. Before you listen to Texts F and G, it will be helpful to review some key vocabulary which you will hear in the following texts. Match the Czech words in column A with their English equivalents in column B by writing the letter of the appropriate English word next to its Czech equivalent.

A	B
a. _____ zahynout	1. charge
b. _____ nálož	2. to die
c. _____ výbuch	3. assassination
d. _____ atentát	4. explosion
e. _____ tohoto druhu	5. to invade
f. _____ narušit	6. of its kind
g. _____ prostor	7. representative
h. _____ představitel	8. area

2. Text F is a very short news item. Listen to Text F as many times as you need to find out which of the following statements best summarizes the whole text.
- a. In the first attack of its kind this year, several people were killed and many injured.
 - b. A car bomb recently caused the death of two people in Beirut.
 - c. Two police officers were killed in a bombing in Beirut.
3. Now listen to Text G. It is also a very short news item. Listen to it as many times as you need to find out which of the following statements are NOT mentioned in Text G.
- a. The exact location of the incident
 - b. The day of the incident
 - c. The day of the government statement about the incident

Key Vocabulary



atentát	assassination
atomový	nuclear
cisternová loď	tanker
člun	boat, craft
dělový člun	gunboat
narušit	to invade
nákladní loď	cargo ship
nálož	charge
námořník	marine
ostřelovat	to shell
paluba	board
ponorka	submarine
požár	fire
prostor	area
sestřelit	to shoot down
továrna	factory
uhasit	extinguish
výbuch	explosion
zahynout	to die, to be killed
zranit	to injure

Unit 5—Weather Reports

In this unit you will be working with weather reports. The weather has a major impact on army manuevers, war games, and training sessions. It is important that you be familiar with the ways in which weather reports are presented in Czechoslovakia. When you listen to a weather report, listen for specific information such as what the temperature is, what the weather conditions are, where the weather is changing, and what the forecast is. This unit will also give you a chnce to review the numerical vocabulary so useful in many other areas.

Exercise 1

1. Remember that it is often easier to understand a text by listening for grammatical cues or cues to specific vocabulary. Listen to Text A and then on the lines below write the Czech words meaning:

a. today

b. tomorrow

c. the day after tomorrow

2. Text A also refers to three different times of day. Listen to Text A again and then write the three Czech words on the lines below.

a.

b.

c.

Listening Workbook 1, Unit 5

3. Three different temperature ranges are mentioned in this weather report. Write the numbers in the spaces below.

a. _____

b. _____

c. _____

Exercise 2 Read the following questions before you listen to Text A again. Write the answers in English as you listen.

1. When will the weather be the warmest?

2. When will the weather be the coldest?

3. When will the temperature be around zero degrees?

4. What kind of precipitation will occur tomorrow?

5. What kind of weather is expected the day after tomorrow?

Exercise 3

1. Text B is a longer weather report. You will be listening to it section by section. Listen to Text B1 carefully and guess in which season it was broadcast. Circle the correct answer.
- Winter
 - Spring
 - Summer
 - Fall
2. Text B1 is the weather report for the Czech Socialist Republic. While listening, look at the chart below and then complete it with information from Text B1. What kind of weather is expected in the Czech Socialist Republic on Monday? Mark your answer with an X.

	Czech Socialist Republic
oblačno	
zataženo	
sněžení	
přeháňky	
bouřky	

3. Text B2 reports on the weather in the Slovak Socialist Republic. As you listen to Text B2 look at the chart below and complete it with information from the weather report for the Slovak Socialist Republic. Mark your answer with an X.

	Slovak Socialist Republic
oblačno	
zataženo	
sněžení	
přeháňky	
bouřky	

Exercise 4 Text B3 is a continuation of the previous text. What temperatures are expected in the ČSR and the SSR on Tuesday and Wednesday nights? Write the numbers below. You will hear five temperatures for each republic.

1. Czech Socialist Republic

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Slovak Socialist Republic

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Exercise 5

1. Listen to Text B4 which reports on the weather in Europe. Then write in English the names of at least 10 of the 18 European cities that are mentioned.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

2. What kind of weather do the following cities have in common: Stockholm, Helsinki, Praha, Varšava, Moskva, Atény? Listen carefully to Text B4 again and then write your answer on the line below.
-

Exercise 6

1. Text B5 gives you the times of sunrise and sunset. Czech weather reports also include times for the rising and setting of the moon. Listen to Text B5 carefully, then fill in the chart with information from Text B5.

	SLUNCE	MĚSÍC
UYCHÁZÍ		
ZAPADÁ		

Exercise 7

1. Now listen to Text C. Don't let the length of the text intimidate you. You will be listening only for the three days of the week mentioned in this text. Write them in English on the lines below.

a. _____

b. _____

c. _____

2. Now let's work with each part of text C separately. First read the following questions. This will guide your listening. Then listen to Text C1 to find the answers. Write your answers in English on the lines below.

a. What is the daytime temperature in the Czech Socialist Republic?

b. What is the daytime temperature in the Slovak Socialist Republic?

c. What is the nighttime temperature in the Slovak Socialist Republic?

d. From what direction does the wind blow?

e. What will the temperature be at an altitude of 1,500 meters?

Exercise 8

1. Listen to Text C2 and pay close attention to what the weather will be on Saturday. Then read the following statements and indicate whether each is true or false.

- | | T | F |
|---|--------------------------|--------------------------|
| a. The weather changes will come from the East. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. There will be a storm. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. There will be hail. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. The sky will be clear. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. The temperature will be from 28° to 32° Centigrade in the afternoon. | <input type="checkbox"/> | <input type="checkbox"/> |

2. Listen to Text C2 again. What part of Czechoslovakia (other than *Čechy* and *Slovensko*) is mentioned in Text C? Write your answer on the line below.

Exercise 9

1. Text C3 reports the weather situation in Europe. The highest temperature in Europe in Text C3 was 33 degrees Centigrade and the lowest was 14 degrees Centigrade. After listening to Text C3, write down the cities where these temperatures were recorded.
- a. The temperature was 33 degrees in _____.
- b. The temperature was 14 degrees in _____.

2. Look at the groups of words below. All of them occurred in the texts you were listening to. In each line below, three words are related and one is not. Decide what the related words have in common and circle the word that is not related to the others.

a. déšť, sníh, mrazík, kroupy

b. slunečno, oblačno, zataženo, mlha

c. přeháňky, srážky bouřky, vítr

d. jasno, teplota, stoupat, klesat

Exercise 10

1. Listen to Text D. This time try to answer all four questions as you listen. For whom is this report intended? Circle the correct answer.

- a. Drivers
- b. The military
- c. Commercial pilots
- d. Skiers

2. What locations were mentioned in this report? Name at least three and write them in Czech below.

a. _____

b. _____

c. _____

3. Where is the largest amount of snow? Write the name of the place below.

4. What time frames are mentioned in Text D? Write them in the spaces provided.

a. _____

b. _____

Listening Workbook 1, Unit 5

Speaking Suggestions

Unit 1—News Previews

Divide your students into pairs. Give them time to prepare, then ask each pair to give a "news broadcast" of what had been happening on base in the previous week.

Unit 2—Official Visits and Meetings

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

Role Card A

You are a Czech soldier accompanying a minister on an official visit to a US military base. You are interested in hearing about a soldier's life in the US Army. Ask your partner:

why he enlisted,
how long he signed on for,
where he has been stationed,
what unit he is in,
what his area of specialty is,
how many languages he speaks,
how many hours a day he works,
how much he gets paid.

Role Card B

You have been asked to answer the questions of a Czech soldier about yourself and life in a US military base. Tell him that you enlisted three years ago, when you signed up for five years as a radio communicator in the airborne infantry. You have been stationed in Delaware and Guam. You speak English and Czech. You are supposed to work a 40-hour week, but you often work more than that. You like your job and think your pay is all right if you consider the benefits of being in the army.

Speaking Suggestions

Unit 3—Maneuvers

Ask your students to describe the last maneuvers they took part in. Write the following cue questions on the board to guide them.

Kde probíhalo vojenské cvičení?
Kdy?
Kdo se zúčastnil vojenského cvičení?
Jak dlouho vojenské cvičení trvalo?
Jaké jste měl dojmy z tohoto cvičení?
Co bylo na cvičení nejlepší?
Která část cvičení byla nejhorší?
Jaké bylo počasí?

Unit 4—Armed Conflicts in the World

Write each of the following words from Unit 4 on a separate card.

cisternová loď
ponorka

nákladní loď
vrtulník

stíhací letoun
dělový člun

Give a card to a student and instruct the rest of the class to ask him questions about the word written on the card. The questions must be restricted to elicit only yes or no responses.

For example:

Is it big?
Does the US Army have one?
Have you seen one recently?
Is it made of metal?

Unit 5—Weather Reports

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

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

Povětrnostní podmínky jsou důležité pro:

- 1.
- 2.
- 3.

**Answer Key
Unit 1**

Exercise 1

Topics	Text A	Text B	Text C	Text D	Text E
Armed conflicts				X	
Military air disaster		X			
A defense minister's visit	X				
Award ceremonies					X
Maneuvers			X		

Exercise 2

You might expect to hear:
 who was injured
 where the incident happened
 who was involved
 what was the cause of the incident

Exercise 3

1. An American military train
2. Wednesday
3. The border of the German Democratic Republic and West Germany near Gottingen
4. No

Exercise 4

Numbers 2 and 3 (Portugal and Israel) were mentioned.

Exercise 5

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

Exercise 6

2

Answer Key, Unit 1

- Exercise 7
1. 260
 2. 100
 3. 11
 4. 18
 5. 3

- Exercise 8
1. c
 2. d
 3. a
 4. e
 5. f
 6. b

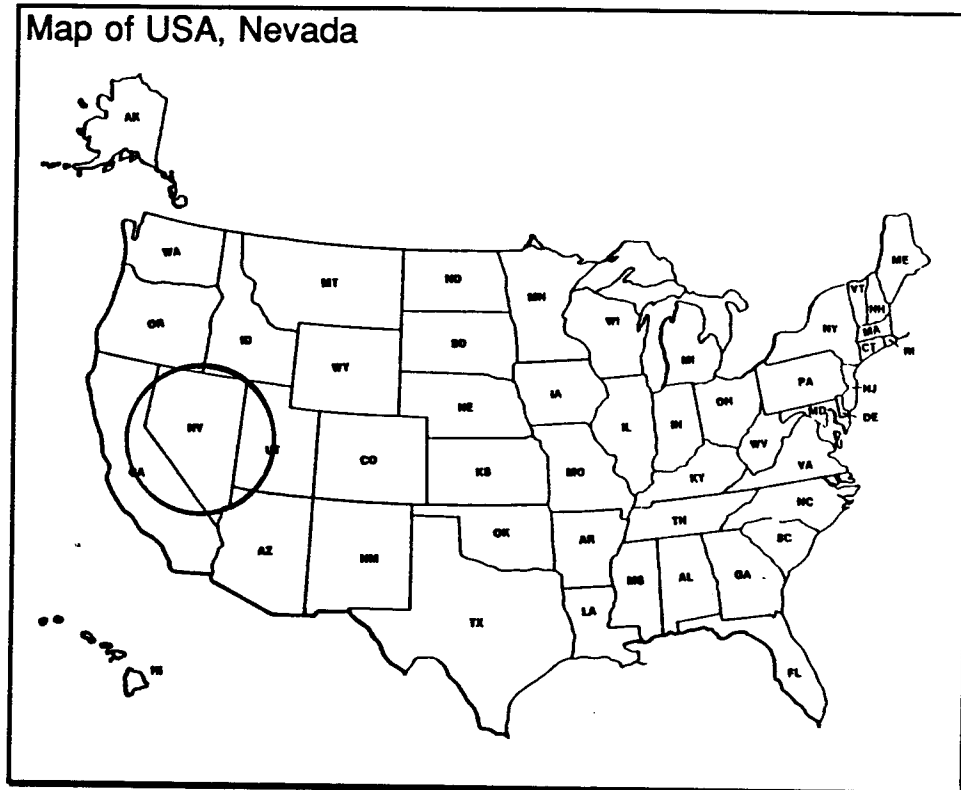
- Exercise 9
1. 260
 2. 100
 3. 11
 4. Eighteen
 5. Three

- Exercise 10
1. Soviet Union
 2. United States of America

- Exercise 11
- 3

Exercise 12

Map of USA, Nevada



Answer Key, Unit 2

Answer Key Unit 2

Exercise 1 Text C

Exercise 2 ✓ 1.
✓ 2.
3.
✓ 4.
5.

Exercise 3 1. General
2. The Minister of Defense
3. Future

Exercise 4 NATO

Exercise 5 1. In Spain
2. General
3. Three days
4. To determine the role of Spain in NATO

Exercise 6 1. The Minister of Defense
2. General
3. Bulgaria
4. Three days

Exercise 7

Name	Sergej Archomejev
Rank	Marshal of the Soviet Union
Ministry	Defense
From	Soviet Union
Visiting	Poland

Exercise 8 ČSSR, Československá socialistická republika

Exercise 9 1. c
 2. a

Exercise 10 1. b
 2. c
 3. b
 4. In Prague

Answer Key, Unit 3

**Answer Key
Unit 3**

Exercise 1 1. Here are samples of words you might have picked:
Troops Guns
Units Soldiers

2. Hungary
3. Saturday

Exercise 2 1. a. Hungary
b. Soviet Union
2. a

Exercise 3 1. Hungary
2. Milan Uáclavík Czechoslovakia
Ferenz Karpáti Hungary

Exercise 4 1. Czechoslovakia, Soviet Union, Hungary
2. DRUŽBA
3. b

Exercise 5 1. USA
2. a. Wednesday
b. Four
c. Officers

Exercise 6 1.

Participating countries	Soviet Union, German Democratic Republic
The date of the maneuvers	24—30 July
The number of soldiers participating	More than 17,800

2. NDR

- Exercise 7
1. 20,000
 2. Three countries
 3. German Democratic Republic
 4. Friday
 5. Yes

- Exercise 8
1. West Germany
 2. Dolní Sasko

- Exercise 9
1. a. Tens of thousands
b. Thousands
 2. NATO

- Exercise 10
1. c
 2. b

Answer Key, Unit 4

**Answer Key
Unit 4**

- Exercise 1 1. Iran, Rumania
 2. c
- Exercise 2 1. An Iranian ship attacked a Rumanian cargo ship.
 2. Thursday
 3. Northern Persian Gulf
 4. To Kuwait
 5. a
 6. The captain of the Rumanian cargo ship
- Exercise 3 1. Iran
 Norway
 2. Thursday
- Exercise 4 1. F
 2. T
 3. T
 4. T
 5. F
 6. T
 7. F
- Exercise 5 1. b
 2. a
- Exercise 6 1. Pakistan
 2. Military plane
 3. b

- Exercise 7
1. a. Fourteen
b. Thirty
 2. b
 3. b

- Exercise 8
1. South African
 2. Cuito Cuanavale
 3. Angolans
 4. Press

- Exercise 9
1. A helicopter
 2. British
military
 3. Thursday
 4. c

Noon

- Exercise 10
1. a. 2
b. 1
c. 4
d. 3
e. 6
f. 5
g. 8
h. 7
 2. b
 3. a

Answer Key, Unit 5

**Answer Key
Unit 5**

- Exercise 1
- a. dnes
b. zítra
c. pozítří
 - a. odpoledne
b. ráno
c. v noci
 - a. 7°C to 10°C
b. -1°C to -4°C
c. around 0°C

- Exercise 2
- This afternoon
 - Tomorrow night
 - Tonight
 - Rain
 - It will snow

- Exercise 3
- a

2.

	Czech Socialist Republic
oblačno	X
zataženo	X
sněžení	X
přeháňky	X
bouřky	X

3.

	Slovak Socialist Republic
oblačno	X
zataženo	X
sněžení	X
přeháňky	
bouřky	

- Exercise 4
1.
 - a. -4°C
 - b. -8°C
 - c. -1°C
 - d. 3°C
 - e. 5°C
 2.
 - a. -2°C
 - b. -6°C
 - c. -10°C
 - d. 4°C
 - e. 6°C

- Exercise 5
1. Here is a list from which you should have written 10 cities.
 - Oslo
 - Copenhagen
 - Stockholm
 - Helsinki
 - London
 - Paris
 - Munich
 - Berlin
 - Prague
 - Vienna
 - Warsaw
 - Moscow
 - Madrid
 - Rome
 - Belgrade
 - Bucharest
 - Sofia
 - Athens
 2. It will be snowing in all these cities.

Exercise 6

	SLUNCE	MÉSÍC
UYCHÁZÍ	06.43	15.20
ZAPADÁ	17.42	06.30

Answer Key, Unit 5

- Exercise 7
- Friday
 - Saturday
 - Sunday
 - 27°C to 30°C
 - 26°C to 30°C
 - 12°C to 8°C
 - southeast
 - 16°C
- Exercise 8
- F
 - T
 - T
 - F
 - T
 - Morava
- Exercise 9
- Athens
 - Helsinki
 - mrazík
 - slunečně
 - vítr
 - jasno
- Exercise 10
- d
 - Šumava
 - Špičák
 - Pancíř
 - Železná Ruda
 - Hojsová Stráž
 - Pancíř
 - 9–12
 - 16–20

Dictionary

armáda	army
atentát	assassination, attack
atomový	nuclear
cisternová loď	tanker
člun	boat, craft
družba	friendship
dělový člun	gunboat
důstojník	officer, (high ranking)
exploze	explosion
generální štáb	general staff
jaderný výbuch	nuclear explosion
jednotka	unit
manévry	maneuvers
ministerstvo obrany	The Ministry of Defense
ministerstvo vnitra	The Ministry of the Interior
na palubě	on board
narušit	to invade
nákladní loď	cargo ship
nálož	charge
námořník	marine
oficiální návštěva	official visit
ostřelovat	to shell
paluba	board
podzemní	underground
pohřešovat	to be missing
ponorka	submarine
posádka	crew
pozvání	invitation
požár	fire
prostor	area
přemístit	to transfer
republika	republic
sestřelit	to shoot down
Severoatlantický pakt	NATO
skupina	team, battery
střelba	shooting
štáb	staff
štít	shield

Listening Workbook 1, Dictionary

tajný	secret
továrna	factory
uhasit	extinguish
Varšavská smlouva	Warsaw Pact
velvyslanec	ambassador
vlak	train
vláda	government
voják	soldier
vrchní velitel	supreme commander
vztah	relation
výbuch	explosion
zahynout	to die, to be killed
zranit	to injure

Workbook Test

Materials needed to take the workbook test:

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

Instructions:

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

Unit 1

Listen to Text A and answer question 1.

1. What is the main topic of this news clip?
 - a. Official visits
 - b. Official meetings
 - c. Military news
 - d. Peace talks

Listen to Text B and answer questions 2 and 3.

2. What rank does Dmitri Yazov hold?
 - a. Colonel general
 - b. General
 - c. Colonel
 - d. Marshall of the Soviet Union

3. What country is Yazov visiting?
 - a. Tanzania
 - b. Ethiopia
 - c. Mongolia
 - d. China

Listening Workbook 1, Workbook Test

Listen to Text C and answer question 4.

4. Where did the meeting take place?
- a. The Urals
 - b. Vienna
 - c. Atlantic City
 - d. Warsaw

Listen to Text D and answer question 5.

5. What kind of news would you expect to hear in this part of the news hour?
- a. International news
 - b. Domestic news
 - c. Cultural news
 - d. Military news

Listen to Text E and answer question 6.

6. What is the topic of this text?
- a. Peace talks between the USSR and the US
 - b. Reduction of nuclear weapons
 - c. The placing of nuclear missiles in Western Europe
 - d. The establishment of a new political organization

Listen to Text F and answer question 7.

7. The action in this text is described as
- a. an agreement.
 - b. an understanding.
 - c. an achievement.
 - d. a compromise.

Listen to Texts G and H and answer question 8.

8. The two texts are about meetings. What did these meetings have in common?
- a. Duration
 - b. Topics discussed
 - c. The number of participants
 - d. The country in which they were held

Listen to Text I and answer questions 9 and 10.

9. How long will the visit last?
- a. One day
 - b. Two days
 - c. Three days
 - d. Not stated
10. What took place in 1975?
- a. The Philippine president visited China for the first time.
 - b. Chinese representatives visited the Philippines for the first time.
 - c. Diplomatic relations between the two countries were established.
 - d. A cooperation agreement between the two countries was signed.

Listening Workbook 1, Workbook Test

Unit 2

Listen to Text J and answer questions 11–16.

11. Where did the meeting take place?
- a. Prague
 - b. Bratislava
 - c. Warsaw
 - d. Moscow
12. Who was the visitor?
- a. Milo Jakes
 - b. Milan Vaclavik
 - c. Victor Kulikov
 - d. Wojciech Jaruzelski
13. When did the meeting take place?
- a. February
 - b. March
 - c. April
 - d. May
14. What is Milan Vaclavik's military rank?
- a. Marshal
 - b. General
 - c. Lieutenant general
 - d. Major general
15. Who is Victor Kulikov?
- a. Minister of defense
 - b. Ambassador
 - c. Foreign minister
 - d. Commander in chief

16. What type of event was this?

- a. A conference
- b. Maneuvers
- c. A business meeting
- d. A parade

Listen to Text K and answer questions 17–20.

17. Who received the guest?

- a. A Czech delégation
- b. The Palestinian Liberation Organization
- c. The minister of defense
- d. The president of Czechoslovakia

18. Where did this meeting take place?

- a. In the Czech Senate building
- b. At Prague Castle
- c. At the Czech Embassy
- d. At the Ministry of Defense

19. What type of event was this?

- a. A conference
- b. A national holiday
- c. An official visit
- d. A peace talk

20. In what month did this event take place?

- a. May
- b. June
- c. July
- d. August

Unit 3

Listen to Text L and answer questions 21–25.

21. What is the main topic of this text?
- a. Cooperation between the three countries
 - b. Warsaw Pact maneuvers
 - c. The invention of new weapons
 - d. Peace talks between European countries
22. The event will take place
- a. in the middle of January.
 - b. at the beginning of spring.
 - c. at the end of summer.
 - d. in the beginning of June.
23. The event is named
- a. Friendship.
 - b. Shield.
 - c. Target.
 - d. Knight.
24. The event is described as
- a. the third of its kind.
 - b. the first in two years.
 - c. an annual event.
 - d. a very unusual event.

25. Where did previous observations of this event take place?

- a. Hungary
- b. Poland
- c. The Soviet Union
- d. Not stated

Listen to Text M and answer questions 26–30

26. What is the goal of these maneuvers?

- a. To try new combat techniques
- b. To train soldiers in better defense techniques
- c. To practice new fighter plane techniques
- d. To try new assault line techniques

27. The maneuvers will take place in

- a. winter.
- b. spring.
- c. summer.
- d. fall.

28. How many Hungarian soldiers will participate in the maneuvers?

- a. 13,000
- b. 2,500
- c. 2,000
- d. 8,500

29. Who will be in charge of these maneuvers?

- a. The minister of defense
- b. The secretary of the Foreign Ministry
- c. The chief of General Staff
- d. The secretary of the Ministry of Defense

Listening Workbook 1, Workbook Test

30. In what direction from Balaton is the training field?
- a. North
 - b. South
 - c. West
 - d. East

Unit 4

Listen to Text N and answer questions 31–34.

31. What was the target of the attack?
- a. A military base
 - b. An airport
 - c. A factory
 - d. Civilian facilities
32. Which two types of aircraft are described?
- a. Bombers and supersonic craft
 - b. Supersonic aircraft and fighter planes
 - c. Fighter planes and bombers
 - d. Fighter planes and combat aircraft
33. The attacks took place
- a. over several days.
 - b. within several hours.
 - c. at the same time.
 - d. exactly a month apart.

34. The statement about the victims of the attack states
- a. the approximate number of people killed and injured.
 - b. the exact number of people injured.
 - c. the approximate number of people injured and the exact number of people killed.
 - d. the exact number of people killed.

Listen to Text O and answer questions 35–38.

35. What kind of weapons did the attackers use?
- a. Rockets and machineguns
 - b. Rockets and grenades
 - c. Machineguns and grenades
 - d. Rockets and torpedoes
36. What was the target of the attack?
- a. A cargo ship
 - b. A warship
 - c. An aircraft carrier
 - d. A tanker
37. What direction is mentioned?
- a. Northeast
 - b. Northwest
 - c. Southeast
 - d. Southwest
38. What happened to crew members aboard the ship?
- a. They were killed.
 - b. They were injured.
 - c. They were transferred to another ship.
 - d. They were transferred to helicopters.

Listening Workbook 1, Workbook Test

Listen to Text P and answer questions 39 and 40.

39. How many Angolan soldiers were involved in the incident?
- a. 2,000
 - b. 6,000
 - c. 8,000
 - d. Not stated
40. What military forces were NOT involved in the incident?
- a. Air force
 - b. Navy
 - c. Artillery
 - d. Ground forces

Unit 5

Listen to Text Q and answer questions 41-44.

41. Which three days of the week are mentioned?
- a. Sunday, Monday, and Tuesday
 - b. Monday, Tuesday, and Wednesday
 - c. Tuesday, Wednesday, and Thursday
 - d. Wednesday, Thursday, and Friday
42. Which of the following weather conditions was NOT mentioned in Text Q?
- a. Fog
 - b. Snow
 - c. Rain
 - d. Sunshine

43. From which direction will the wind blow in the Czech Socialist Republic?

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

44. What is the lowest temperature mentioned in Text Q?

- a. -11°
- b. -12°
- c. -17°
- d. -18°

Listen to Text R and answer questions 45–50.

45. What day of the week is mentioned?

- a. Sunday
- b. Monday
- c. Tuesday
- d. Saturday

46. At what time were all the temperatures taken?

- a. 12 midnight
- b. 12 noon
- c. 1 p.m.
- d. 1a.m.

47. In what city was it raining?

- a. London
- b. Paris
- c. Prague
- d. Warsaw

Listening Workbook 1, Workbook Test

48. What European city had the highest temperature?
- a. Athens
 - b. Rome
 - c. Madrid
 - d. Sofia
49. What were the weather conditions in Moscow?
- a. Clear and windy
 - b. Frosty and hailing
 - c. Foggy and raining
 - d. Overcast and snowing
50. Which of the following cities is not mentioned in Text R?
- a. Vienna
 - b. Copenhagen
 - c. Brussels
 - d. Munich