



DEPARTMENT OF PHILOSOPHY,
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PERSONALIZED LANGUAGE LEARNING IN THE AGE OF AI

Leveraging Large Language Models for Optimal
Learning Outcomes

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Abstract

In a new era marked by technological advancements and the AI boom, language learning is no longer limited to the classrooms. The emergence of Large Language Models (LLMs) propels further advancements within language learning, as well as creates space where learners can engage in more personalized learning approaches, with the content dynamically adapted to their individual needs. The thesis conducts a series of experiments involving curated learner profiles with two prominent LLMs – ChatGPT and Gemini, to check whether the LLMs can be utilized in language learning and also to what extent LLMs can foster Personalized Language Learning (PLL) approaches. The experiments show that there is significant potential in implementing LLMs within language learning, and that the LLMs are capable of personalizing curriculum and teaching materials to accommodate diverse learner profiles. In addition, the thesis identifies potential drawbacks, risks, and ethical considerations associated with the integration of LLMs in PLL.

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1. Introduction

In the new era of technological innovation, language learning is no longer limited to classrooms and is rapidly advancing due to the intersection of technology and education (Hubbard, 2023). As the number of individuals with steady access to the internet keeps on growing (Kemp, 2024), so does the access to the plenty of learning resources available online. In terms of language learning, various apps and blogs assisting learners are making the field more accessible than ever before (D'souza, 2023). Moreover, Large Language Models, which have been steadily gaining popularity and media coverage (Bendigeri, 2023), are also starting to be implemented in language learning (Memrise, 2023). Large Language Models (LLMs) are artificial intelligence systems that are able to understand, generate, and manipulate human language (Bendigeri, 2023). The LLMs can also offer immersive language learning experiences that are adapted to the learner's individual needs, thus using the benefits of Personalized Language Learning (PLL) to the learner's advantage. Personalized Language Learning is an educational strategy based on the belief that learners thrive when educational experiences are tailored to their unique strengths, weaknesses, interests, and goals. Due to their 24/7 availability, natural language understanding, and contextual awareness (Lim, 2023), LLMs operate as platforms that can support the ideas that make up the foundations of Personalized Language Learning. As PLL continues to evolve with the help of LLMs, it holds the potential to open up a new chapter in language learning by giving learners a platform where their individual learning paths are supported, and their development fostered.

This thesis aims to examine to what extent LLMs can be leveraged for language learning in general, but also to what extent the curriculum and teaching materials provided by the LLMs can be personalized and adjusted to the learner's individual needs. First, the thesis will describe the roots of Personalized Language Learning and its main claims, as well as benefits. Next, the thesis will mention current up-and-coming applications of PLL approaches with the help of Large Language Models and talk about the characteristics of LLMs that make them suitable for PLL. The main part of the study will involve experiments designed to test the potential of LLMs in PLL, both for learners and educators. These experiments will use carefully created profiles for learners with different needs and diverse learning paths. The description and subsequent discussion of the results of these experiments will shed light on the actual potential of using LLMs in PLL. Lastly, the thesis will talk about the potential drawbacks, risks as well as ethical concerns that the implementation of LLMs in PLL may

bring. This will give a complete picture of the advantages and disadvantages of this new approach to language learning.

Moreover, there is a significant gap in available literature regarding the topic of implementation of LLMs in language learning, especially with an emphasis on leveraging more personalized approaches. Although there exists literature tackling the topic of numerous capabilities of Large Language Models and the advantages of Personalized Language Learning, there is no research integrating the two topics. The gap is especially crucial as the advancements in LLM technology are rapidly advancing, and the LLMs are applied in a plethora of fields ranging from cybersecurity to search engines (Sumrak, 2024). Thus, this thesis aims to bridge the gap by providing comprehensive research on the implementation of LLMs in language learning, putting focus on personalized approaches.

In light of the potential of Large Language Models (LLMs) in the realm of Personalized Language Learning (PLL), this thesis aims to address the following research questions.

1. How can Large Language Models be leveraged to help the learners meet their language learning needs?
2. To what extent can the language learning materials provided by Large Language Models be personalized to accommodate different learning styles and different learner profiles?

2. Literature review

2.1. History of Personalized Learning and Implementations with Language Learning

Personalized Language Learning has been proven to have a plethora of advantages. Although the origins and roots of Personalized Learning itself are hard to determine (Brown, 2019; Dockterman 2018), one of the first well-documented instances of it can be attributed to Benjamin Bloom's concept of Mastery Learning (Bloom, 1968) where students progress onto the surpassing level of education only if they achieve mastery in the level at hand. The method puts particular emphasis on a Personalized Learning approach as every student learns differently. According to Bloom's paper published in 1968, every student should be able to learn at their own pace and the material should also be tailored to the individual needs of students (Bloom, 1968). A similar method was introduced by Fred Keller, in the so-called Personalized System of Instruction (Keller, 1968). Similar to Bloom's approach, the method emphasized achieving mastery before moving to proceeding components, as well as self-paced learning which allows flexibility and caters to different learning styles and abilities.

Both approaches have been extremely popular in the 1970s and 1980s (Eyre, 2007) and have been shown to be beneficial to students (Kulik et al., 1990). The methods have been since repurposed and adapted to many different domains, including language learning. Language learning started becoming more accessible in the 1970s alongside the increasing accessibility of the internet and computers, namely computer-assisted language learning (CALL) systems, which not only revolutionized language learning (Beatty, 2003) but also gave learners more flexibility. Thanks to the increasing popularity of CALL, learners now had access to materials and exercises for language practice that they could use at their own pace. Learning languages with human instructors was no longer the most prevalent option. Although CALL made language learning more personalized and tailored to the needs of every individual, it was not until the implementation of Artificial Intelligence (AI) and adaptive learning that PLL started becoming a fleshed-out possibility. Adaptive learning is an educational approach that started in the 1970s which combines CALL with AI to provide customized resources and learning activities to assist the personal needs of a learner (Wang et al., 2020). The focus of adaptive learning lies in the continuous adaptation of the material to match the learner's skills. Overall, it can be stated that adaptive learning is a technology-based method of implementing Personalized Learning (ELM Learning, 2022). In the early 21st century, as AI started gaining traction, adaptive learning started to be implemented in Personalized Language Learning. This development took place because of AI technologies such as machine learning and natural language processing, which made it possible for many language learning platforms to offer a more individual approach to language learning with personalized feedback and adapting the presented material to the learner's needs.

2.2. Benefits and Challenges of Personalized Language Learning

Personalized Learning has been pursued and evolving as an educational strategy due to its numerous benefits. Personalized Learning can cater to diverse learning styles and focus on tailoring the learning experience to individual needs, preferences, and goals. Personalized Learning has been shown to increase the engagement of learners (Evanick, 2023), which directly connects to higher retention rates and better performance. Furthermore, Personalized Learning gives the learner room to work on their weaknesses while at the same time improving their strengths simultaneously which is much harder with one-fits-all approaches (Mccombs, 2008). Moreover, because in many cases Personalized Learning is delivered with the help of technology, it is associated with a higher degree of flexibility in learning than traditional, onsite learning approaches (Evanick, 2023), as students have remote access to the

materials needed to acquire knowledge. As a result, the learner gains autonomy in regard to being able to decide on their own learning schedule, which in turn increases motivation (Mccombs, 2008). These benefits can also be extended to the field of language learning and language acquisition. As learning a language is a complex task that requires the learner to engage in multiple domains at once (listening, learning vocabulary, practicing grammar, etc.), Personalized Learning can be beneficial as it offers a tailored approach where each of these domains can be taken on individually and at an adjusted level fitting the learner's prerequisites.

On the other hand, there are still challenges yet to be solved within the domain of PLL. First, the true benefits of PLL are hard to be realized alongside high peer interaction and group engagement. As PLL assumes individual learning and tailored content at its core, this can lead to limited opportunities for interactions with other learners. Next, as PLL puts a particular emphasis on improving the learner's weak points during language learning, this can cause learners to hyperfocus on the mistakes they make, thus impeding their general progress during learning. Lastly, as PLL requires a lot of attention to be given to every single learner, it is quite hard to implement it in language classes as the teacher has to split their attention among all the students. Thus, PLL is often implemented with the help of technologies such as AI or LLMs that make it possible to offer a more personalized experience, which in turn becomes yet another challenge for PLL. The full potential of the approach may not be realized if there is a lack of access to advanced technologies.

2.3. Implementations of Personalized Learning in Language Learning Platforms

Due to the aforementioned benefits of Personalized Learning, many language learning platforms base their teaching strategies around the method. One prominent example is Duolingo, which consistently remains the top language learning app worldwide, gathering as many as 16 million monthly downloads in January 2024 alone (Ceci, 2024). A big part of Duolingo's success lies in implementing Personalized Learning and adaptive learning methods in their learning experience (Peranandam, 2018). First of all, Duolingo adapts the lessons a learner is presented with by analyzing the user's behavior whilst on the platform, taking note of the incorrect responses as well as time spent on performing particular tasks. Duolingo also takes advantage of a concept called spaced repetition, where users repeat content they have already seen in certain intervals. These intervals are personalized to each learner's learning pace (Onstwedder, 2023). Next, Duolingo also provides its users with a lot of freedom regarding the learning paths one can take. Instead of pursuing a one-fits-all

approach with one curriculum for all users, Duolingo lets its users skip content they already know as well as focus on a specific topic of interest (Christie, 2024). On the platform, the user has the option to either start the course from scratch or take a placement test, which is strongly based on adaptive learning. The content of the test adapts based on the responses of the user and identifies their weaknesses and then strengths. Once a user has completed the placement test, Duolingo customizes the learning experience by adjusting the difficulty of exercises and introducing new material tailored to the user's proficiency level (Christie, 2024). Next, the platform also has a personalized 'practice' option which is available at every step of the learning process. The customized 'practice' sessions target the learner's previous mistakes. However, implementing strategies from Personalized Learning is not only limited to Duolingo, but is also utilized by numerous popular language learning platforms, such as Memrise (2023), Babbel (Lepcheska, 2023), and Rosetta Stone (2021). All of the mentioned platforms claim to offer a unique language learning experience by providing tailored content. Similar to Duolingo, the platforms use Personalized Learning strategies such as real-time feedback and progress trackers to make users more engaged and thus more likely to continue using their websites. Personalized Language Learning has become integral to the success of the leading language learning platforms, which leverage various Personalized Learning strategies to keep their learners engaged and make learning more effective. As language learning platforms have already realized the potential of implementing PLL on their websites, many of the platforms also enrich this user learning experience by slowly implementing LLMs. Following the popularity of ChatGPT, two popular language learning platforms introduced their novel LLM-based chatbots and functions. First, Memrise introduced MemBot in December 2022 (Memrise, 2022). The bot is based on GPT-3 and allows Memrise users to practice their language skills with various conversations. As Memrise states, one of the biggest advantages of the bot is that it can personalize the learning experience by adjusting the level of difficulty for the learner. The skills of the learner are constantly assessed, and the content is tailored to a user's individual needs in real-time. Next, Duolingo introduced its own LLM-based features in March 2023 as part of its Duolingo Max plan, powered by GPT-4 (Duolingo, 2023). Duolingo Max is a monthly plan which provides users with two LLM-based options – Explain My Answer and Roleplay. Explain My Answer enriches the lessons provided by Duolingo as it uses generative AI to elaborate on why a certain answer is acceptable within the scope of the question. It is especially useful when a user makes a mistake, as the function can in detail explain what exactly was wrong with the user's answer. Roleplay allows the user to practice real-life conversation skills using daily life scenarios

provided by the app, ranging from discussing future plans or ordering a coffee. The prompts coming from the chatbot are also personalized to match the current proficiency level of the learner. Learners are further provided with a roleplay report, which gives the learner personalized feedback based on the phrases they have used during the conversation. Duolingo Max has been developed in close collaboration with OpenAI and is currently available for English-speaking learners of French and Spanish. As the company claims, the technology has been created and trained with language learning in mind and is being constantly developed. Both Duolingo Max and MemBot center their innovative features around Personalized Language Learning. By utilizing the capabilities of advanced language models like GPT-3 and GPT-4, these platforms offer learners a tailored language learning experience. These LLM-based functions are closely associated with the general benefits of PLL, as they not only enhance engagement but also promote independent learning and skill retention by adapting to each learner's individual needs and proficiency level in real-time. As both Memrise and Duolingo are leading language learning platforms (Curry, 2024) and are both currently investing in LLMs to enhance their learning experience, it can be predicted that other platforms will soon follow their path in leveraging LLMs to gain maximum benefits associated with PLL-based approaches. These advancements mark a significant shift in language learning and are expected to shape the upcoming advancements in education, and also in the upcoming language learning platforms (Kasneci et al. 2023).

2.4. Introduction of Large Language Models

Personalized Language Learning has greatly developed thanks to Large Language Models, which have become a topic of interest in recent years (Bendigeri, 2023). The emergence of LLMs can be traced back to the development of transformer-based architectures, as introduced in the revolutionary paper "Attention is All You Need" by Vaswani et al. (2017). The paper introduced a self-attention mechanism that allowed a model to selectively focus on relevant information in a text, while also being able to identify long-term dependencies. A year later, GPT-1, a milestone LLM built upon transformed-based architecture, was introduced by a research organization called OpenAI. OpenAI kept on improving upon the model and subsequently released newer versions of it, GPT-2 in 2019 and GPT-3 in 2022. Conversations around LLMs have been slowly gaining buzz since the introduction of a transformed-based architecture in 2017, but it was not until the release of a chatbot based on GPT-3 that LLMs became a phenomenon that gained worldwide attention (Walsh, 2023). The chatbot, named ChatGPT, is credited with the start of a worldwide 'AI boom' and subsequent

developments and investments in the field of Artificial Intelligence (Meredith, 2023). LLMs, which have gathered widespread acclaim for their remarkable language generation capabilities, started being implemented in medicine (Karabacak & Margetis, 2021), banking (Roy & Parmar, 2023), customer service (Yadav, 2023) as well as education (Extance, 2023).

2.5. LLMs in Personalized Language Learning – LaMP benchmark

Many features of LLMs make them a great fit for implementation in Personalized Language Learning. First, LLMs have language generation capabilities, which can be used to generate text in various languages. This enables a swift and accessible creation of customized learning materials such as exercises, quizzes, reading passages, and dialogues. LLMs are highly adaptable, as the produced output can be adjusted in terms of complexity and can also be created to account for certain learning objectives or learner preferences. Next, LLMs are able to answer user queries or offer personalized feedback to the user. This personalized feedback can include error correction, suggestions for further practice, and recommendations for additional learning resources, making for an immersive learning experience. What is more, LLMs can be trained on a corpus of language data relevant to a particular domain or proficiency level of its user, further enhancing the learning experience. LLMs can also be used to their full potential in Personalized Language Learning thanks to the recent introduction of the Large Language Model Personalization benchmark, known as LaMP (Salemi et al. 2023). The benchmark provides a framework for training and evaluating LLMs to produce the most optimal personalized outputs. The introduction of the LaMP benchmark makes it possible to assess the personalization capabilities of LLMs, ensuring high standards of effectiveness and quality of such personalization. Consequently, the benchmark can be used to deliver Personalized Language Learning to users, with the personalization factor facilitated. The benchmark thus can make LLMs improve upon aforementioned tasks that are crucial to customization and include customized learning materials, adaptive language exercises, personalized feedback and recommendations, and language model fine-tuning. Incorporating these advancements enabled by LLMs as well as the LaMP benchmark, language learning platforms can offer learning experiences that cater to the different needs and learning styles of individual learners. Although LLMs have just started to be implemented in language learning overall, they have great potential to revolutionize the field of language education whilst building upon the benefits associated with Personalized Language Learning (O’Leary, 2024).

3. Methodology for Experiments

In order to answer the Research Questions, a series of experiments involving Large Language Models was conducted. These experiments aimed to investigate how LLMs perform in language learning contexts and how they could be leveraged for Personalized Language Learning. With the help of prompt engineering, an approach which aims to develop prompts that effectively guide LLMs (Chen et al., 2023), the experiments were structured to optimize the models' outputs for educational purposes. First, the potential for using LLMs in language teaching was tested using carefully curated learner profiles. The profiles differed in Target Language, Proficiency Level, Other Languages Spoken, Context of Use, Hobbies, and lastly, in Language Aptitudes, thus showcasing different learning paths and needs. A follow-up experiment phase using the CEFR levels as Proficiency Levels was also conducted. Lastly, the experiment session consisted of a few experiments that aimed to check how much potential there is in leveraging LLMs for educators.

Two LLMs were involved in all of the experiments. The first chosen LLM was ChatGPT. As both Duolingo and Memrise take advantage of the GPT architecture to implement LLMs in their language learning approaches, it is natural to test a widely available chatbot that is also based on the same architecture. The next chosen LLM was Gemini. Although the source of the idea for the thesis involves the GPT architecture, it has been deemed necessary to involve another LLM for the sake of comparison. Gemini, just like ChatGPT, is readily available and easy to use by individuals who potentially want to implement the model in language learning. Moreover, as ChatGPT and Gemini differ in their approaches and methodologies, incorporating both models in the thesis allows for a more comprehensive evaluation of their abilities.

3.1. LLMs for Learners

To see how LLMs interact with different types of learners, four different learner profiles have been developed. Each profile had three levels of increasing detail in order to check how the LLMs are able to handle and incorporate the amount of provided information into their teaching styles, and how they can comprehend this amount of detail when acting as the teacher. The idea to implement learner profiles came from available literature, where developing diverse learner profiles is significant for achieving objectives associated with personalized language learning (Shute & Zapata-Rivera, 2012; Avallone, 2022). This section will introduce the parameters involved in the learner profiles. All of the parameters are significant for boosting the benefits associated with Personalized Language Learning. These

parameters help in understanding how well the LLMs can adapt to different amounts of information and provide tailored educational content accordingly.

At the lowest level of detail, the LLM is only given the information of the Target Language and the Proficiency Level of the speaker. When it comes to the languages present in this experiment, there were four languages: Polish, English, Italian, and Korean. The languages were selected based on various aspects. First of all, the languages were chosen so that neither are extremely closely related, as they all belong to different language families. Polish belongs to the Slavic branch of languages, English to Germanic, Italian to Romance and Korean is in a group of its own (although this fact is disputed with a lot of researchers grouping it with Japanese – Whitman, 2012). By making sure that none of the languages are closely related, it made it possible to be able to focus on grammar structures that are unique to the languages and that are not observed cross-linguistically, thus seeing how LLMs can adapt to aspects that are language-specific.

Next, for the Proficiency Levels, four levels were chosen – Beginner, Intermediate, Upper-intermediate, and Fluent. As the experiment involved four personas, it seemed natural to provide four proficiency levels. Initially, there was debate about whether proficiency levels should be chosen according to a standardized metric, such as the CEFR metric, which stands for the Common European Framework for Reference of Languages (Council of Europe, 2021). Ultimately, the proficiency levels were based on the aforementioned descriptors - Beginner, Intermediate, Upper-intermediate, and Fluent. This decision is based on the fact that many language learners do not know what standardized level they should be placed on, and this possibility is especially likely if a learner wants to independently learn a language by leveraging LLMs. In addition, there does not exist a standardized proficiency metric that could encompass all of the languages involved in the Thesis. The most prominent and frequently used metric is the aforementioned CEFR scale. As CEFR levels were developed by the European Union (Council of Europe, 2021), they are mostly applied within the context of languages spoken in Europe. As this thesis wanted to avoid a Eurocentric perspective, the decision to avoid using the CEFR levels as well as other standardized metric not encompassing all of the languages studied within the thesis was made. Moreover, although the standardized proficiency metrics are a very useful determinant for language learning, many textbooks do not follow them in their curricula.

Next, when it comes to the Middle Level of detail, the same aspects as before were mentioned (Target Language, Proficiency Level), but they were expanded by Other Languages spoken by

the learner as well as the desired Context of Use. The first parameter refers to the additional languages known by the learner, apart from the target language. The idea to include Other Languages came from a study conducted by Stein-Smith (2018) which emphasized them as an important factor, as learners whose target language shares similarities with other languages they know may have certain advantages in mastering the language they aim to learn. Using the learner's personal advantages connected to their knowledge of other languages is crucial to the core principles of Personalized Language Learning (Yang et al., 2017) Within this thesis, the Other Languages parameter was introduced to test whether LLMs would take into account cross-linguistic language similarities and adapt the provided curriculum accordingly. Thus, the languages of the learner profiles were deliberately chosen so they have some relation with the target language.

The second parameter introduced at the middle level of detail is Context of Use, which has to do with the setting or situation where the Target Language is most likely to be applied (e.g. in a professional setting or during social events). By adding the Context of Use, it can be assessed how well the LLMs teach the learners the language skills relevant to the setting where the language is most likely to be applied. Three specific domains where language is used —social, travel, and professional were applied in the profiles. The contexts represent key domains where individuals use foreign languages in their everyday lives, and furthermore imply communicative styles (Irvine, 1985). Moreover, studies emphasize the significance of tailoring learning activities to the context where the language is most likely to be used, as it can greatly enhance the communicative competence in learners and lead to increased motivation (Ellis, 2003). This suggested significance has led to the implementation of the parameter.

Lastly, the third and highest level of detail included all the aforementioned parameters (Target Language, Proficiency Level, Other Languages Spoken, Context of Use) and expanded upon them by adding two - Hobby and Language Aptitude. The first parameter refers to the learner's personal interests and extracurricular activities they might be interested in. Incorporating hobbies into learning materials can make the process more engaging and relevant for the learner, making the learning experience more immersive and motivating. In turn, it can increase material retention making the learning experience more enjoyable (Gardner & Lambert, 1972). The parameter was thus introduced to check whether LLMs can effectively implement the learner's hobbies into provided learning materials.

The last parameter included in the curated learner profiles is Language Aptitude. Language Aptitude refers to the general capabilities of learning a language by an individual, including cognitive abilities as well as memory. Moreover, Language Aptitude can be determined not only by the inner capabilities of a learner but also by socioeconomic status or educational level (Skehan, 1986). It is important to note that within this Thesis the concept of ‘Language Aptitude’ refers to general language aptitude, meaning the overall capabilities to acquire language, as the one outlined by Skehan (1986). It does not account for situations where a learner may have varying abilities to learn different languages (e.g. greater capabilities to learn Spanish than Chinese). Language aptitude is expressed on a three-point scale: high, average, and low, as defined by Skehan (2012).

Taking into account all of the aforementioned parameters, four learner profiles with three levels of detail were developed. By exploring how LLMs handle varying levels of detail and different learner profiles, this thesis aims to show the potential in implementing LLMs for language learning to enjoy benefits associated with Personalized Language Learning. The research underscores the importance of leveraging advanced technologies to create more effective and engaging language learning experiences. Thus, four learner profiles were developed.

1. Profile A

a. Lowest Level

Target Language: English

Proficiency Level: Fluent

b. Middle Level

Other Languages Spoken: Polish, German, Spanish

Context of Use: Professional

c. Highest Level

Hobbies: Drawing, Science, Cinema

Language Aptitude: High

2. Profile B

a. Lowest Level

Target Language: Polish

Proficiency Level: Upper-intermediate

b. Middle Level

Other Languages Spoken: English

Context of Use: Social

c. Highest Level

Hobbies: Gardening, Cooking, Astronomy

Language Aptitude: Low

3. Profile C

a. Lowest Level

Target Language: Korean

Proficiency Level: Intermediate

b. Middle Level

Other Languages Spoken: English, Japanese

Context of Use: Travel

c. Highest Level

Hobbies: Fitness, Travel, Photography

Language Aptitude: Average

4. Profile D

a. Lowest Level

Target Language: Italian

Proficiency Level: Beginner

b. Middle Level

Other Languages Spoken: Polish, English

Context of Use: Social

c. Highest Level

Hobbies: Dancing, Hiking, Crafts

Language aptitude: High

The profiles were developed with diversity in mind. After developing the profiles, the testing phase began. The experiment was conducted on the two leading LLMs at the moment of writing – ChatGPT and Gemini (Shakir, 2024). The experiment generally consisted of four phases – first, the LLM was to chat with the user in the profile’s Target Language after providing the initial prompt. Following that, the LLM was asked to provide feedback or correct the mistakes made throughout the conversation. Then, the LLM was asked to provide the learner with a personalized language study plan. Next, LLM was queried in order to find out what the model already expects the student to know. For English, the grammar and vocabulary that the questions involved were based on the English Profile website (Cambridge,

2024) which lists the vocabulary required for different CEFR levels. As this experiment does not use the CEFR levels as Proficiency indicators, the CEFR levels were converted as follows – Beginner to A1/A2, Intermediate to B1, Upper-intermediate to B2 and Fluent to C1/C2 (Benjamine, 2024). For Italian, the grammar and vocabulary were tested based on their appearance in the curriculum of the Italian coursebooks *Nuovo Espresso 1* through *6*. For Korean, the grammar and vocabulary were sourced from textbooks *Talk to Me in Korean 1* through *10*. Lastly, Polish grammar and vocabulary that the LLMs were tested on came from the textbooks *Hurra! Po Polsku 1* through *3*. Although it was hard to get access to the full books, it was quite easy to find their Table of Contents online, which was enough for the testing. The last phase of the experiment consisted of varying clarification questions to get a better feel of how the LLM can more successfully incorporate the detailed parameters. In general, the LLM was asked questions about whether the learner should be expected to know certain grammar structures or vocabulary, all of which have been adjusted based on the level of the learner persona. So for example, if an LLM was provided with Profile D, the LLM would be asked questions regarding what sort of grammatical structures should the learner know and what vocabulary they are expected to possess if a learner is only a Beginner in Italian. During all of the steps, the goal was to see to what extent the LLM takes into consideration the provided details and how the information put out by it aligns with the learner profile.

3.2. CEFR levels

To test whether using the CEFR levels as the indicator of a learner’s level is beneficial to the performance of an LLM, two types of additional experiments using the CEFR levels to describe proficiency level were conducted. Although the reasons for choosing descriptive proficiency level indicators rather than the CEFR levels have been outlined above, a few follow-up experiments were conducted to explore the potential of implementing the CEFR levels in the learner profiles instead. For the first type of the follow-up experiments, eight experiments were conducted, four of them on ChatGPT and the same four on Gemini. The experiments were on the following languages and levels: Polish (C1), English (C2), Italian (A2) and Korean (B2). In the follow-up experiments, the LLMs were given the same prompt as in the regular experiments with the proficiency level expressed in CEFR levels (e.g. “I am a learner of Italian and I speak the language on the A2 level.”). As the experiments aimed to only check whether the LLM would have a better grasp of what knowledge the learner should possess, they were only conducted on the lowest level of detail, listing the Target Language

and the Proficiency Level. The experiments were focused on asking the LLM questions about what vocabulary and grammar should be known by the learner.

The second type of the follow-up experiments consisted of checking whether the LLM can accurately place the learner on a CEFR scale. If providing CEFR levels as markers of proficiency causes the LLM to perform better, then users would have an opportunity to partake in a CEFR placement test and obtain higher-quality instruction from the LLM based on the results of the test. Thus, the LLM was asked to perform a CEFR placement test in order to place the learner on the CEFR scale. The goal of the experiment was to make the LLMs place the user on the same proficiency level as the one outlined in the learner profiles (section 3.1). Thus, when the LLM provided the CEFR placement test, the given answers were adjusted in level.

3.3. LLMs for Teachers

As the thesis revolves around implementing the LLMs for language learning, it is necessary to not only provide the potential for learners but also for teachers. Thus, to explore the potential applications of LLMs for teachers, a few additional educator-oriented experiments were conducted. The experiments revolved around asking the LLMs for corrections in a given text, assistance with grading the students or generating simple exercises for students to complete.

For the first task, the LLM was given the following passage written by a student. Aside from providing it in English, the passage was translated into all of the other target languages in the experiment (Polish, Korean, and Italian). The passage was given in three versions – with one mistake, five mistakes, and ten mistakes. The mistakes were deliberately created so there is a possibility of making the same mistake in all target languages, thus avoiding the mistakes being language specific (wrong tense, misspellings, wrong prepositions, wrong pronoun, etc.) The LLM was first asked to grade all three versions of the passage on a 100-point scale. Next, the LLM was asked to correct all of the mistakes made in the passage as well as give the students feedback on what they could improve further.

Version 1 (one mistake)

My family lives in a big red house. My mom works as a nurse and is a great cook. She has brown hair and always smiles a lot. My dad works **on** (*preposition*) an office and cleans the house. I have one sister. She is younger than me and does not go to school. We have a dog too. His name is Chase, and he is brown and white. My grandma visits sometimes. She bakes cookies and tells stories. I love my family very much!

Version 2 (five mistakes)

My family lives in a big red house. My mom works as a nurse and is a great cook. She has brown hair and always smiles a lot. My dad works **on** an office and cleans the house. I have one sister. She is younger than me and does not go **to** (*lack of preposition*) school. We have a dog too. His name is Chase, and he is **bronw** (*misspelling*) and white. **My Your** (*pronoun error*) grandma visits sometimes. She bakes **cookie** (*incorrect grammatical number*) and tells stories. I love my family very much!

Version 3 (ten mistakes)

My family lives in a big red house. My mom works as a **nuse** (*misspelling*) and is a great cook. She has brown hair and always smiles a lot. My dad works **on** an office and cleans the house. I **am having** (*incorrect tense*) one sister. She is younger **over** (*incorrect preposition*) me and does not go **to** school. We **have** (*lacking verb*) a dog too. His name is Chase, and he is **bronw** and white. **My Your** grandma visits **sometime** (*misspelling*). She bakes **cookie** and tells stories. I love my family very much!

In the later part of the experiments, the LLMs were asked to create a reading exercise (generate a text and three questions about the text) corresponding to the level and language of the learner profile. Next, they were asked to create exercises in three tenses – the past, future and present. The tenses were chosen to be ground-level tenses (past, future, present) that learners usually learn as beginners, chosen purposefully so they are comparable cross-linguistically, as delving into potentially more complex grammatical structures might have influenced the quality of the experiments with the grammatical nuances of each language. Thus, the tense exercises were not tied to any proficiency level and were conducted within a separate conversation, to ensure the LLM is not biased with regards to what has already been mentioned.

Lastly, in another separate conversation, the LLMs were asked to create vocabulary exercises with three vocabulary themes – family, transportation, and environment. The vocabulary themes were chosen to be on different levels of difficulty and were consulted with the language resources mentioned in section 3.1. Thus, family is classified as beginner-level vocabulary, transportation as intermediate and environment as fluent. This way, the experiment attempted to check not only how good the LLMs are at creating exercises but also how they perform adjusting the proficiency level of the content without explicitly being told

so (as based on curricula of several language textbooks, these vocabulary themes can be established to be required of certain proficiency levels).

3.4. Prompting

As prompt engineering constitutes a significant part of this study, it is imperative to adequately introduce this concept. The discipline of prompt engineering focuses on developing and manipulating prompts that serve as an input to language models. The goal of prompt engineering is to optimize the prompts in a way that triggers the desired response from the LLM. (Amatriain, 2024). Next, as the experiments conducted within the thesis were centered around prompting the LLMs with various inputs, it is further necessary to explain the process of how the prompts were developed. All of the prompts were created while consulting Open AI's documentation on Prompt Engineering (OpenAI, 2024) as well as the associated web page providing prompt examples. As Gemini does not provide the official documentation with suggestions for prompt engineering, the prompts were based on OpenAI's documentation as well as general resources on prompt engineering available online. Thus, several deciding factors were identified with regards to the successful prompt creation.

1. Clarity.
2. Role Definition.
3. Dynamic Setup.
4. Specificity and Context.

The first point refers to writing clear and concise instructions, which OpenAI emphasizes is necessary as "The less the model has to guess at what you want, the more likely you'll get it" (OpenAI, 2024). The next requirement refers to making the LLM assume a role, which aims to set a tone for interaction, as well as guide the style and content of the chat. LLMs excel in role-based interactions, and the approach is frequently used in OpenAI's prompt examples and is recommended by prompt engineers to explore the models' full potential (Ramlochan, 2023). The next factor is Dynamic Setup, meaning a prompt is crafted to open up a conversation with the LLM and ensure a dynamic setting where the LLM is responsive to the user's input. Lastly, the prompt was created with adaptability in mind to give grounds for specification and personalization with regards to implementation of parameters outlined in the learner profiles (section 3.1). Personalization of prompts is necessary to obtain specific goals (Digital Quill, 2023). In this thesis, the prompts were tailored to obtain benefits associated with personalized output. Thus, taking into account the aforementioned factors, the following prompt was crafted.

I am a learner of X and I speak the language on the X level. The other languages I speak include X, and I mostly use the language in X context. My hobbies include X, and I have X language aptitude. Pretend you are a teacher and chat with me in X taking into account the details provided.

The prompt includes three increasing levels of detail, consistent with the information provided in section 3.1. The prompts were delivered in increasing levels of detail. At the lowest level, only the first sentence was provided to the LLMs. The middle level included the first two sentences, and finally, the highest level presented all three sentences of the prompt. The last sentence was fixed and introduced to the LLM at all levels of detail. In the later part of the experiment, the LLMs were prompted with the following request and combined with the prompt above, ensuring that the LLM keeps in mind the assumed teacher-role and performs the additional request on top of that.

I am a learner of X and I speak the language on the X level. The other languages I speak include X, and I mostly use the language in X context. My hobbies include X, and I have X language aptitude. Pretend you are a teacher and chat with me in X taking into account the details provided.

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

When it comes to the prompts involved in the other experiments (CEFR levels and teacher-oriented), those were also developed based on the prerequisites established at the beginning of the section and were very similar in structure. The prompts can be further examined in Appendices A through E.

3.5. Assessment

The success of the experiments was based on different factors for each series of experiments. Before delving into the requirements for the individual parts of the Methodology, it is necessary to assert that the general criteria underlying all of the experiments is that both Gemini and Chat GPT should provide comparable satisfactory performance, and this performance should also be consistent across all languages involved. Overall, the models are expected to stay in the teacher role throughout the experiments, be attentive and responsive to requests, as well as fix the mistakes when requested. Next, the requirements for individual parameters of the profiles will be outlined.

First, I will outline the criteria for the learner-oriented experiments (section 3.1), which are centered around the successful implementation of provided parameters, as well as the general satisfactory performance of the model. Overall, the models are expected to stay in the teacher role throughout the experiments, be attentive and responsive to requests, fix the mistakes when asked, etc. Next, let's move to the requirements for individual parameters of the profiles. For the Proficiency Levels, it is required for the LLM that the produced output is adjusted on the level of the difficulty, meaning that the grammatical structures as well as used vocabulary agree with the ones listed in reference materials. To provide an example, when dealing with Profile D (Italian, Beginner), the LLM should form simple sentences and commonly used vocabulary, while in interactions with Profile A (English, Fluent) the LLM should incorporate sophisticated syntax, and advanced vocabulary. Next, for Context of Use it is necessary that the models generate content which not only references the given context but is also adjusted in terms of communicative style (Irvine, 1985). Moreover, the LLM needs to recognize the communicative implications of the Context and its purpose (e.g. in Professional Context, informal language should be avoided, the learner should acquire phrases which are the most likely to be used in the given context). Then, Other Languages were assessed by checking if the LLMs effectively leverage the similarities between the languages, or if they are able to offer explanations that somehow relate to Other Languages Spoken. That means that, even if the languages are not closely related, the model should still be able to explain, for example, grammatical features in the Target Language by providing equivalents or similarities. For Hobbies, the LLM was expected to reference Hobbies while chatting, teach relevant vocabulary or include them in the study plan. Another good implementation of Hobbies would include grammatical explanations including examples relating to the Profile's Hobbies. Lastly, when it comes to Language Aptitude, the LLM was expected to provide additional guidance and elaborate explanations when the language aptitude is low (Profile B), especially when compared against a profile with average language aptitude (Profile D). On the other hand, for profiles with High Language Aptitude (Profile A & C), the assessment was based on introducing learning approaches that are beneficial and more challenging than usual. Those could include, for example, offers of additional materials or implicit learning (Skehan, 1986).

The next phase of experiments involved the CEFR experiments. The first type of experiments were conducted to check whether the use of CEFR levels as proficiency markers yields a better performance. As the experiments were centered around vocabulary and grammatical

knowledge based on the given CEFR levels, the vocabulary as well as grammar overviews suggested by the LLM should match the expected proficiency level. Moreover, the overviews provided by the LLMs should be comprehensive and detailed, referring to specific structures rather than just broadly mentioning them. When it comes to the questions of the type “do you think I know...” the model should also be able to accurately assess the level of difficulty of provided content. Next, the following phase of CEFR experiments concerned the CEFR placement tests. In these experiments, the model should be able to independently provide a comprehensive placement test, where the user’s answers are graded on the scale starting with A1 through C2. For example, the test should cover a range of questions, such as reading and writing. It should also include a grading mechanism so that, upon completion of the test, the LLM should be able to accurately place the learner on the scale and motivate its decision. The assessment of what makes a good placement test supported by the information provided in the brochure by Cambridge (2018).

Lastly, the requirements for success of educator-oriented experiments will be outlined. First, when it comes to text correction and feedback tasks, the LLM should accurately identify and correct all mistakes in the given text versions. Furthermore, the feedback provided by the model should be constructive and useful for the user to improve their writing. Lastly, the grading must also be accurate, and the grade should lower the more mistakes a text contains. Next, for the reading comprehension task, the generated test should be adjusted to the learner’s proficiency level, and the comprehension questions should be appropriately challenging for the learner’s level (for more fluent profiles, the questions should go beyond the surface material and require a deeper understanding of the text). Consequently, the grammar exercises should reflect the target tense and be relevant to beginner-level learners. Moreover, they should also be intuitively easy to complete. Lastly, the vocabulary chosen for the exercises should match the expected difficulty level for each theme (beginner for family, intermediate for transportation, fluent for environment), and also be well-phrased.

4. Results and Discussion

Overall, there is significant potential for leveraging LLMs in Language Learning. This section will first list observations on the general performance of LLMs, first for ChatGPT and second for Gemini, with all of the findings elaborated on and supported with examples. Next, the details regarding how the LLMs perform within the preestablished domain will be explored.

4.1. ChatGPT

4.1.1 General observations

ChatGPT provides useful tips for language learning and is able to stay in the teacher role throughout the experiments. When it comes to tips for language learning, the LLM has a good grasp of what the learner should know and provides guidance at which levels a learner should start introducing certain grammatical structures and so forth. Moreover, when engaging in conversations in a subject's Target Language, ChatGPT takes on a guiding approach and is able to suggest a plethora of different paths of conversation to learners who are unsure how to proceed with learning, as in the example below.

User: I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

ChatGPT: Hi! How are you? I'm happy to hear that you're learning Italian! It's a beautiful language. How can I help you with your practice today? [...] Have you already learned some basic words and phrases in Italian? Maybe we can start with some greetings and introductions, and then see how we can build on your current knowledge. What do you say? (output translated from Italian)

The study plans created by LLMs seemed to take into account all the details of the learner profiles and were high-quality, so it is an option that could potentially be further explored by learners. An example study plan generated by the LLM can be seen below.

User: Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile. I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

ChatGPT: Of course! Here is a sample 7-day study plan that includes various grammatical structures and vocabulary topics tailored to your level and communication needs:

Day 1:

Grammar: Repetition of past tenses (reminder of *perfect* and *imperfect* tenses).

Vocabulary: Topic: Travel and traveling. Learn words related to travel, such as destinations, modes of transport, airport terminals, etc.

Day 2:

Grammar: Adverbs and expressions of time (e.g. *teraz*, *wczoraj*, *już*, *jeszcze*, *dopiero*).

Vocabulary: Topic: Food and restaurants. Learn the names of various dishes, drinks, and expressions related to ordering food and describing the taste of food.

Day 3:

Grammar: Personal pronouns (e.g. *ja*, *ty*, *on*, *ona*, *my*, *wy*, *oni*) and their use in sentences.

Vocabulary: Topic: Hobbies and interests. Learn words related to different hobbies such as sports, music, books, etc.

Day 4:

Grammar: Conditional sentences (type 1 and type 2).

Vocabulary: Topic: Cities and urban life. Learn the names of places and objects in the city, such as streets, shops, public institutions, etc.

Day 5:

Grammar: Imperative and suggestive.

Vocabulary: Topic: Technology and modern devices. Learn words related to computers, smartphones, the Internet, and the names of various electronic devices.

Day 6:

Grammar: Imperfective and perfective verbs (verb aspect).
Vocabulary: Topic: Work and professions. Learn the names of various professions and descriptions of job duties.
Day 7:
Revision and consolidation: Revise all the grammatical structures and vocabulary discussed. Focus on completing practical tasks such as writing short texts, creating sentences or talking to other people.
(output translated from Polish)

On the other hand, there were some persisting issues that might be obstacles for individuals using ChatGPT for language learning. The biggest issue encountered during the experiments with ChatGPT was the model's inconsistency in the quality of the produced output. The problem of inconsistencies in LLMs has already been labeled as one of their biggest limitations (Tancredi, 2024), thus it did not come as a surprise that the inconsistencies have been the most prevalent problem. The output produced by the LLM has been fluctuating in terms of quality, at times providing the learner with great guidance as well as falling short with its explanations of grammar or poorly produced study plans. In addition, the quality of the provided guidance also differed cross-linguistically. ChatGPT performed the best when it came to Italian and English (Profile A and D) but did somewhat worse with Polish (Profile B) and showcased the worst performance when it came to Korean (Profile C). This finding probably derives from the fact that the LLM was trained on internet data prevalently in the English language, thus giving ChatGPT an upper hand in generating output in English, leaving other languages at a disadvantage due to the variance in training data volume (Dubanowska, 2024). Lastly, yet another persistent problem with ChatGPT is that it performs poorly when pointing out and fixing the mistakes a learner has made. This problem has appeared to some extent with all of the experiments performed. When asked to fix mistakes made during a conversation, the LLM is not able to find all of them and only lists the most recently made errors, which is probably caused by malfunctioning long-term memory. Moreover, sometimes it avoids fixing appalling mistakes like misspellings and incorrect grammar but instead gives feedback on the syntax of sentences which were phrased correctly. This can be observed in the example.

User: My favorite planet in the solar system is Mercury. I really like *their* (intentional pronoun mistake) color. And you? [...]

User: I am very interested in earthquakes. That's why I would like to learn how to talk about it in Polish to *sare* (intentional misspelling) it with my friends. [...]

User: What are all of the mistakes that I made in this conversation?

ChatGPT: In your conversation, there were a few minor mistakes, but overall your Polish is quite good! Here are the corrections:

"That's why I would like to learn how to talk about it in Polish, to share it with my friends." - The correct form would be: "That's why I would like to learn how to talk about it in Polish, so that I can talk about it with my friends."

"I'm very interested in earthquakes." - This sentence is grammatically correct, but a more natural way to express it would be: "Earthquakes interest me very much."

In the example, it can be observed that ChatGPT is disregarding errors such as misspellings or grammatical errors. When asked about the errors made in the conversation, it resorts to fixing the syntax of the sentence, which was not incorrect in the first place. As the thesis regards the potential of implementing LLMs for language learning, this drawback is quite significant, pointing to an area where the LLM consistently does not behave teacher-like. Before delving into detailed performance of the models, the table below will show the overview of the general results for each parameter.

Proficiency Level	Good at adjusting the level of the materials, however the boundary between intermediate and fluent is vague.
Other Languages Spoken	Mostly disregarding, implemented if explicitly asked, however quality fluctuating.
Context of Use	Very well implemented.
Hobby	Well implemented, however tends to disregard either Context or Hobbies if they are contrasting (e.g. Professional context)
Language Aptitude	Not implemented, no explicit connections between languages even if asked.

Table 1 Overview of Results for Chat GPT

4.1.2. Proficiency Level

Overall, ChatGPT did a good job of adjusting the learning materials to the provided Proficiency Level. The output produced by the LLM after being given the initial prompt mentioned in the Methodology seemed to be adjusted based on the provided Proficiency Level. Across the experiments performed on different levels of proficiency, it could be observed that the LLM adjusts the vocabulary as well as the grammar used by keeping in mind the learner's Proficiency Level. Interestingly, when it comes to Profile A with a fluent command of English, the LLM seemed conversational rather than teacher-like, which seems to be a good approach at this level of fluency, where learners do not need guidance but rather opportunities to put their language to use, as observed below.

User: I am a learner of English and I speak the language on the fluent level. The other languages I speak include Polish, German, and Spanish, and I mostly use the language in the professional context. My hobbies include drawing, science, and cinema. I have a high language aptitude. Pretend you are a teacher and chat with me in English taking into account the details provided. (output translated from Polish)

ChatGPT: Of course, I'd be happy to help you practice English, especially in a professional context given your background. Let's start by discussing how you typically use English in your professional life. What specific areas or topics would you like to focus on improving? We can tailor our conversation to suit your needs and interests. Feel free to ask any questions or express any concerns you may have regarding language usage or communication in English.

However, the outputs sometimes appeared to be too long for certain proficiency levels. For example, when the Proficiency Level of the given persona was relatively low – Beginner and Intermediate (Profile C and D), the LLM sometimes produced unnecessarily long output, which was both not conversation-like but also potentially discouraging to learners who are just beginning to learn a certain language and need significant help with comprehension.

User: I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. Pretend you are a teacher and chat with me in Korean taking into account the details provided. [...]

User: I would like to work at a big company. (output translated from Korean)

ChatGPT: Do you want to work for a big company? If so, it's great that you have a goal and are working towards it! Getting a job at a large company can be fiercely competitive. But it will be possible if you prepare well and keep working hard.

Finding a job may be difficult, but don't give up. First, identify your strengths and develop related skills and knowledge. When writing a resume and self-introduction, it is important to include content that effectively showcases your experience and capabilities. Networking and interview preparation are also important parts.

Still, you can ask for help when things are difficult. It is also a good idea to ask for advice from friends, family, or mentors, or to participate in employment-related seminars or workshops. If you keep trying, you will be able to get the job you want. We are cheering together! What would you like help with?
(output translated from Korean)

On the other hand, this kind of LLM behavior might also be motivating to some learners, as preferred learning styles may differ (van Khanh, 2021). What is more, the LLM sometimes gives lessons and guidance in the learner's Target Language (e.g. explaining Italian grammatical structures in Italian), which may once again be problematic for learners at the lower levels of proficiency, albeit it could also be seen as a motivating challenge for some. Next, another observed issue was the lack of clear distinctions between different levels of proficiency, especially when it came to differences between the Intermediate, Upper-intermediate, and Fluent levels. Although the LLM was successfully able to discern the differences between a Beginner learner and a more advanced learner, and thus adjusted the produced output in terms of vocabulary or grammar, at the higher levels those differences seemed more vague. For example, when testing Profile A which has a fluent command of English, the LLM suggested conditional sentences, a grammatical structure which is considered intermediate, as part of the learning curriculum.

User: I am a learner of English and I speak the language on the fluent level. The other languages I speak include Polish, German, and Spanish, and I mostly use the language in the professional context. My hobbies include drawing, science, and cinema. I have a high language aptitude. Pretend you are a teacher and chat with me in English taking into account the details provided. (output translated from Polish)

ChatGPT:

Day 3:

Grammar - Conditional Sentences

Study the different types of conditional sentences in English (zero, first, second, third conditionals).
Practice forming and using each type of conditional sentence.

Overall, it seemed like the LLM severely underestimated the abilities of learners on the higher levels, constantly suggesting basic-level grammar and vocabulary.

4.1.3. Other Languages Spoken

Overall, the LLM did not perform well when it came to incorporating the Other Languages Spoken by the learner in teaching. Initially, the LLM completely dismissed the Other Languages, as it did not make any references to the fact throughout the experiments. Thus, the experiments on the Middle Level of detail were expanded upon by prompting ChatGPT with questions that aimed to create a visible link between the target language and Other Languages Spoken by the learner. Thus, questions such as “Explain the future tense in Korean based on my knowledge of Japanese” or “Give me some cognates between Polish and English” were asked. The LLM seemed to establish the link between the two languages only if the languages were related. For example, when prompting the LLM to explain the English future tense based on German, ChatGPT was able to directly compare the two tenses as well as certain grammatical forms. This probably happened because German and English belong to the same language family (Bech & Walkden, 2016).

User: Explain the past perfect tense in English based on my knowledge of German. (output translated from Polish)

ChatGPT: Of course! We can compare the Past Perfect tense in English to its equivalent in German - the Plusquamperfekt tense. In German, Plusquamperfekt is formed by using the appropriate form of the verb "haben" or "sein" in the Präteritum (i.e. "hatte" or "war", respectively), followed by the participle of the main verb. This is used to express that some event occurred earlier than another in the past.

For example: "Als ich ankam, hatte meine Mutter schon das Abendessen gekocht." (When I arrived, my mother had already cooked dinner.)

In this sentence, "hatte gekocht" is a form of Plusquamperfekt, where "hatte" is the Präteritum form of the verb "haben" and "gekocht" is the participle of the verb "kochen".

Similarly, in English, the Past Perfect is formed by using the form "had" and the past participle of the main verb. It is used to express that a certain event occurred earlier than another in the past.

For example: "When I arrived, my mother had already cooked dinner."

In this sentence, "had cooked" is the past perfect form of the verb "to have", and "cooked" is the past participle of the verb "to cook". Analogous to German, the Past Perfect tense indicates that cooking dinner took place before arriving home. (output partially translated from Polish)

A similar phenomenon was observed when asking to compare structures between Korean and Japanese. When asking ChatGPT to explain numerals in Korean by relating them to Japanese, the LLM was able to make direct correlations and compare the numeral systems in the two languages.

User: Explain the counters in Korean based on my knowledge of Japanese.

ChatGPT: Sure, if you're familiar with Japanese, understanding counters in Korean should be relatively easy as both languages share some similarities in this aspect. Counters in Korean, like in Japanese, are used to count different types of objects or entities. Here are some key points to understand about counters in Korean:

General Counters:

1. In Korean, similar to Japanese, there are general counters like 개, 장, 명, 대, etc., which are used for counting various objects depending on their shape, size, or form. For example, 개 is a generic counter used for counting most objects, 장 is used for flat objects like paper, 명 is used for people, and 대 is used for machines or vehicles.

2. Native Korean Counters:

Korean also has its own set of native counters called '숫자' or '단위' which are used for specific items like people, animals, objects, etc. For example, 마리 is used for counting animals, 대 is used for machines or vehicles, and 명 is used for people.

3. Sino-Korean Counters:

Similar to Japanese, Korean also uses Sino-Korean counters derived from Chinese characters for counting certain types of objects or concepts. For example, 개 is a Sino-Korean counter used for counting things, 권 is used for books, 병 is used for bottles, etc.

However, ChatGPT was only able to make these swift correlations if, first, the two languages are related, and two, if the two have corresponding grammatical structures. When asked to explain certain grammatical structures specific to Korean, such as the future tense form “-을 거예요” the LLM could not make a link to a corresponding structure in Japanese, even though Japanese does have ways to express the future tense.

User: Explain the future tense in Korean based on my knowledge of Japanese.

ChatGPT: Using the Auxiliary Verb -을 거예요 (-을 거야) / -을 겁니다 (-을 거다):

Another common way to express the future tense in Korean is by attaching the auxiliary verbs -을 거예요 (-을 거야) or -을 겁니다 (-을 거다) to the verb stem. For example, 가다 (to go) becomes 갈 거예요 (will go) or 갈 거야, 먹다 (to eat) becomes 먹을 거예요 (will eat) or 먹을 거야, etc. This form is used in both informal and formal contexts to talk about future actions, plans, or intentions.

Thus, the LLM was able to make a statement correlating two grammatical structures only if these structures were in their nature very related to one another. If certain features were more language-specific, the LLM did not perform as well and provided general explanations not tied to any language. When it comes to providing cognates between the two languages, the LLM further failed to showcase a satisfactory performance, sometimes asserting that two dissimilar words are the same in two languages (one example being stating that the Italian word ‘biblioteca’ is exactly the same as its English equivalent ‘library’). In some scenarios, such as when being asked for cognates in English and Polish, the model was able to list them successfully, but that seemed to be an outlier in its general performance.

User: Give me some cognates between Polish and English

ChatGPT: Certainly! Cognates are words in different languages that share a similar origin and often have a similar form and meaning. Here are some cognates between Polish and English:

1. Telefon – Telephone
2. Uniwersytet – University
3. Informatyka – Informatics
4. Muzyka – Music
5. Kamera – Camera
6. Teatr – Theater
7. Hotel – Hotel
8. Radio – Radio
9. Internet – Internet
10. Dokument – Document
11. Polityka – Politics
12. Komentarz – Comment
13. Akcja – Action
14. Reklama – Advertisement
15. Konsultacja - Consultation

Remember, while cognates can be helpful in language learning, it's always important to pay attention to slight differences in pronunciation and usage between languages.

Thus, at the point of writing the thesis, asking the LLM for similar vocabulary and explaining grammar based on Other Languages holds some potential but is of no great use to the learner. In general, it seems like ChatGPT does not use the learner's knowledge of Other Languages to its full potential.

4.1.4. Context of Use

When it comes to the Context of Use, ChatGPT did very well in implementing it in the provided materials. Upon being asked to provide sample conversations or vocabulary themes, the LLM did a good job of producing output fitting the Context of Use. If the Context of Use was Travel (Profile C), the LLM was teaching relevant vocabulary and phrases necessary when traveling, as well as suggesting conversations that would make the learner practice situations such as discussing their traveling experiences.

User: Give me an example conversation I would find relevant.

ChatGPT: Sure! Let's talk about a situation that combines travel and photography. For example, let's say you are traveling to the beautiful Jeju Island in Korea.

A: Hello! How are you doing in Jeju Island?

B: Hello! Yes, I am having a really good time in Jeju Island. Today I climbed Hallasan Mountain. It was really hard, but the view from the top was so beautiful. I always take pictures while traveling, and the pictures I took at Hallasan Mountain were really cool.

A: Yes, that is the charm of Jeju Island. I also want to travel to Jeju Island. What did you pay attention to when planning your trip?

B: Jeju Island is a place where you can experience so many different things. I make a travel itinerary in advance and make a list of important places I want to visit. I also enjoy trying local food. (output translated from Korean)

This example is especially good at showcasing the LLM's performance as ChatGPT combines both the Hobbies and the Context of Use in the sample conversations. When the Context of

Use was of a more formal nature (Professional – Profile A), the materials were adjusted accordingly and focused on situations such as discussing workplace discussions or practicing job interviews.

User: Give me an example conversation I would find relevant.

ChatGPT: Sure, let's create a dialogue between you and a colleague discussing a project deadline and potential challenges:

Colleague: Hey [Your Name], I wanted to touch base regarding the upcoming project deadline. It's just around the corner, and I wanted to ensure we're on track.

You: Hi [Colleague's Name], thanks for reaching out. I've been monitoring our progress closely, and I agree, the deadline is approaching rapidly. Overall, I think we're making good headway, but there are a few potential challenges we need to address. [...]

The study plans were also adjusted to incorporate details more fitting the Context of Use. For example, in Profile D, which has a social Context of Use, the study plan introduced vocabulary useful for discussing matters with friends.

User: Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile. I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts.

ChatGPT: Here is a 7-day study plan that focuses on specific grammatical structures and vocabulary topics, tailored to your learning level and language needs [...].

Day 5: Hobbies and Interests

- Grammar: Use of verbs in the present tense.
- Vocabulary: Hobbies, interests, recreational activities.
- Activities: Talk about your favorite hobbies and interests. Ask a friend questions about what they like to do in their free time. [...]

Furthermore, when asking questions regarding what grammatical structures or vocabulary the user should know based on their profile, the LLM was able to pinpoint that some components are more likely to be incorporated in different contexts of use.

User: Based on this learner profile: I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Italian taking into account the details provided. Do you think I would know vocabulary that describes topics such as hobbies?

ChatGPT: Given your beginner level in Italian and your use of the language primarily in social contexts, it's possible that you might know some basic vocabulary related to hobbies.

4.1.5. Hobbies

Overall, ChatGPT did a very good job incorporating the Hobbies of a learner into learning strategies and methods. The Hobbies were mentioned throughout the conducted conversations, as well as incorporated into the study plan. The practiced conversations often revolved around the topic of Hobbies as the LLM explicitly made connections with the

learner's interests. When being asked what vocabulary a learner should learn, the LLM pointed to hobby-related vocabulary.

User: Based on this learner profile: I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. My hobbies include gardening, cooking, and astronomy and I have a low language aptitude. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

Teach me some vocabulary you think I would find interesting.

ChatGPT: Of course! I will be happy to share with you a few words related to your interests.

1. Gardening:

- Plants: kwiaty (kwiaty jednoroczne - rośliny, które żyją i kwitną przez jeden sezon, np. petunie), warzywa (np. pomidory, marchewki), zioła (np. bazylia, mięta)
- Gardening tools: grabie, łopata, sekator
- Activities: sadzenie, podlewanie, nawożenie

2. Cooking:

- Ingredients: mąka, jajka, masło, cukier, sól, pieprz
- Dishes: pierogi, bigos, barszcz, gołąbki, placki ziemniaczane
- Cooking methods: smażenie, gotowanie na parze, duszenie, pieczenie

3. Astronomy:

- Stars: gwiazdozbiór, planeta, galaktyka, kometa, meteor
- Celestial objects: Słońce, Księżyc, gwiazdy, planety
- Astronomical phenomena: zaćmienie Słońca, zaćmienie Księżyca, meteor, meteoroid

Do these words seem interesting to you? We can also discuss their pronunciation and use in sentences if you want! (output partially translated from Polish)

However, as Hobbies were introduced at the Highest Level of detail, it seemed like sometimes the LLM disregarded Hobbies in favor of Context of Use and vice versa. Sometimes, the instigated conversations as well as the study plans revolved more around Context of Use rather than Hobbies or more about Hobbies than Context of Use. In addition, when incorporating the Hobbies that seemed to be somehow contrasting with the Context of Use (for example, the Professional context does not really provide many grounds to discuss Hobbies) the LLM seemed to disregard the Hobbies completely. At this point, it seems like ChatGPT has problems incorporating so many details at once, so to take full advantage of its incorporation of Hobbies as well as the Context of Use it would be more beneficial to separate these two into two separate conversations with the LLM.

4.1.6. Language Aptitude

ChatGPT did not incorporate the learner's Language Aptitude in its learning suggestions and materials. Although Language Aptitude is a vague concept to begin with (Skehan, 1986), this aspect was added to check whether the LLM would make any adjustments in its produced output for individuals who find it especially challenging to learn languages. However, ChatGPT seemed to disregard Language Aptitude completely, and thus some experiments

were expanded upon by asking direct questions such as “What advice would you give me considering my low language aptitude in learning Polish?”, these were still to no avail, as the LLM only listed general tips (such as, more practice is necessary), which is not of great use to a learner.

User: What advice would you give me considering my low language aptitude in learning Polish?

ChatGPT: If you have a low language aptitude, it means that it may be more difficult for you than other people, but you can still achieve success in learning Polish. Here are some tips that may help you:

1. Be patient and persistent: Learning a language takes time and effort. Don't be discouraged if things don't go as quickly as you'd like. It is important to practice regularly and constantly strive to improve.
2. Use different learning methods: Try different learning methods such as listening, reading, writing and speaking. Every person learns differently, so find what works best for you.
3. Set realistic goals: Set small, achievable learning goals that will motivate you. This could be, for example, learning a few new words a day or practicing conversation every day.

The only observed difference when it comes to Language Aptitude is that, in the case of High Language Aptitude (Profile A), when the LLM was asked to explain grammar, it relied more on example implementations in the sentences, rather than explaining the details behind the grammatical structure of certain tenses, which may be because the LLM believes individuals with high Language Aptitude are more likely to learn languages that way.

User: Based on this learner profile: I am a learner of English and I speak the language on the fluent level. The other languages I speak include Polish, German, and Spanish, and I mostly use the language in the professional context. My hobbies include drawing, science, and cinema. I have a high language aptitude. Pretend you are a teacher and chat with me in English taking into account the details provided.

User: Teach me past perfect.

ChatGPT: With pleasure! The Past Perfect tense in English is used to express an action that occurred earlier than another action in the past. It consists of the verb "had" and the infinitive of the verb in the past form.

Example sentences in the Past Perfect tense:

1. She had already finished her homework before her friends arrived.
(Ona już skończyła pracę domową, zanim przyjechali jej przyjaciele.)
2. By the time we got to the cinema, the movie had already started.
(Do czasu, gdy dotarliśmy do kina, film już się rozpoczął.)
3. They never visited Europe before they went on their trip last summer.
(Oni nigdy nie odwiedzili Europy, zanim pojechali na wakacje w zeszłym roku.)

It is important to note that the Past Perfect tense is used in the context of the past when we are dealing with two or more actions, one of which occurred before the other. The verb "had" indicates that an action occurred before another action in the past. I hope these examples will help you understand and put the Past Perfect into practice! (output partially translated from Polish)

ChatGPT also spoke with more certainty when it comes to questions about knowing certain vocabulary or grammatical structures in Profile A (“As you have a high language aptitude, it is more likely that you know...”), but aside from that, there were no observable differences in the LLM’s approach. Another minor detail that was noticed is that when explaining certain

grammatical structures, ChatGPT tended to explain these in more detail when the Language Aptitude was Low (Profile B).

User: Based on my low language aptitude, explain Polish past perfect to me,

ChatGPT: Understanding the Past Perfect tense in Polish can be a challenge, especially for people with lower language skills. But don't worry, I will try to explain it in a simple and understandable way.

The Past Perfect tense in Polish is used to express an action that occurred earlier in relation to another action or time in the past. It is a past tense that describes something that happened before another event in the past.

To form the Past Perfect tense, we use appropriately conjugated forms of the auxiliary verb "mieć" or "być" (depending on the main verb) and the infinitive of the verb in the past form. For example:

"Kiedy przyjechałem do domu, żona już ugotowała obiad." (Using the auxiliary verb form "mieć").

By using the Past Perfect tense, you can talk about past events in a more precise and refined way. Frequently practicing this tense will help you better understand it and use it in speech and writing.

However, this did not happen consistently enough to be able to state with full certainty that ChatGPT makes visible adjustments to learning materials based on the learner's Language Aptitude.

4.2. Gemini

4.2.1. General observations

Gemini seems to exceed ChatGPT's capacities for Personalized Language Learning. The LLM is able to stay in the teaching role and gives useful tips for language learning that a variety of learners can benefit from. In addition, it seems like Gemini is able to put on a more interactive and guiding approach than ChatGPT. First of all, Gemini suggests and creates exercises for the learner to complete. It also suggests more paths to language learning than ChatGPT.

User: I started learning Italian last year. (output translated from Italian)

Gemini: Ah understood! So you are still at the beginning of your Italian learning journey. Don't worry, it's a beautiful and rewarding language to learn. I'm here to help you improve your skills and make you feel comfortable with the language. What would you like to do today? We could have a conversation about a topic of your choice, do grammar or vocabulary exercises, or read a simple text together. Tell me a little about yourself and your interests, so I can tailor our learning to your needs. (output translated from Italian)

Although ChatGPT is good at engaging in conversations, Gemini acts more teacher-like with regards to offering grammar exercises or reviewing simple texts together. The study plans created by Gemini were also very well-crafted and took into consideration the details from learner profiles.

User: Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile. I am a learner of Italian and I speak the language on the Beginner level.

The other languages I speak include Polish and English, and I mostly use the language in social contexts.

Gemini: This plan focuses on greetings, introductions, talking about yourself and friends, and expressing likes and dislikes. It integrates your knowledge of English and Polish (assuming similarities in sentence structure). [..]

Day 1: Greetings & Introductions

Theme: Greetings, introductions, nationalities

Grammar: Present tense of "essere" (to be)

Vocabulary: Ciao (Hi), Buongiorno (Good morning), Buonasera (Good evening), Arrivederci (Goodbye), Mi chiamo (My name is), Sono (I am), Piacere (Nice to meet you), Come ti chiami? (What is your name?), Di dove sei? (Where are you from?), Sono polacco/a (I am Polish), Sono inglese (I am English)

Activity: Practice greetings with a friend or record yourself introducing yourself in Italian.

Day 2: Describing Yourself

Theme: Adjectives (basic descriptions)

Grammar: Adjective placement, articles (il, la, i, le)

Vocabulary: Giovane (young), Vecchio/a (old), Simpatico/a (nice), Antipatico/a (unpleasant), Alto/a (tall), Basso/a (short), Biondo/a (blonde), Moro/a (brunette)

Activity: Write a short description of yourself in Italian using the new vocabulary.

Day 3: Talking About Friends

Theme: Family and friends vocabulary, possessive pronouns (mio/mia/miei/mie, tuo/tua/tuoi/tue)

Grammar: Possessive pronouns, basic sentence structure (subject-verb-object)

Vocabulary: Amico/a (friend), Fratello/sorella (brother/sister), Genitori (parents), Figlio/figlia (son/daughter), Ho (I have), Ha (he/she has), Abbiamo (we have)

Activity: Create a conversation with a friend (real or imaginary) asking about their family and friends. Use possessive pronouns to describe them (e.g., Ho un fratello alto e simpatico).

Day 4: Likes & Dislikes

Theme: Verbs "piacere" (to like) and "non piacere" (to not like), food vocabulary

Grammar: Present tense conjugation of "piacere" and "non piacere" with "mi" (I), "ti" (you), "gli" (he), "le" (she)

Vocabulary: Mi piace (I like), Non mi piace (I don't like), Pizza (pizza), Pasta (pasta), Carne (meat), Verdure (vegetables), Gelato (ice cream)

Activity: Roleplay a conversation at a restaurant with a friend. Ask each other what you like and dislike to order.

Day 5: Review & Practice

Theme: Review all learned vocabulary and grammar structures

Activity: Do a quick online quiz on beginner Italian vocabulary and grammar. Revisit any points that need clarification.

Day 6: Numbers & Ordering

Theme: Numbers 1-10, ordering food/drinks

Grammar: Numbers 1-10 + basic sentence structure for ordering

Vocabulary: Uno (one), Due (two), Tre (three), Quattro (four), Cinque (five), Sei (six), Sette (seven), Otto (eight), Nove (nine), Dieci (ten), Vorrei (I would like), Per favore (please), Un caffè (a coffee), Un bicchiere d'acqua (a glass of water)

Activity: Practice ordering at a café or restaurant using numbers and polite phrases.

Day 7: Fun & Culture

Theme: Learn a simple Italian song or watch a short Italian video clip with subtitles

Activity: Find a song or video you enjoy that is beginner-friendly. Listen/watch it a few times, focusing on understanding basic phrases and pronunciation.

However, Gemini struggled with the same problems as ChatGPT – inconsistencies as well as the inability to correct mistakes. The quality of output produced by Gemini changes on a day-to-day basis and depends on the language. It can be asserted that Gemini showcased the

worst performance when it comes to Korean (just like ChatGPT). During one of my experiment sessions with Profile C (Korean), the LLM started mixing Korean with Thai completely unprompted.

User: Teach me some relevant vocabulary based on this learner profile. I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

Gemini: **대단해요!** (Daen-chat-gun-yo! - That's great!) intermediate 레벨이신데 여행 한국어에 필요한 어휘를 잘 알고 계시네요. (intermediate level-ieosin-de yeohaeng hangugeo-e piryo-han eohui-reul jal al-go gyesieoyo - You already know a lot of vocabulary relevant to travel Korean for your intermediate level!).

메뉴판 읽기 (Menu-pan ilggi - Reading menus):

- 뜨거운 (tteugeonteu - hot) & 차가운 (chagaweun - cold): 따뜻하거나 차가운 음료를 구분할 때 (ttat-teuth-hara-거나 chagaweun eumryo-reul gubun-hal 때 - to differentiate between hot or cold drinks)

-หวาน (หวาน - wan [Thai word for sweet]) (hwann - sweet), 지루한 (jiruhan - bitter), (jjan - salty): 맛에 따라 선택 (made 따라 seon-taek - choose according to taste)

As can be observed by the example, the output seems quite unorganized, both because of sudden romanizations of Korean words, but also because of the sudden appearance of a different language. Although it is possible that this was a one-time occurrence, if happening persistently it can be a big problem for language learners. Interestingly, throughout all of my experiments, ChatGPT never showcased this kind of problem. Gemini also shows inconsistent behavior as it sometimes attempts to Romanize Korean and sometimes it does not. Furthermore, the Romanizations provided by Gemini are sometimes incorrect, which may be even more restrictive to learners who are not yet familiar with Hangeul. In the aforementioned example, the word ‘뜨거운’ is Romanized as ‘tteugeonteu’ when it should be just ‘tteugeoun’. Lastly, just like ChatGPT, Gemini is unable to fix all of the mistakes made by the learner, although it is better than ChatGPT in providing alternative ways to phrase certain thoughts and ideas.

User: I would like to book a rom (intentional mistake) in your hotel. Is there? (intentional mistake) (output translated from Polish)

User: For three night (intentional mistake). I would like to book a double room. (output translated from Polish)

User: Name all the mistakes I have made in this conversation.

Gemini: I couldn't find any major mistakes in your conversation! You did a great job reserving the hotel room in Polish. Here are some minor points to consider:

Formal vs Informal: Since you're using "Pan" (Sir) with the receptionist, the rest of your conversation leans a bit more formal. In a hotel situation, it might be slightly more natural to use "chciałbym" (I would like) instead of "proszę" (please) when making requests.

For example, instead of "Proszę o pokój podwójny," you could say "Chciałbym zarezerwować pokój podwójny" (I would like to reserve a double room).

Specifying Dates: While you mentioned "na trzy noc" (for three nights), it's always helpful to provide specific dates for the reservation. This avoids any confusion about which three nights you have in mind.

Overall, your Polish was excellent! Keep practicing and you'll be a conversation pro in no time.

Once again, before going into the detailed results, I will first provide a table showing the overview of the LLM's performance for each parameter.

Proficiency Level	Boundaries between the levels are less vague than with ChatGPT.
Other Languages Spoken	Will implement if asked to, does a good job if two languages are related, but otherwise not of much use.
Context of Use	Great implementation.
Hobby	Great implementation; implemented even with the Professional Context.
Language Aptitude	Minor mentions of language aptitude but nothing of great use to learners.

Table 2 Overview of Results for Gemini

4.2.2. Proficiency Level

In general, Gemini did a good job adjusting the produced output to the learner's Proficiency Level. It also seemed like Gemini was better at dealing with the Beginner profile (Profile D) than ChatGPT, as it provided more guidance and started the conversation more naturally, unlike ChatGPT which always asks the learner what topic a learner would like to discuss.

User: I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

Gemini: Hi! Welcome to Italian class! I am happy to have you as a student. What is your name? Even if you speak English and Polish, I know that learning a new language can be a little difficult. Don't worry, let's go slow and use simple words to talk about fun things, like social life. What do you like to do with friends in Poland and England? (output translated from Italian)

While chatting with the Beginner profile, Gemini sometimes provided translations of all the produced output without any request from the learner. Although ChatGPT has a tendency to produce challenging output in the learner's Target Language, it seems like Gemini's approach is much more guiding by providing direct translations of the output it is producing.

User: Give me an example of a conversation in Korean that would be relevant for me.

Gemini: 커피 주문 대화 (Keopi Jumun Daehwa - Coffee Ordering Conversation)

상황 (Sangwang - Situation): 스웨덴 Gothenburg에 있는 카페에 들어갔습니다. (seu-weden Gothenburg-e issneun kafe-e deureogattseumnida. - You walk into a cafe in Gothenburg, Sweden)

당신 (Dangsin - You): 안녕하세요! 메뉴판 좀 주세요. (Anyeonghaseyo! Menyu-pan jom juseyo. - Hello! May I please see the menu?)

직원 (Jikwon - Staff): 네, 여기 있습니다. (Ne, yeogi issseumnida. - Yes, here it is.)

Whether a learner would find this useful is probably a personal preference. What is more, it seemed like Gemini had a better grasp of what a learner should know at the Intermediate, Upper-intermediate, and Fluent levels, as the boundaries between the levels seemed less vague than how they appeared during conversations with ChatGPT. Although Gemini does not seem to underestimate the learner's skills like ChatGPT (that deemed that everything seems too hard for learners, even when it comes to Profile A and B), it seemed like the model lost its certainty in differing what knowledge the learner should possess at the Upper-intermediate and Fluent levels.

4.2.3. Other Languages Spoken

Similar to ChatGPT, Gemini did not use the information regarding Other Languages Spoken to its full potential. Although Gemini made more attempts to use the information regarding the Other Languages Spoken by the learner to the learner's advantage, the attempts were not actually fruitful. When testing Profile A (English – Fluent), the LLM attempted to explain grammatical constructions by tying them to Polish, which only resulted in some phrases being directly translated from one to another, with no clear correlations and further explanations involving the two languages. However, when the LLM is asked to make correlations between two related languages with similar grammatical structures, the direct comparisons were done very well and supported by visualization in the form of tables. This aspect made Gemini stand out from ChatGPT, as information was much more readable when presented this way.

User: Explain the counters in Korean based on my knowledge of Japanese.

Gemini: Absolutely! Since you already know Japanese counters, understanding Korean counters will be much easier. [...]

Common Korean Counters:

Here are some commonly used Korean counters and their similarities/differences to Japanese:

Korean Counter	Japanese Counter	English Gloss	Example Sentence (Korean)	Example Sentence (Japanese)
개 (gae)	個 (ko)	things in general (similar)	책 세 개 (chae se gae) - three books	本 (hon) 三冊 (san satsu)
명 (myeong)	名 (mei)	people (similar)	사람 다섯 명 (saram daseot myeong) - five people	人 (nin) 五人 (go nin)
권 (gwon)	권 (kan)	books, notebooks (similar)	책 두 권 (chae du gwon) - two books	
장 (jang)	枚 (mai)	flat objects (similar)	종이 열 장 (jongi yeol jang) - ten sheets of paper	枚 (mai)

마리 (mari)	匹 (hiki)	long, thin objects (somewhat similar)	연필 세 마리 (yeonpil se mari) - three pencils
대 (dae)	대 (dai)	vehicles, large machines (similar)	차 두 대 (cha du dae) - two cars

In this example, although the ‘example sentence’ columns did not work very well (as it can be seen in Japanese – the boxes are empty), the one-to-one correlation with Japanese counters and the visualization in the form of a table would certainly be helpful to a learner who already speaks Japanese. However, as it has been mentioned, requests regarding explanations of grammar by relating them to Other Languages Spoken were only taken well if the Target Language had a preestablished link with the other language. Otherwise, the LLM was not able to show a correlation that would be helpful to a language learner.

4.2.4. Context of Use

Gemini was able to successfully integrate Context of Use into teaching materials. The LLM purposefully led conversations that would involve the Context of Use and also integrated it into the produced study plans – it intentionally chose grammar and vocabulary that would fit the Context of Use.

User: Based on this learner profile, give me a 7-day study plan including specific grammatical structures and themes of vocabulary. I am a learner of English and I speak the language on the fluent level. The other languages I speak include Polish, German, and Spanish, and I mostly use the language in the professional context. I have a high language aptitude. Pretend you are a teacher and chat with me in English taking into account the details provided. (output translated from Polish)

Gemini: 7-day English learning plan for advanced learners

Day 1:
 Grammar: Revision of past tenses (Past Simple, Past Perfect, Past Continuous).
 Vocabulary: Business vocabulary (e.g. negotiations, presentations, project management).
 Exercises: Complete the sentences with the appropriate past tenses. Write a short presentation on business negotiations. Translate text from Polish to English using business vocabulary.

Day 2:
 Grammar: Modal verbs (can, could, may, might, must, should).
 Vocabulary: Vocabulary related to your industry (e.g. finance, marketing, IT).
 Exercises: Complete the sentences with modal verbs. Write an email to your customer using modal verbs. Create a list of vocabulary related to your industry. (output translated from Polish)

Just like ChatGPT, Gemini is very good at tailoring the output to the Context in which the learner is going to use the language. When asking what vocabulary or grammatical structures the user should already know, the LLM also mentioned components that would fit the Context of Use.

4.2.5. Hobbies

Just like with the Context of Use, Gemini did a very good job of integrating the learner's Hobbies into the provided material and output. It suggested vocabulary and phrases that would be useful for discussing Hobbies and it swiftly produced tailored vocabulary.

User: Teach me some vocabulary you think I would find interesting.

Gemini: 물론이에요! 여행, 사진, 피트니스와 관련된 재미있는 단어들도 몇 있어요. (Mulleoni-eyo! Yeohaeng, sasineul, pitneoseu-wa gwanlyeon된 jaemidun dandureu-ga 몇 있어요.)

Sure thing! Here are some interesting vocabulary words related to travel, photography, and fitness:

Travel

전통 시장 (jeontong sijang): traditional market

백packer (baekpakeoseu): backpacker

홈스테이 (homesetei): homestay

찜질방 (jjimjilbang): Korean spa

Photography

명소 (myeongso): famous place (good for photos!)

어안 렌즈 (eoan rensu): fisheye lens

노란 하늘 (noran haneul): yellow sky (popular for sunset photos in Korea)

인물 사진 (inmul sasineul): portrait photo

Fitness

몸짱 (momjjang): someone with a great physique

헬트 여행 (hellteu yeohaeng): fitness travel (traveling to a place specifically for fitness activities)

페달리 (pedali): to pedal (useful for cycling enthusiasts)

몸매 관리 (mommae gwanli): body management

These are just a few examples, and there are many more words you could learn!

Tip: Since you mentioned you also know Japanese, you might find some Korean vocabulary familiar because they share some Chinese characters. For instance, 写真 (shashin) in Japanese and 사진 (sasineul) in Korean both mean "photo."

I hope this helps!

Also, the Hobbies were included in the study plans. Furthermore, it seems like Gemini is also better at integrating Hobbies and Context of Use, even when those might seem 'contrasting'. In subsection 4.1.5, it has been mentioned that ChatGPT tended to disregard the Hobbies when the Context of Use was Professional (Profile A), but Gemini actually made useful suggestions about how these details can also be incorporated into a learner's Professional life. However, Gemini was also able to separate the two and make the study plan revolve both around the learner's Hobbies, as well as the Context of Use.

User: Based on this learner profile, give me a 7-day study plan including specific grammatical structures and themes of vocabulary. I am a learner of English and I speak the language on the fluent level. The other languages I speak include Polish, German, and Spanish, and I mostly use the language in the professional context. My hobbies include drawing, science, and cinema. I have a high language aptitude. Pretend you are a teacher and chat with me in English taking into account the details provided. (output translated from Polish)

Gemini: 7-day English learning plan. An advanced level.

Main goals:

Expanding vocabulary in professional areas, drawing, science and cinema
Improving grammar, with particular emphasis on the Past Perfect tense
Practice English in various contexts [...]

Day 4:

Grammar: Create your own exercises with the Past Perfect tense

Vocabulary: Review of vocabulary from previous days

Practice: Prepare a presentation about your hobby (drawing, science, cinema) using the Past Perfect tense [...]

Day 6:

Grammar: Discussion on the use of the Past Perfect

Vocabulary: Word game with vocabulary from the previous days

Practice: Record a podcast about your hobby using the Past Perfect tense

Day 7:

Grammar: Past Perfect tense test

Vocabulary: Write a poem about your hobby using the vocabulary from the previous days

Practice: Prepare for a job interview in English using the Past Perfect tense (output translated from Polish)

As observed in the study plan, Gemini incorporates both the Hobbies (Day 4 and 6) as well as the Context of Use (Day 7) in the study plan.

4.2.6. Language Aptitude

Lastly, the Language Aptitude was treated in a similar manner by Gemini as it had been by ChatGPT. The LLM skipped over the Language Aptitude, and it seemed like it did not make any adjustments to the materials it put out, which prompted my additional experiments to explore the LLM's potential within this domain. When asked specific questions (the same was done with ChatGPT – e.g. “What advice would you give me considering my low language aptitude in learning Polish?”), Gemini did not offer any Personalized Learning paths or advice but rather just provided general tips.

User: What advice would you give me considering my low language aptitude in learning Polish?

Gemini: Here's some advice considering your lower language aptitude for learning Polish:

Focus on communication, not perfection: Aim to be understood rather than getting every word grammatically perfect. This will build confidence and keep you motivated.

Prioritize high-frequency vocabulary: Focus on learning the words and phrases you'll use most often related to your hobbies and daily life. This will give you a solid foundation for conversation.

Break down learning into smaller chunks: Don't try to overwhelm yourself with too much grammar at once. Focus on learning a few key points at a time and practice using them in context. [...]

However, some minor details still suggest that Gemini takes more note of the Language Aptitude detail than ChatGPT. One thing that has been noted is that during the experiment session with Profile A, which has a low Language Aptitude, the LLM suddenly started giving pronunciation tips for Polish words, even though it had not done that before.

Gemini: [...] Może słyszałeś o malinach (mah-lee-nah), popularnych polskich owocach? A co sadzisz o kompoście (kom-post), czyli naturalnym nawozie?

It cannot be said with certainty whether this occurred because the LLM has taken notice of the learner's low Language Aptitude or whether it has been a one-time occurrence. Next, another interesting LLM behavior occurred when testing Profile A, which has a high Language Aptitude. The study plan for the profile incorporated tasks such as listening to podcasts or watching movies in the target language to take advantage of the fact that the learner can learn more passively than someone with low Language Aptitude.

User: Based on this learner profile, give me a 7-day study plan including specific grammatical structures and themes of vocabulary. I am a learner of English and I speak the language on the fluent level. The other languages I speak include Polish, German, and Spanish, and I mostly use the language in the professional context. My hobbies include drawing, science, and cinema. I have a high language aptitude. Pretend you are a teacher and chat with me in English taking into account the details provided. (output translated from Polish)

Gemini: 7-day English learning plan. An advanced level.

Main goals:

- Expanding vocabulary in professional areas, drawing, science and cinema
- Improving grammar, with particular emphasis on the Past Perfect tense
- Practice English in various contexts [...]

Additional tips:

- Use apps to learn English, e.g. Duolingo, Memrise
- Watch movies and series in English
- Listen to podcasts and audiobooks in English
- Read books and articles in English
- Talk to native speakers

However, these situations still seemed like one-time occurrences and not necessarily helpful to all different types of learners. In conclusion, it feels like the LLM would not accommodate learners with low or high language aptitudes in a way that could benefit the learners significantly.

4.3. CEFR levels

One of the main problems identified during the experiments with both LLMs was the fact that neither Gemini nor ChatGPT could differentiate between various proficiency levels. In fact, at the higher proficiency levels, such as Upper-intermediate or Fluent, the LLMs seemed to be especially uncertain regarding what grammatical structures or vocabulary should be known by

the learner. A possible reason for this happening is the fact that, rather than choosing the CEFR levels, the proficiency levels were described as concepts such as Beginner or Fluent, which may be more vague than the specific CEFR levels, consequently prompting additional experiments in that aspect. Initially, the LLMs were much more accurate about coming up with a list of grammatical structures that should be known by certain profiles.

User: Based on this learner profile: I am a learner of Polish and I speak the language on the C1 level. What grammatical constructions and grammar should I already know?

ChatGPT: If you're at a C1 level in Polish, you should have a solid grasp of grammar and be able to understand and produce complex sentences with relative ease. Here are some of the grammatical constructions and concepts you should already be familiar with:

- Cases: Polish is a highly inflected language with seven cases: nominative, genitive, dative, accusative, instrumental, locative, and vocative. You should be comfortable using nouns, pronouns, and adjectives in all of these cases.
- Verb conjugation: You should be able to conjugate verbs in various tenses including present, past, future, conditional, imperative, and subjunctive. Additionally, you should understand the concept of aspect (perfective and imperfective verbs) and be able to use verbs in both aspects appropriately.
- Word order: While Polish has more flexibility in word order compared to English, you should understand the basic word order patterns in declarative, interrogative, and imperative sentences.
- Subordinate clauses: You should be able to form and understand complex sentences with subordinate clauses, including relative clauses, purpose clauses, result clauses, and time clauses. [...]

These are just some of the key grammatical constructions and concepts you should know at a C1 level in Polish. Keep practicing and exposing yourself to the language to further solidify your understanding and proficiency.

However, when it came to ChatGPT, the listed grammar was either very limited to tenses or too broad. As can be seen above, the LLM lists grammar that should be known by the learner, but it is quite vague and does not support the list with example structures from Polish. Gemini performed better in this regard, as the provided grammar was always supported by specific examples.

User: Based on this learner profile. I am a learner of Italian and I speak the language on the A2 level. What grammatical constructions and grammar should I already know?

Gemini: At the A2 level of Italian, you should have a grasp of the following grammatical concepts:

Verbs:

- Present tense (presente): You can conjugate regular and irregular verbs in the present tense to talk about habits, routines, and things happening now.
- Past participle (participio passato): You can use past participles with the auxiliary verb "avere" (to have) to form the passato prossimo (present perfect) tense, which describes completed actions in the past. [...]

Pronouns:

- Subject pronouns (pronomi personali soggetti): You can use pronouns like "io," "tu," "lui," "lei," "noi," "voi," "loro" to avoid repetition of nouns.
- Direct object pronouns (pronomi personali complementi diretti): You can use pronouns like "mi," "ti," "lo," "la," "ci," "vi," "li," "le" to replace direct objects...

However, it seems like at more advanced levels, starting from B2, ChatGPT decides that everything should be already known by the learner regardless of difficulty level.

User: Based on this learner profile: I am a learner of Korean and I speak the language on the B2 level. Do you think I would know the -곤 하다 construction?

ChatGPT: Yes, at the B2 level of Korean proficiency, you should be familiar with the -곤 하다 (-gon hada) construction. This construction is used to express habitual actions or behaviors in the past. It implies that the action or behavior occurred frequently or regularly in the past, but may not necessarily be happening in the present.

Although the mentioned grammatical construction is advanced and used very rarely in Korean, the LLM fails to recognize this fact. However, Gemini performed better in this regard and was able to pinpoint some grammar as being of less frequent use.

User: Based on this learner profile: I am a learner of Korean and I speak the language on the B2 level. Do you think I would know the -곤 하다 construction?

Gemini: There's a good chance you might have encountered the -곤 하다 construction at a B2 level, but it's not necessarily a core grammar point at this stage. Here's why:

Focus on B2 Level: B2 focuses on solidifying fundamental grammar structures and expanding vocabulary for daily conversation and complex topics. The -곤 하다 construction leans more towards expressing experience or attempted actions, which might be covered, but not in great detail.

Less Common Construction: Compared to essential grammar like conditionals or reported speech, -곤 하다 is used less frequently, especially in everyday conversations. Textbooks or resources might introduce it for completeness, but it wouldn't be a major point of practice. [...]

When it comes to vocabulary, the LLMs actually improved with regards to producing a list of vocabulary that should be known to the learner.

User: Based on this learner profile. I am a learner of Korean and I speak the language on the B2 level. What vocabulary should I already know?

Gemini: At a B2 level of Korean, you should have a solid foundation in a wide range of vocabulary. Here's a breakdown of some key areas you'd likely be familiar with:

Essential Everyday Vocabulary:

- Numbers and basic math terms
- Days of the week, months, and seasons
- Greetings and farewells in different contexts (formal/informal)
- Family members and relationships
- Common verbs for daily activities (eating, sleeping, talking, etc.)
- Basic adjectives to describe people, places, and things
- Essential prepositions and conjunctions
- Common nouns for objects, locations, and concepts encountered in everyday life
- Basic vocabulary related to health, transportation, shopping, and leisure activities

However, just like with grammar, ChatGPT was once again overconfident and stated that learners at higher levels (such as B2) should know complex vocabulary. On the other hand, Gemini did not show this problem.

User: Based on this learner profile: I am a learner of Korean and I speak the language on the B2 level. Do you think I know the vocabulary needed to describe politics?

ChatGPT: At the B2 level of Korean proficiency, you should have a solid foundation of vocabulary that includes words related to politics. Here are some key political vocabulary terms you should be familiar with...

User: Based on this learner profile: I am a learner of Korean and I speak the language on the B2 level. Do you think I know the vocabulary needed to describe politics?

Gemini: At a B2 level of Korean, you'll likely have some vocabulary related to politics, but it might not be enough for in-depth discussions. Here's a breakdown:

B2 Focus: While B2 curriculum expands vocabulary, the focus is often on daily life and common topics. Politics can be complex and nuanced, requiring specialized vocabulary that might not be included at this level...

In conclusion, when it comes to Gemini, it seems like there is an improvement when choosing CEFR indicators instead of descriptive proficiency level markers. ChatGPT is also performing somewhat better, as it produces more cohesive lists stating what the learner should know. On the other hand, ChatGPT also seems to overestimate the learner's knowledge. It seems like Gemini is performing better when provided at the CEFR levels, but for ChatGPT this improvement is minor. Nevertheless, language learners using Gemini could benefit from stating their level as CEFR level instead of a descriptive marker if such placement within the CEFR scale is possible.

Next, the CEFR placement test was conducted to shed more light on the LLMs' internal intuition towards the proficiency level of the user. The tests suggested by ChatGPT always had more or less the same structure – asking questions about grammar, providing a reading comprehension exercise as well as assigning a writing task.

Of course! I'll provide you with some questions at different difficulty levels to assess your English proficiency. Please answer them to the best of your ability.

Listening Comprehension:

Listen to the following sentence and choose the correct option:

"She ___ to the store yesterday."

- a) go
- b) goes
- c) went

Vocabulary:

Choose the synonym for the word "happy":

- a) sad
- b) joyful
- c) angry

Grammar:

Fill in the blank with the correct form of the verb:

"I ___ my homework when the phone rang."

- a) do
- b) did
- c) done

Reading Comprehension:

Read the following passage and answer the question below:

"Mount Everest, located in the Himalayas, is the tallest mountain in the world. Climbing it is a challenge that many adventurers undertake. However, the journey to the top is perilous, with extreme weather conditions and low oxygen levels posing significant risks."

What is the tallest mountain in the world?

Writing:

Write a short paragraph (4-5 sentences) describing your favorite hobby or activity.

Please provide your answers, and I'll evaluate your English proficiency level based on the CEFR scale.

The CEFR placement test worked quite well for lower proficiency levels – namely for Korean, Italian and Polish as ChatGPT was able to determine the level of the user more or less. For Korean, ChatGPT estimated the level to be B1/B2 (intermediate/upper-intermediate), for Polish B1 (intermediate) and for Italian A1/A2. The targeted level for English was Fluent, so the level between C1/C2. However, although ChatGPT was provided with correct answers to the given text and a quite advanced written paragraph (written using materials mentioned in section 3.1 classified as Fluent), ChatGPT classified the English fluency as merely B2. In this regard, it seems like ChatGPT underestimates the user's English proficiency when it comes to higher levels. Moreover, ChatGPT does not showcase a lot of certainty when placing users within the CEFR scale, mostly opting to place them somewhere between levels X and Y instead of just one specific level. It also provides 'listening' exercises which are not actual listening exercises, as it is unable to generate an audio file (same with Gemini, who not only expected the user to do a listening exercise without an actual listening file, but also asked to complete a speaking one).

When it comes to Gemini, the CEFR tests proposed by the LLM were nonsensical most of the time, as observed by the example below.

User: I am currently learning Polish. Conduct a CEFR placement test on me and place me on a CEFR scale.

Gemini: I can't provide a full CEFR placement test here, but I can create a mini-test to give you a general idea of your level. This will cover some aspects of reading, listening, grammar, and vocabulary.

Reading:

Imagine you are on a trip to Krakow. You see a sign that says "Toaleta." Do you understand what this means?

- a) Yes, it means restroom.

b) No, I have no idea.

Here is a short sentence: "Proszę mówić wolniej." Can you understand the general meaning?

a) Yes, it means "Please speak slower."

b) No, I can't understand anything in this sentence.

Listening:

(Imagine I say the following sentence in Polish) "Dzień dobry, jak się masz?" (This is a common greeting meaning "Hello, how are you?")

Can you understand the greeting and respond appropriately?

a) Yes, I can understand and respond with "Dzień dobry, dobrze, dziękuję, a ty?" (Good morning, well, thank you, and you?)

b) No, I couldn't understand the question.

Grammar:

Translate the following sentence into Polish: "I like coffee."

Can you do this correctly, using appropriate verb conjugation? (e.g. Lubię kawę.)

Vocabulary:

Here are some words. Can you identify the odd one out that doesn't belong with the others?

a) mleko (milk), herbata (tea), woda (water), chleb (car)

Grading:

Mostly A's - This suggests you might be around B1 or higher (intermediate). You have a good foundation in Polish and can understand basic conversations and texts.

Mostly B's - This indicates you're likely at A2 level (pre-intermediate) or lower (A1). You're familiar with some basic Polish but might struggle with more complex situations.

As seen by the CEFR test created by Gemini, the user does not need to actually know Polish to get high marks on the test. The reading and listening questions are extremely leading ("Yes, it means..." which gives the learner enough grounds to guess the answer), the correct answer to the grammar part is spoiled by the LLM, and lastly, the vocabulary question is not even correct (*chleb* means bread, not car). Thus, the test serves no purpose. In addition, after completing the test and getting a perfect score, Gemini still placed the learner merely on level A2. The same illogical tests were provided in the case of other languages.

The second phase of CEFR experiments shows that the LLMs are not effectively able to place the users on a CEFR scale. Although ChatGPT performed much better in that regard than Gemini, the placement on the scale was not very precise, and the LLM refused to place a user on a level higher than B2. Furthermore, the tests generated by the LLMs are sometimes illogical and refer the users to non-existent listening exercises.

In conclusion, providing the LLMs with CEFR proficiency markers instead of descriptive proficiency markers shows improvement in certain areas, but is not a significant enhancement in terms of accurately tailoring the provided content.

4.4. Teacher-focused Results

4.4.1. ChatGPT

Overall, ChatGPT shows promise for teachers in assisting them with certain tasks. When it comes to the error correction task, it seemed like the LLM performed better than when asked to correct mistakes in learner-oriented results (outlined in sections 4.1 & 4.2). This probably occurred because the fixing of the errors was done on a single text passage, which suggests that ChatGPT performs better when it does not require long-term memory to track errors throughout a conversation. Due to this fact, the LLM was able to fix 8 out of 10 mistakes on average in all of the considered languages.

User: You are an Italian teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

La mia famiglia vive in una grande casa rossa. Mia madre lavora come infermera ed è un'ottima cuoca. Ha i capelli castani e sorride sempre molto. Mio padre lavora su un ufficio e pulisce la casa. Sto avendo una sorella. Lei è più giovane fra me e non va scuola. Anche noi un cane. Il suo nome è Chase ed è bianco e maron. Tua nonna viene a trovarci qualce volta. Prepara biscotto e racconta storie. Amo molto la mia famiglia!

ChatGPT

Grade: 70/100

Corrections:

1. "infermera" should be "infermiera" to correct the spelling mistake.
2. "Sto avendo una sorella" should be "Ho una sorella" to make the sentence grammatically correct.
3. "fra me" should be "di me" to indicate the correct age comparison.
4. "non va scuola" should be "non va a scuola" to indicate that your sister doesn't go to school.
5. "Anche noi un cane" should be "Anche noi abbiamo un cane" to complete the sentence correctly.
6. "maron" should be "marrone" to correct the spelling mistake.
7. "Tua nonna" should be "Mia nonna" to maintain consistency with other family relationships.
8. "qualce" should be "qualche" to correct the spelling mistake.
9. "biscotto" should be "biscotti" to mean more than one.

Feedback:

There are several grammatical and spelling errors in your text. Pay attention to the correct form of verbs, the use of articles and prepositions, and the correct spelling of words. Try to read what you write carefully to identify any errors before handing in the assignment. Keep practicing and you will be able to improve your proficiency in the Italian language. Good work! (partially translated from Italian)

On the other hand, when it comes to the text with only one mistake, the LLM sometimes hallucinates and fixes mistakes that are not there.

ChatGPT:

Capitalization

"His name is Chase" should be "His name is Chase," with a capital 'H' for "His" at the beginning of a sentence.

Consistency

The passage switches between present and past tense. Try to maintain consistency in tense throughout the passage.

In the provided example, the LLM suggests fixing mistakes that are not there – “His” is already capitalized in the original text, and the entirety of it is written in the present tense. When faced with the task of fixing mistakes in a near-perfect text, it seems like ChatGPT resorts to creating mistakes that are not there, which is yet another obstacle for teachers that could want to facilitate their grading with the help of ChatGPT. When it comes to the grades given by the LLM, they mostly followed a similar pattern – starting out with the highest score for the text with the least mistakes (with an average score of 85 for the text with only one mistake) and then steadily lowering. The text with ten mistakes gained a score of 70 three times (English, Korean, and Italian) and 75 once (Polish). However, when it comes to English, interestingly, the version with one mistake gained a score (75 points) lower than the one with five mistakes (85 points). It is hard to decide why the LLM graded the nearly perfect passage lower than the one with more mistakes, especially as in all of the other languages, the passage with the least mistakes was the highest-scoring one. One possible explanation is randomness in scoring, which makes ChatGPT less reliable for teachers who could need assistance with grading. The feedback provided seemed relevant, albeit short. However, given the length of the passage, it is reasonable to not give excessively long feedback. Although ChatGPT can be helpful in the matter of grading, as it swiftly identifies mistakes within one passage, it cannot be entirely trusted due to the suspected randomness of grading and inconsistencies in finding the mistakes.

The next tested task was creating a reading exercise which included generating a text and three questions related to the content of the text. To check whether ChatGPT is able to create texts in varying levels of difficulty, the texts were supposed to be created on levels corresponding to the learner profiles mentioned in section 3.1 (for English – Fluent, Polish – Upper-intermediate, Korean – Intermediate, Italian – Beginner) . The LLM did a good job adjusting the difficulty levels of the text and providing questions, all of which seemed

relevant to the content of the text. To showcase the different difficulty levels of texts showcased by ChatGPT, examples from English and Italian will be provided.

User: You are an English teacher. Create a reading exercise - generate a text and three questions about this text for learners that speak English fluently.

ChatGPT:

Title: The Benefits of Reading

Text:

Reading is a fundamental skill that offers numerous benefits to individuals of all ages. Whether you prefer fiction, non-fiction, poetry, or essays, engaging with written material can enrich your life in various ways.

Firstly, reading enhances cognitive abilities. When you read, your brain actively processes information, improving your critical thinking and problem-solving skills. Additionally, it boosts vocabulary and language proficiency, as exposure to new words and sentence structures expands your linguistic repertoire.

Furthermore, reading fosters empathy and understanding. Through literature, readers are transported into different perspectives and experiences, allowing them to empathize with characters from diverse backgrounds. This cultivates a sense of compassion and broadens one's worldview.

Moreover, reading is a gateway to personal growth and self-discovery. Whether through self-help books, memoirs, or philosophical texts, readers can gain insights into their own lives and navigate challenges more effectively. Additionally, literature provides a means of escapism, offering solace and relaxation in times of stress.

In conclusion, reading is not merely a leisure activity; it is a valuable tool for intellectual, emotional, and personal development. By cultivating a habit of reading, individuals can unlock a world of knowledge, empathy, and self-awareness.

Questions:

What are some cognitive benefits associated with reading?

How does reading contribute to empathy and understanding?

In what ways can reading facilitate personal growth and self-discovery?

As observed in the example, ChatGPT provided a text with advanced vocabulary and grammatical structures, as well as insightful questions that aimed to deepen the ideas conveyed in the text. It can be stated that the text is fitting for the learners with a fluent command of English.

User: You are an Italian teacher. Create a reading exercise - generate a text and three questions about this text for learners that speak Italian on the beginner level.

ChatGPT: Title: My family

I'm Marco. I have a very big family. I live with my parents and my younger brother, Luca. My father is called Giovanni and my mother is called Anna. They both work in an office. My brother Luca still goes to school. He is ten years old and he likes to play football with his friends.

I have an older sister, Martina. She is very good at playing the piano. She studies at university and often comes to visit us on weekends.

My grandmother also lives with us. Her name is Maria and she is a fantastic cook. She always prepares delicious dishes for the whole family.

Today is Sunday and my whole family is gathered to have lunch together. We enjoy the food and laugh together. I am very happy to have such a special family.

Questions:

- Who lives with Marco?
- What does Luca do?
- What does Marco's older sister do? (output translated from Italian)

When it comes to the text generated for the beginner profile, it is observably easier both in the used grammatical constructions as well as in the used vocabulary. The topic is also one that would be familiar to beginner learners, as learning the vocabulary needed to describe one's family is one of the first topics that learners come across. Thus, it can be deemed that the text is fitting for a beginner. The experiments showed that ChatGPT performs quite well in generating texts for learners and adjusting the difficulty level, presenting a valuable tool for educators.

The following task given to ChatGPT was generating grammar exercises from three tenses – Past, Future, and Present. Although the exercises were quite repetitive and simple in nature (fill-in-the-blanks), they served their purpose. Thus, creating grammar exercises with the help of ChatGPT could be a tool that teachers could further explore to facilitate their work.

User: You are a Polish teacher. Create a grammar exercise from the Present Tense for learners of Polish.

ChatGPT:

Exercise: Fill in the blanks with the correct form of the verb in the present tense.

She _____ (read) a book every evening.

They _____ (play) soccer in the park on Saturdays.

He _____ (drink) coffee in the morning.

We _____ (study) English at school.

The sun _____ (shine) brightly in the sky.

Dogs _____ (bark) when they see strangers.

She _____ (teach) math at the university.

I _____ (work) as a doctor.

They _____ (eat) lunch at noon.

The birds _____ (sing) in the trees.

Answers:

1. reads
2. play
3. drinks
4. study
5. shines
6. bark

7. teaches
8. work
9. eat
10. sing

However, although the LLM did a good job creating grammar exercises in English, Polish, and Italian, the same cannot be said for Korean, which once again showcases ChatGPT's shortcomings when creating output in Korean.

User: You are a Korean teacher. Create a grammar exercise from the Past Tense for learners of Korean.

ChatGPT:

Exercise: Fill in the blanks with the appropriate form of the verb in the past tense:

1. 나는 어제 친구를 만_____. (meet)
2. 우리 가족은 지난 주에 서울에 여행_____. (go) [...]

Answers:

1. 만났어요
2. 갔어요

As it can be observed in the example, the LLM mixes up languages (asks to fill in the blanks in Korean sentences with English words) as well as does not leave the blanks completely blank (in the first sentence one can already see the start of the correct answer with the Korean word 만나다 – to meet). This replicates the aforementioned finding that the quality of content produced by ChatGPT fluctuates cross-linguistically.

The last task that ChatGPT was given to complete was creating vocabulary exercises. Here, the LLM offered more variety than when it came to grammar exercises. Once again, ChatGPT offered fill-in-the-blanks exercises which, just like in the case of grammar exercises, were well-formed and could easily be utilized by educators.

User: You are an English teacher. Create a vocabulary exercise involving the vocabulary with the theme family.

ChatGPT:

Title: Family Vocabulary Exercise

Instructions:

Fill in the blanks with the appropriate family-related vocabulary words given below. Each word may be used once.

Vocabulary Words:

Parents, Siblings, Grandparents, Cousins, Aunt, Uncle, Nephew, Niece, In-laws, Stepfamily

Exercise:

1. My father's sister is my _____.
2. The children of my aunt or uncle are my _____.
3. A son of one's brother or sister is called a _____.
4. The parents of one's parents are known as _____.
5. My sister's husband is my _____.

6. When a parent remarries, their new spouse's children become part of their _____.
7. The brother or sister of one's parent is called an _____.
8. The spouse's family members are referred to as _____.
9. My mother's brother is my _____.
10. Children born to my siblings are my _____.

Answers:

1. Aunt
2. Cousins
3. Nephew
4. Grandparents
5. Brother-in-law
6. Stepfamily
7. Uncle
8. In-laws
9. Uncle
10. Nieces

Another type of exercise suggested by ChatGPT was vocabulary matching. This type of exercise was also structured well and logical.

User: You are a Korean teacher. Create a vocabulary exercise involving the vocabulary with the theme family.

ChatGPT: Exercise: Family Vocabulary Matching

Instructions:

Match the Korean words related to family with their English translations. Write the correct English translation next to each Korean word.

1. 가족 (ga-jok) a. Mother
2. 아버지 (a-beo-ji) b. Family
3. 어머니 (eo-meoni) c. Brother
4. 아들 (a-deul) d. Sister
5. 딸 (ttal) e. Father
6. 할아버지 (hal-a-beo-ji) f. Daughter
7. 할머니 (hal-meoni) g. Grandfather
8. 손자 (son-ja) h. Grandmother

However, in terms of vocabulary, the LLM also sometimes came up with exercises which are illogical. For example, in one instance, the LLM suggested completing a crossword as one of the vocabulary exercises. As at the moment of writing this thesis, the free publicly available version of ChatGPT could not provide users with pictures, the crossword was impossible to complete as there was no actual image of the crossword attached to the instructions.

ChatGPT:

Exercise: Environment Vocabulary Crossword Puzzle

Instructions:

Complete the crossword puzzle below using the Korean words related to the environment. Each clue describes a word. Write the correct Korean word in the corresponding boxes.

Across:

생태계를 파괴하는 행위 (7 letters)

자연에서 발생하는 재해 (6 letters)

자원을 보존하고 재활용하는 활동 (5 letters)
물, 공기 등의 자연 자원을 보호하는 활동 (5 letters)
쓰레기를 처리하는 시설 (6 letters) [...]

Interestingly, when it comes to Polish, a highly fusional language (Foland-Kugler, 2006), the LLM combined the vocabulary exercise with practicing grammar. The exercise provided by ChatGPT was a fill-in-the-blanks exercise, made so that users can practice transport-related vocabulary while at the same practicing the declension of the words in various cases.

In conclusion, there are several areas where teachers could apply ChatGPT to facilitate their work. Although the grading task was not entirely successful with the LLM not being able to find all of the mistakes and showcasing inconsistent grading, ChatGPT was still able to point out most of the mistakes made by the learner, as well as provide good feedback. Ultimately, this can be a useful feature for teachers. Reading exercises created by the LLM were also of great quality and adjusted on difficulty level, and consequently, the provided questions were relevant to the produced text. The LLM also did quite well when producing grammar exercises, which were coherent and well-structured. However, the exercises produced in Korean were not as good, once again raising concerns about the quality of produced output cross-linguistically. The vocabulary exercises were fluctuating in quality, as the LLM offered both useful fill-in-the-blanks or word matching exercises as well as filling in a crossword that was impossible to complete given that the LLM was unable to show the actual crossword. ChatGPT has the potential to be a valuable tool for teachers, but its effectiveness depends on the specific task and language. Teachers should double-check everything produced by the LLM and be aware of its limitations.

4.4.2. Gemini

Gemini is faced with similar concerns and challenges as ChatGPT. First, when it comes to the error correction tasks, Gemini also showcases inconsistent grading in a similar manner to ChatGPT. Just like the other LLM, when it comes to English, Gemini graded the near-perfect passage lower than the text containing five mistakes. However, for all of the other languages, the grading was consistent, starting with the highest grade for the text containing one mistake, and then steadily lowering the grade alongside the occurring mistakes. For the text with one mistake, Gemini offered a score of 80 for English, 95 for Korean and Polish, and 85 for Italian. This fact once again points to inconsistencies in scoring, as all of the texts were exactly the same, and consisted of the same mistakes. When fixing the errors, Gemini once

again showcases patterns similar to ChatGPT as it is unable to catch all of the errors, but still shows a better performance than in conversation-based experiments.

User: You are an English teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

My family lives in a big red house. My mom works as a nuse and is a great cook. She has brown hair and always smiles a lot. My dad works on an office and cleans the house. I am having one sister. She is younger over me and does not go school. We a dog too. His name is Chase, and he is bronw and white. Your grandma visits sometime. She bakes cookie and tell stories. I love my family very much!

Gemini:

Grading and Feedback

Grade: 80/100

Corrections:

1. My family lives in a big, red house (add comma after "big")
2. My mom works as a nurse (correct spelling of "nuse")
3. My dad works in an office and helps around the house (consider rephrasing "cleans the house" to be more inclusive)
4. I have one sister. She's younger than me (change "having" to "have", use contraction "she's", replace "over" with "than") and doesn't go to school (change "does not go" to "doesn't go to")
5. We have a dog too. His name is Chase, and he is brown and white (correct spelling of "bronw")
6. Your grandma visits sometimes. She bakes cookies and tells stories. (capitalize "Your" and pluralize "cookie" and "story")

Feedback:

1. This is a good passage that describes your family! Here are some ways to improve it:
2. Verbs: "Having" one sister is not quite right. We use "have" to talk about possessions.
3. Prepositions: "Younger over me" should be "younger than me."
4. Details: Adding details can make your family come alive for the reader. What kind of dog is Chase? What are your favorite stories your grandma tells? What's your favorite meal your mom cooks?

In this example, the LLM is able to catch almost all of the mistakes, except the lack of preposition in “go school”. Just like ChatGPT, the LLM showcases better performance in correcting errors as long as it does not require long-term memory to track them. When it comes to feedback, Gemini certainly provides more insightful and helpful feedback compared to ChatGPT. Although ChatGPT resorts to short comments on the general quality of the text, Gemini gives specific tips on how to improve the writing. As seen in the example above, it suggests what details can be added to the text to make it more engaging. It also provides an improved version of the text.

Gemini: Feedback:

This is a well-written passage about your family! Here are some ways to improve it:

Details: Adding details can make your family come alive for the reader. What kind of dog is Chase? What are your favorite stories your grandma tells? What's your favorite meal your mom cooks?

Sentence Variety: Try using different sentence structures for a more engaging read. Don't be afraid to start sentences with connectives like "Because" or "Even though."

Showing vs. Telling: Instead of saying "I love my family very much," show it through details about activities you do together or special moments you share.

Here's an example with some of these suggestions:

"My family lives in a big, red house with a tire swing creaking in the backyard. My mom, with her warm brown hair and a smile that could light up a room, works as a nurse and makes the best chicken noodle soup this side of anywhere. Dad, even though he works long hours in an office, always helps around the house – he's the king of vacuuming! My little sister, Sarah, doesn't go to school yet, but she's a ball of energy who keeps me on my toes. We have a playful brown and white Jack Russell Terrier named Chase, who loves to chase squirrels in the park. Your grandma visits sometimes, bringing a box of warm chocolate chip cookies and the most fantastical bedtime stories about pirates and princesses."

The provided feedback is definitely more insightful than the one suggested by ChatGPT, as Gemini gives specific areas that can be improved upon, as well as an example of an enhanced text.

The next task that Gemini had to complete was creating a reading exercise. Similarly to ChatGPT, Gemini performed well in that regard, and was able to create texts with varying levels of difficulty. The texts were coherent, well-structured, and the questions provided alongside them relevant.

User: You are an English teacher. Create a reading exercise - generate a text and three questions about this text for learners that speak English fluently.

Gemini:

The Disappearing Dragonflies

Dragonflies, with their shimmering wings and acrobatic flight patterns, have captivated naturalists for centuries. But in recent years, these dazzling insects have begun vanishing from their freshwater habitats around the world. Scientists estimate that dragonfly populations have declined by as much as 80% in some areas.

The reasons behind this alarming trend are complex and multifaceted. Habitat loss is a major culprit. Draining wetlands and polluting rivers and streams destroys the breeding grounds where dragonflies lay their eggs. Additionally, the overuse of pesticides in agriculture contaminates the water, harming dragonfly larvae and their food sources. Climate change further disrupts the delicate balance of freshwater ecosystems, impacting dragonfly life cycles.

Despite the challenges, there are glimmers of hope. Conservation efforts are underway to protect wetland habitats and restore polluted waterways. Researchers are also studying the specific needs of different dragonfly species to develop targeted conservation strategies. By raising awareness about the plight of these fascinating creatures, we can inspire action and ensure that future generations can continue to marvel at the wonder of dragonflies.

Comprehension Questions:

1. Main Idea: What is the main threat to dragonfly populations according to the passage?
2. Cause and Effect: Identify two ways human activity contributes to the decline of dragonfly populations.
3. Figurative Language: Explain the significance of the phrase "the delicate balance of freshwater ecosystems" in the context of the passage.

As seen in the example, Gemini is able to prepare a complex text suitable for a Fluent learner of English. The questions provided alongside the text can be used to effectively assess the learner's comprehension skills. For the Beginner level, the LLM prepared a text on a different level of complexity.

User: You are an Italian teacher. Create a reading exercise - generate a text and three questions about this text for learners that speak Italian on the beginner level.

Gemini: Good morning!

Marco goes to the park

Marco is a friendly boy. He lives in a city with his family. One spring morning, Marco decides to go to the park near his house. He takes his red ball and walks happily. At the park, he sees his friend Sofia sitting on a bench and runs towards her.

Questions

1. Where does Marco live?
2. What does Marco take when he goes to the park?
3. Who does Marco meet at the park? (output translated from Italian)

As observed by the text prepared for Beginner learners, it is far shorter and much less complex. The questions also focus on basic comprehension of the text, rather than in-depth analysis like the questions following a more complex text. Thus, generating comprehension exercises provides insight into how LLMs can be used to facilitate the work of educators.

The next task completed by Gemini was grammar exercises. Although the tasks created by Gemini were similar to those created by ChatGPT (fill-in-the-blanks), they were more elaborate and multi-step.

User: You are a Polish teacher. Create a grammar exercise from the Past Tense for learners of Polish.

Gemini: Ćwiczenie w czasie przeszłym (Past Tense Exercise)

Witajcie uczniowie! (Hello students!) Dzisiaj poćwiczymy czas przeszły (Past Tense).

Part 1: Odmień czasowniki (Conjugate the verbs)

Below are sentences in the Present Tense. Rewrite them in the Past Tense, conjugating the verbs in the appropriate person.)

Ja czytam książkę. (I am reading a book.)

Ty piszesz list. (You are writing a letter.)

On mówi po polsku. (He speaks Polish.)

Ona gotuje obiad. (She is cooking dinner.)

My oglądamy film. (We are watching a movie.)

Wy gracie w piłkę. (You (plural) are playing ball.)

Oni spacerują po parku. (They are walking in the park.)

Pani sprząta dom. (The lady is cleaning the house.)

Pan uczy się języka polskiego. (The man is learning Polish.)

Dzieci bawią się w ogrodzie. (The children are playing in the garden.)

Part 2: Uzupełnij zdania (Fill in the blanks)

Uzupełnij poniższe zdania odpowiednią formą czasowników w czasie przeszłym. (Fill in the following sentences with the correct form of the verbs in the Past Tense.)

Wczoraj (Yesterday) ... (ja - być) w kinie. (I - be) at the cinema.

Co ... (ty - robić) w weekend? (What - you (singular) - do) at the weekend?

Ania ... (robić) tort urodzinowy dla brata. (Ania - make) a birthday cake for her brother.

... (My - jeść) kolację o 7 wieczorem. (We - eat) dinner at 7 pm.

On ... (chcieć) kupić nowy rower. (He - want) to buy a new bike.

... (Wy - móc) pójść na koncert? (You (plural) - be able to) go to the concert?
Oni ... (spać) do południa. (They - sleep) until noon.

Part 3: Pytania i odpowiedzi (Questions and Answers)

(Ask questions to the following sentences in the Past Tense. Then answer them.)

Upiekłam ciasto. (I baked a cake.)

Pojechaliśmy na wakacje nad morze. (We went on vacation to the seaside.)

Przeczytał książkę o dinozaurach. (He read a book about dinosaurs.)

Kupiłyśmy nowe buty. (We (feminine plural) bought new shoes.)

Bonus:

Ułóż własne zdanie w czasie przeszłym. (Create your own sentence in the Past Tense.)

Powodzenia! (Good luck!) (partially translated from Polish)

In the example, Gemini offers a three part task, including conjugation, filling in the blanks, as well as asking questions. Gemini offers a more engaging option for practicing grammar, as it provides more variety as well as creates a task which demands creative engagement from the students (asking and answering questions, as well as encouraging the students to create their own sentences as seen in the bonus). Although some teachers may prefer ChatGPT's approach, which offers short and easy to complete as well as grade exercises, some educators who wish to enrich their lessons as well as increase student engagement and make their lessons interactive would surely appreciate Gemini's suggestions.

The last task that Gemini was asked to complete was creating grammar exercises. In this regard, Gemini was surely more creative than ChatGPT as it offered various types of exercises – ranging from filling in the blanks to guessing vocabulary based on hints, sentence scrambling, and suggestions for creative writing.

User: You are an Italian teacher. Create a vocabulary exercise involving the vocabulary with the theme transport.

Gemini: Esercizio sul Vocabolario dei Trasporti (Transportation Vocabulary Exercise)

Buongiorno classe! Oggi impareremo (Good morning class! Today we will learn) some new words related to transportation. Pronti? (Ready?)

A. Indovina il mezzo di trasporto! (Guess the transportation!)

Vado al lavoro su due ruote, con un manubrio e dei pedali. (I go to work on two wheels, with handlebars and pedals.) _ (La bicicletta - Bicycle)_

Viaggio per mare su un grande mezzo con cabine e una piscina. (I travel by sea on a large vessel with cabins and a pool.) _ (La nave - Ship)_

Prendo questo mezzo pubblico per spostarmi velocemente in città. Si ferma alle fermate e ha bisogno di un biglietto. (I take this public transportation to move quickly in the city. It stops at stations and requires a ticket.) _ (L'autobus - Bus)_

Attraverso le montagne con questo mezzo a binari che collega città e paesi. (I cross the mountains with this tracked vehicle that connects cities and towns.) _ (Il treno - Train)_

Volo per le vacanze su un mezzo con le ali che decolla e atterra in aeroporti. (I fly for vacation on a winged vehicle that takes off and lands at airports.) _ (L'aereo - Airplane)_

B. Frase scrambling! (Sentence scrambling!)

Metti le parole in ordine per creare frasi di senso compiuto sui trasporti. (Put the words in order to create meaningful sentences about transportation.)

prendere - dobbiamo - in aeroporto - per Roma - il treno - domani

_ (Dobbiamo prendere il treno per Roma in aeroporto domani.)_ (We need to take the train to Rome at the airport tomorrow.)

parcheggiare - non posso - la macchina - è vietato - qui

_ (Non posso parcheggiare la macchina qui, è vietato.)_ (I can't park the car here, it's forbidden.)

andare - dobbiamo - centro - in - dobbiamo comprare - biglietti - bus - al

_ (Dobbiamo andare in centro con il bus, dobbiamo comprare i biglietti al centro.)_ (We need to go downtown by bus, we need to buy tickets downtown.)

in ritardo - sempre - è - metro - il

_ (Il metro è sempre in ritardo.)_ (The subway is always late.)

andare - vuoi - come - mare - al - in nave - tu

_ (Come vuoi andare al mare? In nave?)_ (How do you want to go to the sea? By ship?)

C. Racconta un viaggio! (Tell about a trip!)

Scrivi un paragrafo di 5-7 frasi su un viaggio che hai fatto usando parole relative ai trasporti. (Write a paragraph of 5-7 sentences about a trip you took using words related to transportation.)

Just like with grammar, Gemini gives educators far more options to choose from and offers engaging exercises that potential students can benefit from. However, just like with ChatGPT, the problem of varying quality of output persists. Although Gemini did a very good job in creating vocabulary exercises in Polish, English, and Italian, the same cannot be said about Korean.

User: You are a Korean teacher. Create a vocabulary exercise involving the vocabulary with the theme environment.

Gemini:

환경 보호 단어 연습 (Hwangyeong Bboho Dangeo Yeonseup) - Environmental Protection Vocabulary Practice

안녕하세요! (Anyeonghaseyo!) Today we will learn vocabulary related to protecting the environment!

1. 그림 보고 단어 맞추기 (Geurim Bogo Dangeo Matjugi) - Matching Words to Pictures

아래 (arae) 그림을 보고 (bogo) 환경과 관련된 (hwankyunggwa gwangyoleon) 단어를 선택하세요 (seontaecha).

(Look at the pictures below and choose the word related to the environment.)

그림 (geurim) 1: tái ché (tae che) (recycle symbol)

그림 (geurim) 2: 쓰레기통 (sseuregitto) (trash can)

그림 (geurim) 3: 숲 (sup) (forest)

그림 (geurim) 4: 공해 (gonghwa) (factory smoke)

그림 (geurim) 5: 태양열 (taeyangyeol) (solar panel)

2. 문장 완성 (Munjang Wansung) - Sentence Completion

문장 (munjang)에 있는 (issneun) 빈칸 (binkan)을 채워주세요 (chaewejuseyo).

(Fill in the blanks in the sentences.)

1. 환경을 지키기 위해 (hwankyungeul jikigi wihae) 우리는 쓰레기를 줄여야 합니다 (sseuregirae julyeoya hammida).

(To protect the environment, we need to reduce waste.)

2. 더 깨끗한 (deo kkaekkeutnan) 공기 (gonggi) 를 호흡하기 위해 (huthyeophagi wihae) 자동차 사용을 줄여야 합니다 (jadongcha sayongeul julyeoya hammida).

(To breathe cleaner air, we need to reduce car usage.)

3. 지구 온난화 (jigu onnanhwa) 를 방지하기 위해 (bangjihagi wihae) 재활용 (jaehaeryong)을 더 적극적으로 해야 합니다 (deo jeokgeureoseoge halyeohammida).

(To prevent global warming, we need to be more active in recycling.)

Gemini asks to match words to pictures which are not provided, asks to fill in the blanks in sentences without even showing where the blanks are, and lastly, mixes Korean with Japanese and Vietnamese.

In conclusion, Gemini can be useful to language teachers in some cases but not all of them. When it comes to the grading task, the LLM was able to provide well-structured feedback. However, the problem with inconsistent grading and missing mistakes is a significant drawback. The reading exercise showed a lot of potential for educators, and so did the grammar exercise, where Gemini was able to create high-quality grammar exercises in all languages, but the same cannot be said for the vocabulary exercises. Although it did a good job creating engaging vocabulary exercises in Italian, English and Polish, the ones in Korean are filled with mistakes which make the exercise incomprehensible and certainly not fit for students. Thus, Gemini's usefulness for language teachers depends on the specific task and Target Language.

5. Ethical Considerations

As language learning, as well as education in general, becomes integrated with Artificial Intelligence-assisted systems, it is essential to address the potential ethical queries that arise. Aside from the already widely discussed ethical considerations regarding AI, such as amplifying bias, lack of transparency or causing staff layoffs (Lawton, 2023; Vaughan-Nichols, 2024), certain ethical queries have also been identified in the course of the conducted experiments. These ethical concerns specifically relate to the challenges of AI systems, such as LLMs, as well as the general obstacles that emerge alongside the implementation of AI in education. First of all, the LLMs seem to be avoidant of discussing potentially sensitive topics. This can be observed in the example below during one of the conversations with ChatGPT.

User: Now I would like to discuss natural disasters.

ChatGPT: Talking about natural disasters is a very important topic because many of them have a significant impact on human life and the natural environment. Is there a particular natural disaster that you are particularly interested in? Maybe you want to talk about ways people can prepare for and protect themselves against them?

As observed, the LLM prefaces the conversation by stating that natural disasters is a very important topic. This further happened in the later parts of the conversation. It seems that LLM is programmed to speak cautiously about sensitive topics that can potentially negatively affect individuals. However, in language learning this can be quite restrictive, as it prevents the LLM from naturally engaging in conversations on some topics. Similar behavior could be observed when willing to discuss climate change-related topics.

User: Let's talk about climate change now. What do you think about the state of glaciers in the Arctic?

ChatGPT: The state of glaciers in the Arctic is a pressing concern and a stark indicator of the impacts of climate change. Arctic glaciers play a crucial role in regulating global climate patterns and are vital components of the Earth's cryosphere. Over the past few decades, Arctic glaciers have been experiencing significant melting and retreat due to rising temperatures driven by human-induced climate change.

Before the topic of climate change appeared in the conversation, the LLM was performing quite well in the teacher role. However, once the potentially sensitive topic came into play, ChatGPT seemed to drop the role. This can be a potential obstacle to learners who wish to practice their language skills within certain topics that the LLMs can label as sensitive thus limiting the natural flow of a conversation. On the other hand, Gemini seemed not to show the same predispositions to avoid certain topics.

Secondly, as the thesis revolves around Personalized Language Learning, it assumes that the users share some personal details with the LLMs. If one were to take an approach similar to the one in the developed learner profiles mentioned in section 3.1, the learner would need to disclose information not only such as Target Language, but also Context of Use, one's Hobbies as well as Other Languages Spoken. What is more, as learners can practice a language by engaging in various conversations, these conversations can also contain details from the learner's personal life. Both the content of the conversations as well as details such as Context of Use, Hobbies, as well as Spoken Languages can be labelled as sensitive data (Tunggal, 2023). The sensitive data given to the LLMs may become vulnerable in case there is a data leak, a problem that has already arisen in the past with ChatGPT leaking sensitive data due to a hack of the system (Mudaliar, 2024) and is a significant ethical issue connected to Personalized Language Learning with the help of LLMs.

Next, another ethical issue that arose during the experiments is the fact that information is mostly sourced from external sources. Both ChatGPT and Gemini are trained on internet-sourced data (Gupta, 2023). This gives reasonable grounds for assuming that the LLMs probably gain teaching tips and explanations from sources such as language learning blogs created by independent creators who may be reliant on these blogs as a source of income. Consequently, the teaching materials are utilizing these resources without the original creators' permission. Interestingly, Gemini sometimes gives sources of the information it provides (for example, once in an experiment involving Korean the LLM stated the source of information being the blog Talk To Me in Korean), but it does so very rarely. Not only does this practice potentially violate copyright laws, but it also deprives content creators of their compensation and acknowledgment. It can also potentially redirect the traffic from such websites to LLMs as a source of seeking information, which can negatively impact the creators even further. Moreover, as the LLMs do not list the sources of information they are providing, it can create an illusion of originality by misleading the users into thinking that the generated content is the LLM's original creation, which in the end may lead to loss of authority in human language-learning creators.

Lastly, it is worth mentioning that the potential popularization of using LLMs for language learning may amplify the general ethical risks and dilemmas associated with implementing AI in education. These issues include over-dependence on certain AI suppliers which could lead to a monopoly in the market, limiting the diversity of educational resources available. There is also a risk that the widespread use of LLMs for language learning could lead to unequal opportunities for those with less access to the newest technologies. Lastly, as with all AI-generated content, there is a risk that the materials the LLMs are trained on are biased. Thus, there is a risk that the teaching content can perpetuate certain gender or cultural stereotypes. This issue can be especially problematic when using the LLMs for educational purposes. In a situation where the LLM puts on the role of a teacher, a role typically associated with authority (Esmaeili et al, 2015), the perpetuation of certain biases can have significant consequences on vulnerable learners.

Although the implementation of LLMs in language learning can be potentially beneficial to language learning, it is important to consider the aforementioned ethical queries and concerns related to the implementation of LLMs in education. Aside from the already widely discussed ethical considerations regarding AI in general, certain ethical issues have also been identified in the course of the experiments of the thesis. These ethical concerns specifically relate to the

challenges of AI systems, such as LLMs, as well as the general obstacles that emerge alongside the implementation of AI in education.

6. Limitations

Numerous limitations of the thesis could be identified throughout the experiments. First of all, the quality of output produced by the LLMs could be heavily reliant on prompting (Mittal, 2024). For example, one of the recurring problems during the experiments was the fact that the LLM refused to acknowledge all of the mistakes made by the learner. It is possible that the LLM would be able to recognize these mistakes had the provided prompt been phrased better. Next, the experiment is limited in scope. First, it looks at only two LLMs – ChatGPT and Gemini, and second, the experiments only concerned four languages – English, Polish, Korean, and Italian. This limits the generalizability of the findings to not only other Large Language Models but also other languages. Moreover, due to the lack of existing documentation on prompt engineering for Gemini, it is possible that the prompts were not optimized to leverage all of the model’s abilities. As the results of the thesis showcased that the quality of produced output varies cross-linguistically, experimenting with more languages could bring additional insights regarding this fact. Another limitation is the fact that the profiles were artificially created and could take more factors into account, such as the learners’ motivation and engagement or their access to learning resources outside of their interactions with LLMs. In addition, the experiments are reliant on the information provided by the users, such as the Context of Use, Hobbies, and even Language Aptitude. However, sometimes learners might not have a clear idea of these aspects or may not want to share personal information with the LLMs. The fact that the experiments only focused on vocabulary and grammar also leaves out other crucial aspects of language learning, such as understanding cultural nuance. The version of the LLM tested at the moment of writing also made it impossible to test skills like listening comprehension or speaking skills. Furthermore, it is also hard to precisely give judgements regarding the performance of the LLM as the experiments were conducted on the non-premium version, where subscription is not required. As the premium versions of LLMs give the users access to the newest, improved model, it is possible that the experiments done on the premium versions would provide better performance. However, as this paper paints the LLMs as an accessible method of accessing Personalized Language Learning, it has been deemed necessary to use the widely accessible version. Lastly, as this is qualitative research, the evaluation of how well the LLM implements

the details from the profiles is based on the researcher's judgement, and not standardized in any way and is thus not objective.

7. Future Work

As LLM technology continues to develop and address their shortcomings, LLMs have the potential to open up a new chapter in language learning which makes PLL more accessible than ever before by providing learners with more engaging, effective, and individualized learning experiences. The framework developed in the thesis has been developed to successfully bridge the gap in available literature with regards to implementation of LLM in language learning. The methodology utilizes carefully curated learner profiles and controlled experiment settings to ensure the reliability and replicability of the results. The profiles are guided by factors necessary to take advantage of Personalized Language Learning approaches. The research shows crucial areas that can be used to take advantage of personalization capabilities in LLMs, but also identifies the shortcomings of LLMs. The conclusions are designed to be objective, relying on predefined assessment criteria and empirical data collected through carefully curated learner profiles and controlled experiment settings. By presenting both the benefits and shortcomings of LLMs in PLL, the research maintains a balanced perspective.

The thesis at hand is also the first research to uncover how personalization within LLMs can be used to the learners' advantage, and it shows that LLMs are indeed capable of engaging in personalized learning approaches. Thus, it opens up a conversation about the broader applications of AI in education, encouraging the implementation of these technologies to enhance learning. The insights gained from this research have a high potential for generalizability to wider contexts, such as application in other languages and different LLMs.

As it has been observed that the quality of output fluctuates cross-linguistically, further research can address potential biases within LLMs across languages other than the ones mentioned in this study. In addition to that, future studies could also check how LLMs fare when Personalized Language Learning is implemented in languages other than the ones mentioned in the thesis. If the use of LLMs for language learning is to develop, then research into fixing current issues with the LLMs in the context of PLL, such as lack of error correction, also needs to be conducted. Next, the LLMs could also greatly benefit from collaboration with human language teachers in developing frameworks where LLMs handle

personalized content creation. Moreover, future studies need to look into possible solutions to data privacy and content ownership concerns. Lastly, as LLMs are slowly becoming multimodal and gaining abilities to generate not just text, but also pictures, videos, and even audio files (Dickson, 2023) it would certainly be interesting to investigate how multimodal approaches can be used for language learning, as well as joined together with Personalized Language Learning.

8. Conclusion

The thesis investigated the potential of implementing Large Language Models in Personalized Language Learning. In order to answer the research questions, several key findings shed light on how LLMs can be leveraged to help learners meet their language learning needs. First of all, both Gemini and ChatGPT constitute a free, accessible platform fit for language learning. The LLMs effectively act as language teachers and offer explanations as well as suggest conversation topics. They also offer further guidance in the form of provided feedback and language learning tips. Next, the LLMs are very dynamic at their core, and they can thus effectively adapt the difficulty and content of learning materials based on the learner's progress, a feat much harder to achieve within an actual classroom. By taking advantage of the LLMs' abilities to offer tailored content, suggesting learning paths, and accessible learning environments, learners can effectively use LLMs in their language learning journey. The thesis further aimed to investigate to what extent the learning materials can be personalized to accommodate different learning styles and different learner profiles. The LLMs also show potential in this regard, as the experiments conducted with ChatGPT and Gemini show that LLMs can be adapted to create Personalized Learning experiences by tailoring learning materials implementing details from the learner's profile such as Proficiency Level, Hobbies or Context of Use, as well as create personalized study plans. Further experiments checking the possible applications for educators uncovered their potential in providing feedback to written texts, creating reading exercises, as well as simple vocabulary exercises. However, the experiments also uncovered some limitations of current LLMs for language learning. These limitations include fluctuating quality of content, cross-linguistic bias, or problems with error correction where LLMs are not quite able to correct all of the errors the user makes. Furthermore, the experiments also showcased potential ethical problems that may arise when implementing LLMs not just in PLL, but in education in general. These include avoidance of discussing sensitive topics which might hinder the learners' progress, concerns about privacy, and learning materials being provided

without permission from their original creators. Nevertheless, as the thesis points to various tasks that LLMs can successfully perform to facilitate language learning as well as language teaching, it proves that LLMs have the potential to revolutionize language education and create Personalized Language Experiences more attainable than ever before.

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Appendix A: Learner-oriented Experiments (ChatGPT)

Experiment 1.A. – Profile A (English, Fluent)

User

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Udawaj, że jesteś nauczycielem i rozmawiaj ze mną w języku angielskim, biorąc pod uwagę podane szczegóły.

ChatGPT

Of course! I'd be happy to help you with your English learning journey. How can I assist you today? Do you have any specific areas you'd like to focus on or any questions you'd like to ask?

User

Yes, I would like to discuss socioeconomics with you.

ChatGPT

Absolutely, socioeconomics is a fascinating topic. Let's dive into it! Socioeconomics essentially examines how economic factors interact with social ones, influencing the structure and development of society. It encompasses a wide range of issues, including income distribution, wealth disparity, social mobility, access to education and healthcare, and the impact of economic policies on different social groups.

One significant aspect of socioeconomics is the concept of inequality. This can manifest in various forms, such as income inequality, where there's a gap between the earnings of the rich and the poor, or wealth inequality, which refers to the unequal distribution of assets and resources among individuals and groups within a society.

Another crucial aspect is social mobility, which refers to the ability of individuals or families to move up or down the socioeconomic ladder over generations. It's influenced by factors like education, employment opportunities, and social networks. Furthermore, socioeconomics delves into the relationship between economic growth and social well-being. While economic growth is essential for improving living standards, it's crucial to ensure that this growth is inclusive and benefits all members of society, rather than just a privileged few.

We can also explore topics like poverty, unemployment, globalization, and the role of government policies in addressing socioeconomic challenges. Is there any specific aspect of socioeconomics you'd like to delve deeper into or any particular questions you have in mind?

User

I would like to talk about social inequality and its connection to the wage gap. I think the way society undermines women is a topic demanding a wider discussion.

ChatGPT

Absolutely, the issue of social inequality, particularly in relation to the gender wage gap, is a significant topic that warrants deeper exploration.

The gender wage gap refers to the disparity in earnings between men and women in the workforce. Despite advancements in gender equality, this gap persists in many countries and across various industries. Numerous factors contribute to the gender wage gap, including discrimination, occupational segregation, and unequal opportunities for career advancement.

One aspect of social inequality in this context is the systemic biases and stereotypes that undervalue women's work. Women are often steered towards lower-paying jobs or sectors traditionally associated with femininity, such as caregiving and administrative roles. These occupations tend to offer lower wages and fewer opportunities for advancement compared to male-dominated fields.

Additionally, women may face barriers to career progression, such as the "glass ceiling," which refers to invisible barriers that prevent women from reaching top positions in organizations. This phenomenon is often perpetuated by factors like gender bias in hiring and promotion decisions, lack of mentorship and networking opportunities, and family responsibilities that disproportionately burden women.

Furthermore, the gender wage gap intersects with other forms of inequality, such as race and ethnicity. Women of color, for instance, face compounded discrimination and may experience even larger wage gaps compared to their white counterparts. Addressing social inequality and the gender wage gap requires multifaceted solutions. This includes implementing policies to promote pay transparency, combatting discrimination in the workplace, providing support for work-life balance, and promoting women's representation in leadership positions.

Education and awareness are also crucial in challenging societal norms and stereotypes that perpetuate gender inequality. By fostering a culture of inclusivity and advocating for equal opportunities for all individuals, we can work towards closing the gender wage gap and creating a more equitable society.

What are your thoughts on this issue, and do you have any specific questions or aspects you'd like to discuss further?

User

Let's talk about climate change now. What do you think about the state of glaciers in the Arctic?

ChatGPT

The state of glaciers in the Arctic is a pressing concern and a stark indicator of the impacts of climate change. Arctic glaciers play a crucial role in regulating global climate patterns and are vital components of the Earth's cryosphere.

Over the past few decades, Arctic glaciers have been experiencing significant melting and retreat due to rising temperatures driven by human-induced climate change. The Arctic is warming at a rate more than twice as fast as the global average, leading to accelerated ice loss across the region.

The melting of Arctic glaciers has far-reaching consequences. It contributes to sea-level rise, which threatens coastal communities and ecosystems worldwide. Additionally, the loss of Arctic ice affects global climate patterns, ocean circulation, and weather systems, potentially leading to more extreme weather events and disruptions to ecosystems and livelihoods.

Furthermore, the melting of Arctic glaciers has profound implications for Arctic indigenous communities and biodiversity. Indigenous peoples rely on the Arctic environment for sustenance, cultural practices, and traditional knowledge. The changing landscape disrupts ecosystems and can impact wildlife populations, including iconic species like polar bears and Arctic seals.

Efforts to monitor and research Arctic glaciers are essential for understanding the dynamics of ice loss and its implications. Scientists use various methods, including satellite imagery, field observations, and computer models, to track changes in glacier extent, thickness, and mass balance over time.

Addressing the challenges posed by melting Arctic glaciers requires collective action to mitigate greenhouse gas emissions and adapt to the impacts of climate change. This includes transitioning to renewable energy sources, implementing policies to reduce carbon emissions, protecting vulnerable ecosystems, and supporting affected communities. International cooperation is also crucial in addressing Arctic climate change, as the region is governed by a complex network of international agreements and collaborations. By working together, we can strive to mitigate the impacts of climate change on Arctic glaciers and preserve the integrity of this critical ecosystem for future generations.

User

I want to change the topic to sports. I am very passionate about tennis and play it three times a week. What about you?

ChatGPT

That's fantastic! Tennis is a wonderful sport that offers a great combination of physical activity, skill, and strategy. While I don't have the capability to play tennis myself, I'm certainly enthusiastic about discussing the sport and its various aspects. Playing tennis three times a week is a commendable commitment to your passion! Regular practice not only helps improve your skills but also provides numerous health benefits, such as cardiovascular fitness, improved coordination, and muscle strength. Are there specific aspects of tennis that you enjoy the most? Whether it's mastering different strokes, analyzing matches, or simply the joy of being on the court, there's always something exciting to explore within the world of tennis. If you have any questions about techniques, strategies, or the professional tennis circuit, feel free to ask!

User

Jakie błędy popełniłam podczas tej konwersacji w języku angielskim - proszę wymień wszystkie.

ChatGPT

Oczywiście, oto kilka błędów językowych, które pojawiły się w Twojej konwersacji:

"tenis" - Błędne użycie polskiego słowa "tenis" zamiast angielskiego "tennis".

"I am very passionate about tennis" - Poprawna forma to "I am very passionate about tennis."

"I want to change the topic to sports" - W tym kontekście "to" powinno być zmienione na "of" lub po prostu usunięte: "I want to change the topic to sports."

"What about you?" - Nie jest to błąd gramatyczny, ale bardziej naturalne brzmiałoby: "How about you?" lub "What about yourself?"

Ważne jest, aby pamiętać, że nauka języka to proces, a popełnianie błędów jest naturalną częścią tego procesu. Kontynuuj praktykę i eksperymentowanie z językiem, a Twoje umiejętności będą się rozwijać!

User

Podaj mi 7-dniowy plan nauki obejmujący określone struktury gramatyczne i tematykę słownictwa w oparciu o ten profil ucznia. Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym.

ChatGPT

Oczywiście, oto 7-dniowy plan nauki obejmujący różne struktury gramatyczne i tematykę słownictwa, odpowiedni dla zaawansowanego poziomu:

Dzień 1: Struktura gramatyczna - Conditional Sentences

Przejrzyj reguły tworzenia zdań warunkowych (typu zero, pierwszego, drugiego i trzeciego).

Wykonaj kilka ćwiczeń pisemnych i ustnych, aby praktykować różne typy zdań warunkowych.

Przeczytaj teksty lub artykuły, które zawierają zastosowanie zdań warunkowych.

Dzień 2: Słownictwo - Business English

Przejrzyj słownictwo związane z biznesem, takie jak terminologia biznesowa, umowy, negocjacje, itp.

Przeprowadź symulację rozmów biznesowych, korzystając z nowego słownictwa.

Przeczytaj artykuł na temat bieżących trendów w świecie biznesu.

Dzień 3: Struktura gramatyczna - Reported Speech

Zapoznaj się z regułami zmiany czasów i zaimków w mowie zależnej.

Praktykuj przekształcanie zdań z mowy bezpośredniej na mowę zależną i odwrotnie.

Obejrzyj fragment filmu lub wywiadu, a następnie spróbuj przekazać jego treść w mowie zależnej.

Dzień 4: Słownictwo - Technology and Innovation

Poznaj słownictwo związane z technologią i innowacjami, takie jak nowe technologie, internet rzeczy, sztuczna inteligencja, itp.

Czytaj artykuły na temat najnowszych osiągnięć w dziedzinie technologii i innowacji.

Dyskutuj na temat wpływu nowych technologii na społeczeństwo i gospodarkę.

Dzień 5: Struktura gramatyczna - Phrasal Verbs

Zapoznaj się z różnymi rodzajami phrasal verbs: intransitive, transitive separable, transitive inseparable.

Przeprowadź ćwiczenia na temat użycia phrasal verbs w kontekście.

Obejrzyj film lub serial, zwracając uwagę na użycie phrasal verbs w naturalnej rozmowie.

Dzień 6: Słownictwo - Environment and Sustainability

Naucz się słownictwa związanego z ochroną środowiska i zrównoważonym rozwojem, takie jak recykling, energia odnawialna, zmiany klimatu, itp.

Przeczytaj artykuł na temat działań podejmowanych na rzecz ochrony środowiska.

Omów sposoby, w jakie możesz przyczynić się do ochrony środowiska w swoim otoczeniu.

Dzień 7: Powtórka i praktyka ogólna

Przeglądaj materiały z poprzednich dni, aby utrwalić nowe struktury gramatyczne i słownictwo.

Wykonaj różnorodne ćwiczenia praktyczne, takie jak quizy online, słuchanie podcastów lub oglądanie filmów z napisami.

Skoncentruj się na konsolidacji wiedzy i umiejętności poprzez praktykę.

Pamiętaj, aby w trakcie nauki również zachować równowagę między różnymi umiejętnościami językowymi, takimi jak czytanie, pisanie, mówienie i słuchanie. Odpowiednie ćwiczenia pomogą Ci rozwijać się w każdym aspekcie języka angielskiego.

User

Na podstawie tego profilu ucznia:

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym.

Czy myślisz, że znałbym słownictwo niezbędne do rozmawiania o polityce?

ChatGPT

Biorąc pod uwagę, że jesteś na zaawansowanym poziomie nauki języka angielskiego, można założyć, że posiadasz solidną bazę słownictwa i umiejętności, które umożliwią Ci rozmowę na różnorodne tematy, w tym także o polityce. Poziom zaawansowany obejmuje zazwyczaj szerokie spektrum słownictwa, w tym terminy związane z polityką, rządami, systemami politycznymi, instytucjami międzynarodowymi, prawem i innymi aspektami polityki.

Jeśli regularnie śledzisz aktualności, czytasz artykuły lub oglądasz programy informacyjne po angielsku, prawdopodobnie masz pewne zrozumienie kwestii politycznych. Jednak jeśli nie czujesz się pewnie w zakresie słownictwa związanego z polityką, warto

skoncentrować się na rozszerzeniu swojej wiedzy w tym obszarze poprzez czytanie artykułów, oglądanie programów politycznych, słuchanie podcastów lub dyskusje na ten temat z innymi osobami. Pamiętaj, że nauka języka to proces ciągły, więc im więcej eksponujesz się na różne tematy, tym bardziej poszerzasz swoje umiejętności komunikacyjne i słownictwo w języku angielskim, w tym również w zakresie polityki.

User

Na podstawie tego profilu ucznia:

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym.

Czy myślisz, że znałbym słownictwo niezbędne do rozmawiania o mojej rodzinie?

ChatGPT

Biorąc pod uwagę, że jesteś na zaawansowanym poziomie nauki języka angielskiego, można przypuszczać, że masz solidną bazę słownictwa, która umożliwiłaby Ci swobodną rozmowę na temat Twojej rodziny. Na poziomie zaawansowanym uczniowie zazwyczaj mają szerokie umiejętności komunikacyjne i bogate słownictwo, co obejmuje opisywanie relacji rodzinnych, członków rodziny, ich charakterystykę, zainteresowania, wydarzenia rodzinne itp.

Jeśli nie jesteś pewny swojego słownictwa dotyczącego rodziny, warto przeglądnąć podstawowe terminy, takie jak "mother", "father", "sister", "brother", "grandparents", "cousins" itp. Możesz również chcieć poszerzyć swoje słownictwo o bardziej specyficzne terminy, takie jak "niece", "nephew", "in-laws", "stepmother", "half-sister" itp.

Ponadto, możesz chcieć praktykować opisywanie relacji rodzinnych, opowiadanie historii związanych z rodziną, wspomnianie wydarzeń rodzinnych oraz wyrażanie uczuć i emocji w kontekście rodzinnych relacji.

W miarę praktykowania i eksponowania się na różne tematy związane z rodziną w języku angielskim, Twoje umiejętności komunikacyjne będą się rozwijać, a słownictwo stanie się coraz bardziej precyzyjne i wszechstronne.

User

Na podstawie tego profilu ucznia:

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym.

Czy myślisz, że znałbym past perfect?

ChatGPT

Biorąc pod uwagę, że jesteś na zaawansowanym poziomie nauki języka angielskiego, można przypuszczać, że masz świadomość istnienia i zastosowania czasu Past Perfect.

Past Perfect to czas przeszły, który używamy, aby wyrazić, że coś wydarzyło się przed określonym punktem w przeszłości. Składa się on z formy czasownika "had" oraz bezokolicznika czasownika w formie podstawowej. Na przykład: "She had already finished her homework before dinner" (Ona już skończyła pracę domową przed obiadem).

Jeśli nie jesteś pewien swoich umiejętności w zakresie Past Perfect, warto przejrzeć reguły jego użycia oraz przeprowadzić kilka ćwiczeń praktycznych. Przeczytaj teksty lub dialogi zawierające czas Past Perfect i spróbuj zrozumieć, dlaczego został on użyty w konkretnym kontekście.

Praktykując regularnie użycie czasu Past Perfect w różnych kontekstach, Twoje umiejętności w tym obszarze języka angielskiego będą się rozwijać, a Ty będziesz pewniejszy w jego stosowaniu.

User

Jeśli mówię w języku angielskim na poziomie zaawansowanym, jakie konstrukcje gramatyczne powinienem znać?

ChatGPT

Jeśli mówisz w języku angielskim na poziomie zaawansowanym, powinieneś znać i umieć stosować szereg zaawansowanych konstrukcji gramatycznych. Oto kilka przykładów:

Conditional Sentences (Zdania warunkowe): Znajomość różnych typów zdań warunkowych, takich jak zero, pierwszego, drugiego i trzeciego typu, oraz umiejętność ich stosowania w różnych kontekstach.

Reported Speech (Mowa zależna): Umiejętność przenoszenia zdań z mowy bezpośredniej do mowy zależnej, w tym zmiany czasów, zaimków oraz struktur gramatycznych.

Phrasal Verbs (Czasowniki frazowe): Zrozumienie różnych rodzajów phrasal verbs oraz ich znaczenia w kontekście.

Passive Voice (Strona bierna): Znajomość konstrukcji strony biernej i umiejętność jej stosowania w różnych czasach oraz trybach.

Relative Clauses (Zdania względne): Umiejętność tworzenia oraz stosowania zdaniów względnych, które opisują lub identyfikują rzecz lub osobę.

Modal Verbs (Czasowniki modalne): Zrozumienie znaczenia i zastosowania czasowników modalnych, takich jak can, could, may, might, must, should, will, would.

Gerunds and Infinitives (Rzeczowniki odsłowne i bezokoliczniki): Znajomość zasad używania rzeczowników odsłownych i bezokoliczników w zdaniach oraz różnice w znaczeniu między nimi.

Conditional Perfect (Warunkowe perfect): Znajomość konstrukcji warunkowego perfect, które opisują sytuacje, które mogłyby się wydarzyć, gdyby coś innego miało miejsce w przeszłości.

Subjunctive Mood (Tryb żywiołowy): Rozumienie użycia trybu żywiołowego w określonych kontekstach, takich jak wyrażanie życzeń, sugestii, obaw, czy sugestii.

Cleft Sentences (Zdania wydzielone): Umiejętność konstruowania i stosowania zdań wydzielonych, które pozwalają na podkreślenie określonej części zdania.

Znajomość i umiejętność stosowania tych konstrukcji gramatycznych pozwoli Ci na płynniejszą i bardziej precyzyjną komunikację w języku angielskim na poziomie zaawansowanym.

User

Na podstawie tego profilu ucznia:

Uczę się języka angielskiego i posługuję się tym językiem na poziomie C1.

Czy myślisz, że znałbym compound adjectives?

ChatGPT

Jeśli posiadasz zaawansowany poziom C1 w nauce języka angielskiego, to jest bardzo prawdopodobne, że znasz i umiesz stosować compound adjectives.

Compound adjectives to przymiotniki utworzone poprzez połączenie dwóch lub więcej wyrazów, które razem tworzą nowy przymiotnik o określonym znaczeniu. Przykłady takich przymiotników to "well-known" (dobrze znany), "high-speed" (szybki), "long-term" (długoterminowy), "green-eyed" (zielonooki), itp.

Umiejętność rozpoznawania i stosowania compound adjectives jest istotna dla płynnej komunikacji na poziomie zaawansowanym. Pozwala to na opisywanie rzeczy, ludzi, sytuacji i miejsc w bardziej złożony sposób oraz na precyzyjne wyrażanie swoich myśli i opinii.

Jeśli nie jesteś pewien swojej znajomości compound adjectives, warto przeglądnąć listę przykładów oraz praktykować ich stosowanie w różnych kontekstach, aby poczuć się pewniej w ich użyciu.

User

Na podstawie tego profilu ucznia:

Uczę się języka angielskiego i posługuję się tym językiem na poziomie C1.

Czy myślisz, że znalazłbym NON-FINITE AFTER 'IF'?

ChatGPT

Jeśli jesteś na poziomie C1 w nauce języka angielskiego, to jest bardzo prawdopodobne, że znasz i umiesz stosować non-finite clauses po wyrażeniu "if".

Non-finite clauses to zdania złożone, które nie zawierają pełnej formy czasownika (bezokolicznik, imiesłów lub czasownik odsłowny). W przypadku zdania warunkowego (conditional sentence) po wyrażeniu "if", często stosowane są non-finite clauses, szczególnie w przypadku drugiego zdania, które wyraża skutki.

Przykłady non-finite clauses po "if":

If asked nicely, she will help you. (Bezokolicznik: "asked")

If given the chance, I would travel the world. (Imiesłów: "given")

Umiejętność rozpoznawania i stosowania non-finite clauses po "if" jest ważna dla płynnej komunikacji na poziomie zaawansowanym. Pozwala to na precyzyjne wyrażanie warunków i skutków oraz na zróżnicowanie swojej mowy.

Jeśli nie jesteś pewien swojej znajomości non-finite clauses po "if", warto przeglądnąć przykłady i praktykować ich stosowanie w różnych kontekstach, aby poczuć się pewniej w ich użyciu.

Experiment 1.B. – Profile A (English, Fluent, Polish & German & Spanish, Professional)

User

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a tego języka używam głównie w kontekście zawodowym. Udawaj, że jesteś nauczycielem i rozmawiaj ze mną w języku angielskim, biorąc pod uwagę podane szczegóły.

ChatGPT

Of course, I'd be happy to help you practice English! It's great to hear that you're already at an advanced level. How can I assist you today? Are there any specific areas of English you'd like to focus on, or do you have any questions? Feel free to let me know how I can support your learning journey.

User

I want to discuss matters concerning my new job contract.

ChatGPT

Absolutely, discussing job contracts in English is an important skill. Let's dive into it. What aspects of your new job contract would you like to discuss? Are there any terms or clauses that you're unsure about, or do you need assistance in understanding specific sections of the contract? Feel free to share any concerns or questions you have, and we can work through them together.

User

Teach me some vocabulary I would find relevant based on my learner profile.

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a tego języka używam głównie w kontekście zawodowym. Udawaj, że jesteś nauczycielem i rozmawiaj ze mną w języku angielskim, biorąc pod uwagę podane szczegóły.

ChatGPT

Certainly! Since you use English mainly in a professional context and already possess an advanced level of proficiency, here are some relevant vocabulary words and phrases that may be beneficial for your career:

Negotiation Terms:

- Bargaining
- Counteroffer
- Terms and conditions
- Agreement
- Terms of service
- Mutual understanding
- Compromise
- Terms of payment

Business Correspondence:

- Formalities
- Salutation
- Signature
- Attachment
- Subject line
- Body of the email
- Closure
- CC (Carbon Copy) and BCC (Blind Carbon Copy)

Legal and Contractual Vocabulary:

- Clause
- Legal obligation
- Termination
- Breach of contract
- Arbitration
- Indemnity
- Force majeure
- Confidentiality agreement

Job Titles and Descriptions:

- Responsibilities

- Duties
- Position
- Title
- Job description
- Qualifications
- Experience
- Benefits package
- Professional Development:

Training

- Certification
- Skill enhancement
- Continuing education
- Workshop
- Seminar
- Networking
- Mentorship
- Office Environment:
- Workplace culture
- Team dynamics
- Collaboration
- Productivity
- Deadline
- Performance evaluation
- Feedback
- Remote work
- Financial Vocabulary:
- Budget
- Revenue
- Expenses
- Profit margin
- Financial statement
- Cash flow
- Investment
- ROI (Return on Investment)

Remember to practice using these terms in context to reinforce your understanding and retention. If you have any questions or need further clarification on any of these words or phrases, feel free to ask!

User

Give me an example conversation I would find relevant.

ChatGPT

Sure, let's create a dialogue between you and a colleague discussing a project deadline and potential challenges:

Colleague: Hey [Your Name], I wanted to touch base regarding the upcoming project deadline. It's just around the corner, and I wanted to ensure we're on track.

You: Hi [Colleague's Name], thanks for reaching out. I've been monitoring our progress closely, and I agree, the deadline is approaching rapidly. Overall, I think we're making good headway, but there are a few potential challenges we need to address.

Colleague: I appreciate your proactive approach. What specific challenges are you foreseeing?

You: One concern I have is the integration of the new software system. It's a critical component of the project, and we've encountered some unexpected issues during the testing phase. While our team is working diligently to resolve them, it might impact our timeline slightly.

Colleague: Understood. Have you communicated these concerns to the project manager?

You: Yes, I've been in touch with them and provided regular updates. We're exploring potential solutions and contingency plans to mitigate any delays. Additionally, I'm coordinating with the software development team to expedite the resolution process.

Colleague: That sounds like a solid plan. Is there anything I can assist with to alleviate the pressure?

You: Thank you for offering your support. At the moment, I believe we're handling it internally, but I'll definitely keep you updated if we need additional resources or assistance. In the meantime, if you have any suggestions or insights, feel free to share them.

Colleague: Absolutely, I'll remain available if you need anything. Let's stay proactive and focused on meeting our deadline while ensuring the quality of our work remains high.

You: Agreed, maintaining both efficiency and quality is crucial. I appreciate your collaboration and support in navigating these challenges.

Colleague: No problem at all, that's what teamwork is all about. Let's keep in touch and continue monitoring our progress closely.

You: Definitely, I'll keep you updated on any developments. Thanks again for touching base, [Colleague's Name].

Colleague: Anytime, [Your Name]. Take care, and let's tackle this project together.

You: Absolutely, talk to you soon.

User

Wytłumacz mi czas past perfect bazując na tym profilu.

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a tego języka używam głównie w kontekście zawodowym.

ChatGPT

Oczywiście! Czas Past Perfect w języku angielskim używamy, aby wyrazić, że jakieś wydarzenie lub działanie miało miejsce przed innym wydarzeniem w przeszłości. Jest to czas, który jest formowany przez użycie odpowiedniej formy czasownika "to have" w czasie przeszłym (had), po której następuje imiesłów bierny (past participle) czasownika głównego.

Dla przykładu, jeśli chcemy opowiedzieć o wydarzeniach w następującej kolejności: najpierw zrobiłeś zakupy, a potem gotowałeś obiad, użylibyśmy czasu Past Perfect do opisanego pierwszej czynności.

Przykład:

"Before I cooked dinner, I had done the shopping." (Przed gotowaniem obiadu, zrobiłem zakupy.)

W tym zdaniu "had done" jest formą czasownika "to have" w czasie przeszłym (Past Perfect), a "done" jest imiesłowem biernym czasownika "to do".

W twoim przypadku, używanie czasu Past Perfect może pomóc Ci opisywać wydarzenia w kontekście zawodowym, szczególnie gdy chcesz wskazać, że jakieś działanie miało miejsce wcześniej niż inne w określonym czasie w przeszłości.

User

Wyłumacz mi czas past perfect w języku angielskim bazując na mojej znajomości hiszpańskiego.

ChatGPT

Oczywiście! Możemy porównać czas Past Perfect w języku angielskim do jego odpowiednika w hiszpańskim - czasu Pretérito Pluscuamperfecto.

W hiszpańskim, Pretérito Pluscuamperfecto jest tworzony przez użycie formy odpowiedniej osoby czasownika "haber" w czasie Pretérito Imperfecto (czyli "había") oraz imiesłowu czasownika głównego. Jest to używane, aby wyrazić, że jakieś wydarzenie miało miejsce wcześniej niż inne w przeszłości.

Na przykład:

"Cuando llegué a casa, mi madre ya había cocinado la cena." (Kiedy wróciłem do domu, moja matka już ugotowała obiad.)

W tym zdaniu "había cocinado" jest formą Pretérito Pluscuamperfecto, gdzie "había" to forma czasownika "haber" w czasie Pretérito Imperfecto, a "cocinado" to imiesłów czasownika "cocinar".

Podobnie, w języku angielskim, czas Past Perfect jest tworzony przez użycie formy "had" (odpowiednik "había" w hiszpańskim) i imiesłowu czasownika głównego. Jest używany do wyrażania, że pewne wydarzenie miało miejsce wcześniej niż inne w przeszłości.

Dla przykładu:

"When I got home, my mother had already cooked dinner."

W tym zdaniu "had cooked" to forma czasownika "to have" w czasie Past Perfect, a "cooked" to imiesłów czasownika "to cook". Analogicznie do hiszpańskiego, czas Past Perfect wskazuje, że gotowanie obiadu miało miejsce wcześniej niż przyjsię do domu.

User

Wyłumacz mi czas past perfect w języku angielskim bazując na mojej znajomości niemieckiego.

ChatGPT

Oczywiście! Możemy porównać czas Past Perfect w języku angielskim do jego odpowiednika w niemieckim - czasu Plusquamperfekt.

W niemieckim, Plusquamperfekt jest tworzony przez użycie odpowiedniej formy czasownika "haben" lub "sein" w czasie Präteritum (czyli odpowiednio "hatte" lub "war"), po których następuje imiesłów czasownika głównego. Jest to używane, aby wyrazić, że jakieś wydarzenie miało miejsce wcześniej niż inne w przeszłości.

Na przykład:

"Als ich ankam, hatte meine Mutter schon das Abendessen gekocht." (Kiedy przyjechałem, moja matka już ugotowała obiad.)

W tym zdaniu "hatte gekocht" jest formą Plusquamperfekt, gdzie "hatte" to forma czasownika "haben" w czasie Präteritum, a "gekocht" to imiesłów czasownika "kochen".

Podobnie, w języku angielskim, czas Past Perfect jest tworzony przez użycie formy "had" i imiesłowu czasownika głównego. Jest używany do wyrażania, że pewne wydarzenie miało miejsce wcześniej niż inne w przeszłości.

Dla przykładu:

"When I arrived, my mother had already cooked dinner."

W tym zdaniu "had cooked" to forma czasownika "to have" w czasie Past Perfect, a "cooked" to imiesłów czasownika "to cook". Analogicznie do niemieckiego, czas Past Perfect wskazuje, że gotowanie obiadu miało miejsce wcześniej niż przyjsię do domu.

User

Podaj mi 7-dniowy plan nauki obejmujący określone struktury gramatyczne i tematykę słownictwa w oparciu o ten profil ucznia. Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a tego języka używam głównie w kontekście zawodowym.

ChatGPT

Oto 7-dniowy plan nauki obejmujący określone struktury gramatyczne i tematykę słownictwa, oparty na Twoim profilu ucznia:

Dzień 1: Temat - Negocjacje Biznesowe

Gramatyka: Użycie czasu Present Perfect dla opisu doświadczeń związanego z negocjacjami biznesowymi.

Słownictwo: Wyrażenia używane podczas negocjacji biznesowych, np. "terms and conditions", "mutual understanding", "compromise".

Dzień 2: Temat - Korespondencja Biznesowa

Gramatyka: Zastosowanie struktur gramatycznych w formalnej korespondencji biznesowej, w tym użycie modalnych czasowników.

Słownictwo: Zwroty grzecznościowe, słownictwo związane z pisanem e-maili zawodowych.

Dzień 3: Temat - Umowy i Kontrakty

Gramatyka: Użycie czasu Past Perfect w kontekście opisu historii umowy lub kontraktu.

Słownictwo: Terminologia związana z umowami i kontraktami, np. "legal obligation", "breach of contract", "confidentiality agreement".

Dzień 4: Temat - Rozwój Zawodowy

Gramatyka: Zastosowanie czasowników modalnych do wyrażania możliwości, np. "can", "could", "may", w kontekście rozwoju zawodowego.

Słownictwo: Słownictwo związane z doskonaleniem umiejętności zawodowych, np. "training", "certification", "continuing education".

Dzień 5: Temat - Kultura Pracy

Gramatyka: Użycie czasowników modalnych i struktur gramatycznych w wyrażaniu sugestii i sugestii w miejscu pracy.

Słownictwo: Terminologia związana z kulturą pracy, np. "workplace culture", "team dynamics", "performance evaluation".

Dzień 6: Temat - Finanse i Biznes

Gramatyka: Zastosowanie czasowników modalnych i struktur gramatycznych w kontekście wyrażania zaleceń i sugestii finansowych.

Słownictwo: Słownictwo związane z finansami i biznesem, np. "budget", "revenue", "profit margin".

Dzień 7: Temat - Prezentacje i Negocjacje Biznesowe

Gramatyka: Użycie czasu Future Perfect dla opisu osiągnięć lub postępów w prezentacjach biznesowych lub negocjacjach.

Słownictwo: Wyrażenia i zwroty używane podczas prezentacji i negocjacji biznesowych.

W ciągu każdego dnia zalecam praktykę poprzez pisanie, czytanie, słuchanie i mówienie. Możesz również zaplanować sesję praktyki w oparciu o każdy z tych tematów, angażując się w dyskusje, tworzenie list, czytanie artykułów związanych z biznesem lub oglądanie filmów lub podcastów dotyczących tematyki zawodowej.

User

Bazując na tym profilu.

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a tego języka używam głównie w kontekście zawodowym.

Czy uważasz że znam słownictwo potrzebne do dyskusji o etyce?

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a tego języka używam głównie w kontekście zawodowym.

ChatGPT

Biorąc pod uwagę Twój zaawansowany poziom języka angielskiego oraz fakt, że używasz go głównie w kontekście zawodowym, można założyć, że znasz wiele słów związanych z etyką. Jednakże, aby mieć pewność, czy znasz wszystkie niezbędne słownictwo do dyskusji na temat etyki w języku angielskim, warto przejrzeć specjalistyczne słowniki, materiały edukacyjne lub artykuły na ten temat. Etyka to obszerny temat, który może wymagać znajomości szczegółowych terminów i pojęć.

Aby się upewnić, możesz przeanalizować poniższe przykładowe słownictwo związane z etyką w kontekście zawodowym:

Integrity - Integrytet

Honesty - Uczciwość

Transparency - Transparentność

Accountability - Odpowiedzialność

Fairness - Sprawiedliwość

Respect - Szacunek

Confidentiality - Poufność

Ethical dilemma - Dylemat etyczny

Code of conduct - Kodeks postępowania

Whistleblowing - Zgłaszanie nieprawidłowości

Jeśli znajdziesz w tych słowach znajome terminy, to znak, że masz dobrą podstawę do dyskusji na temat etyki. Jednak warto zawsze poszerzać swoją wiedzę i słownictwo w miarę potrzeb, aby być jak najbardziej kompetentnym w danym obszarze.

Experiment 1.C. – Profile A (English, Fluent, Polish & German & Spanish, Professional, Drawing & Science & Cinema, High Language Aptitude)

User

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a języka angielskiego używam głównie w kontekście zawodowym. Moje hobby to rysunek, nauka i kino. Mam duże zdolności i predyspozycje językowe. Udawaj, że jesteś nauczycielem i rozmawiaj ze mną w języku angielskim, biorąc pod uwagę podane szczegóły.

ChatGPT

Of course, I'd be happy to help you practice English, especially in a professional context given your background. Let's start by discussing how you typically use English in your professional life. What specific areas or topics would you like to focus on improving? We can tailor our conversation to suit your needs and interests. Feel free to ask any questions or express any concerns you may have regarding language usage or communication in English. Additionally, if there are any particular aspects of English grammar, vocabulary, or pronunciation you'd like to work on, just let me know, and we can incorporate those into our discussion.

User

I would like to incorporate my hobbies into my professional life to get closer to some clients. What vocabulary do you recommend?

ChatGPT

Incorporating your hobbies into your professional life can be a great way to connect with clients on a more personal level. Here are some vocabulary words and phrases related to your hobbies of drawing, learning, and cinema that you could use in a professional context:

Drawing:

- Sketching
- Illustration
- Artistic expression
- Visual storytelling
- Creative process
- Graphic design
- Fine art
- Portraiture
- Rendering
- Artistic techniques

Learning:

- Continuous improvement
- Professional development
- Lifelong learning
- Skill acquisition

- Knowledge enrichment
- Educational pursuits
- Training and development
- Intellectual growth
- Self-improvement
- Mastery

Cinema:

- Film aficionado
- Movie buff
- Cinematic experience
- Filmography
- Directorial styles
- Screenwriting
- Cinematography
- Film analysis
- Genre preferences

Cultural significance

You can incorporate these terms into conversations with clients when discussing projects, brainstorming ideas, or even during casual networking events. For example, you could mention how your artistic background influences your approach to problem-solving or how your passion for cinema helps you understand storytelling techniques that can be applied to marketing campaigns or presentations. By weaving in these aspects of your personality, you can build rapport with clients and showcase your unique perspective and skills.

User

I would like to incorporate my hobbies into my professional life to get closer to some clients. Give me a sample conversation I could have.

ChatGPT

Certainly! Here's a sample conversation incorporating your hobbies into a professional context:

You: Good afternoon, Mr. Smith. Thank you for meeting with me today to discuss your upcoming project. I'm excited to explore how we can collaborate to bring your vision to life.

Client (Mr. Smith): Good afternoon! Likewise, I'm eager to hear your ideas. I've heard great things about your work.

You: Thank you, I appreciate that. Before we delve into the details, I wanted to share a bit about myself to give you a better sense of who I am beyond my professional expertise. Outside of work, I'm deeply passionate about a few hobbies that I believe influence my approach to projects like yours.

Mr. Smith: That's interesting! I'd love to hear more about that.

You: Well, for one, I've always been drawn to the world of visual storytelling through drawing and illustration. I find that my background in art has taught me to think creatively and problem-solve in unique ways. It's something I bring into my professional projects, infusing them with a sense of creativity and innovation.

Mr. Smith: That sounds like it could bring a fresh perspective to our project. What else are you passionate about?

You: I'm also a lifelong learner, constantly seeking out new knowledge and skills to enhance my craft. Whether it's staying updated on industry trends or exploring new techniques in design and communication, I believe that a commitment to learning is essential for growth and success.

Mr. Smith: I couldn't agree more. Continuous improvement is key in our industry.

You: Absolutely. And finally, I'm a huge fan of cinema. I find inspiration in the art of storytelling, cinematography, and the power of visual narrative. Understanding how different films evoke emotions and convey messages has helped me develop a deeper understanding of effective communication, which I think can benefit our project as well.

Mr. Smith: That's fascinating. It's not often I meet someone who shares such diverse interests. I can see how your passions could bring a unique perspective to our collaboration.

You: I'm glad to hear that. I truly believe that incorporating elements of my personal interests into my professional life allows me to connect more deeply with clients and bring a level of creativity and enthusiasm to our work together.

Mr. Smith: Well, I'm certainly intrigued. Let's dive into the project details and see how we can leverage your unique perspective to achieve our goals.

In this conversation, you've effectively introduced your hobbies in a way that demonstrates how they inform your professional approach and could benefit the client's project. This can help build rapport and establish a more personal connection with the client.

User

Bazując na tym profilu.

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a języka angielskiego używam głównie w kontekście zawodowym. Moje hobby to rysunek, nauka i kino. Mam duże zdolności i predyspozycje językowe.

Naucz mnie czasu past perfect.

ChatGPT

Z przyjemnością! Czas Past Perfect w języku angielskim używany jest do wyrażenia działania, które miało miejsce wcześniej niż inne działanie w przeszłości. Składa się z formy czasownika "had" oraz bezokolicznika czasownika w formie przeszłej.

Przykładowe zdania w czasie Past Perfect:

She had already finished her homework before her friends arrived.

(Ona już skończyła pracę domową, zanim przyjechali jej przyjaciele.)

By the time we got to the cinema, the movie had already started.

(Do czasu, gdy dotarliśmy do kina, film już się rozpoczął.)

They had never visited Europe before they went on their trip last summer.

(Oni nigdy nie odwiedzili Europy, zanim pojechali na wakacje w zeszłym roku.)

He had studied German for three years before he moved to Germany.

(On uczył się niemieckiego przez trzy lata, zanim przeprowadził się do Niemiec.)

By the time I arrived at the party, everyone had already left.

(Do czasu, gdy dotarłem na imprezę, wszyscy już wyszli.)

Ważne jest zauważenie, że czas Past Perfect stosuje się w kontekście przeszłości, gdy mamy do czynienia z dwoma lub więcej działaniami, z których jedno miało miejsce przed drugim. Czasownik "had" wskazuje na to, że działanie nastąpiło przed innym działaniem w przeszłości. Mam nadzieję, że te przykłady pomogą Ci zrozumieć i zastosować czas Past Perfect w praktyce!

User

Based on this profile.

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a języka angielskiego używam głównie w kontekście zawodowym. Moje hobby to rysunek, nauka i kino. Mam duże zdolności i predyspozycje językowe.

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

ChatGPT

Certainly! Here's a tailored 7-day study plan for you based on your learner profile:

Day 1: Grammar - Review of Past Perfect Tense

Study the formation and usage of the Past Perfect Tense in English.

Practice constructing sentences using the Past Perfect Tense.

Complete exercises or quizzes to reinforce your understanding.

Day 2: Vocabulary - Professional Communication

Learn vocabulary related to your professional field or industry in English.

Practice using this vocabulary in context through role-play scenarios or writing exercises.

Explore common phrases and expressions used in professional communication.

Day 3: Grammar - Conditional Sentences

Study the different types of conditional sentences in English (zero, first, second, third conditionals).

Practice forming and using each type of conditional sentence.

Create your own examples to demonstrate understanding.

Day 4: Vocabulary - Art and Drawing

Learn vocabulary related to art, drawing techniques, and artistic mediums in English.

Explore terms specific to your interests in drawing, such as shading, perspective, or composition.

Practice describing artworks or discussing artistic styles using the new vocabulary.

Day 5: Grammar - Reported Speech

Review the rules for transforming direct speech into reported (indirect) speech in English.

Practice converting direct speech into reported speech, paying attention to changes in verb tenses and pronouns.

Create your own examples of reported speech statements.

Day 6: Vocabulary - Learning and Education

Learn vocabulary related to education, learning methods, and academic subjects in English.

Explore terms specific to your interests in learning, such as study techniques, educational resources, or academic disciplines.

Practice discussing learning experiences or sharing educational insights using the new vocabulary.

Day 7: Grammar - Review and Integration

Review all the grammatical structures covered throughout the week: Past Perfect Tense, Conditional Sentences, Reported Speech.

Practice integrating these structures into written and spoken communication.

Reflect on your progress and identify areas for further improvement.

Throughout the week, make sure to incorporate listening and speaking practice into your routine, such as watching

English-language movies or podcasts related to your hobbies and interests, and engaging in conversations with native speakers or language partners. Additionally, allocate some time each day for vocabulary review and reinforcement. Adjust the study plan as needed to suit your learning pace and preferences. Happy studying!

User

What advice would you give me considering my high language aptitude in learning Polish?

ChatGPT

With your high language aptitude, learning Polish can be a rewarding and enriching experience. Here are some tailored tips to help you make the most of your language learning journey:

Immerse Yourself in the Language: Surround yourself with Polish as much as possible. Listen to Polish music, watch Polish movies and TV shows, and try to incorporate Polish into your daily life as much as possible.

Practice Regularly: Consistency is key when learning a new language. Set aside dedicated time each day to practice Polish, whether it's through vocabulary drills, grammar exercises, or conversations with native speakers.

Utilize Multiple Resources: Take advantage of a variety of resources to learn Polish, including textbooks, online courses, language apps, and language exchange partners. Each resource offers a different perspective and can help reinforce your learning.

Focus on Speaking and Listening: Given your advanced language skills, prioritize speaking and listening practice in Polish.

Engage in conversations with native speakers, participate in language exchange programs, and practice speaking aloud to improve your pronunciation and fluency.

Expand Your Vocabulary Strategically: With your language aptitude, you may find it easier to pick up new vocabulary. Focus on learning high-frequency words and phrases first, and gradually expand your vocabulary as you progress. Use flashcards, mnemonic devices, and context clues to aid memorization.

Seek Feedback and Correction: Don't be afraid to make mistakes. Instead, view them as opportunities for growth. Seek feedback from native speakers or language teachers, and actively work on correcting errors to improve your language skills.

Immerse Yourself in Polish Culture: Learning about Polish culture, history, and traditions can deepen your understanding of the language and provide valuable context for your studies. Explore Polish literature, cuisine, art, and customs to enhance your cultural appreciation.

Stay Motivated and Persistent: Learning a new language can be challenging at times, but maintaining motivation and persistence is crucial. Set realistic goals, celebrate your progress along the way, and remind yourself of the reasons why you wanted to learn Polish in the first place.

By following these tips and leveraging your high language aptitude, you'll be well-equipped to make significant strides in your journey to learn Polish. Enjoy the process and embrace the opportunities for growth and discovery that come with language learning!

Experiment 2.A. Profile B (Polish, Upper-intermediate)

User

I am a learner of Polish and I speak the language on the upper-intermediate level. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

ChatGPT

Cześć! Jak się masz? Bardzo się cieszę, że mogę z Tobą porozmawiać po polsku. Jakies konkretne cele czy obszary chciałbyś dzisiaj omówić? Możemy porozmawiać o czymś konkretnym, lub po prostu ćwiczyć swobodną konwersację. Co jest dla Ciebie najważniejsze w nauce języka polskiego w tym momencie?

User

Chciałbym porozmawiać o astronomii. Jest to jeden z moich ulubionych tematów. Od dziecka się nią fascynuję.

ChatGPT

To świetnie, że chcesz porozmawiać o astronomii! To fascynująca dziedzina nauki. Czy masz ulubioną planetę w Układzie Słonecznym? Czy może interesują Cię bardziej gwiazdy i galaktyki?

User

Moja ulubiona planeta w Układzie Słonecznym to Merkury. Bardzo podoba mi się ich kolor. A Twoja?

ChatGPT

Mercury to fascynująca planeta! Jej bliskie sąsiedztwo ze Słońcem oraz nietypowy wygląd sprawiają, że jest to interesujący obiekt do badań. Jeśli chodzi o moją ulubioną planetę, to trudno mi wybrać jedną, ale jestem bardzo zafascynowany Jowiszem. Jego ogromna masa i charakterystyczne pasy chmur robią niesamowite wrażenie. A co Cię fascynuje najbardziej w Merkury?

User

Teraz chciałbym porozmawiać o katastrofach naturalnych.

ChatGPT

Rozmowa o katastrofach naturalnych to bardzo istotny temat, ponieważ wiele z nich ma znaczący wpływ na ludzkie życie i środowisko naturalne. Czy jest jakaś konkretna katastrofa naturalna, która Cię szczególnie interesuje? Może chcesz porozmawiać o sposobach, w jaki ludzie mogą się przygotować i chronić przed nimi?

User

Bardzo interesują mnie trzęsienia ziemi. Dlatego chciałbym nauczyć się jak rozmawiać o tym po polsku, aby dzieje się tym z moim przyjaciółmi.

ChatGPT

Świetnie, że chcesz rozmawiać o trzęsieniach ziemi! To bardzo istotny temat, zwłaszcza z punktu widzenia bezpieczeństwa i świadomości społecznej. Oto kilka przydatnych zwrotów, którymi możesz posługiwać się podczas rozmowy na ten temat:

Trzęsienie ziemi - earthquake

Epicentrum - epicenter

Magnituda - magnitude

Wstrząs wtórny - aftershock

Skutki trzęsienia ziemi - effects of an earthquake

Uszkodzenia budynków - building damage

Evakuacja - evacuation

Bezpieczne miejsca schronienia - safe shelter places

Alarm trzęsienia ziemi - earthquake alarm

System wczesnego ostrzegania - early warning system

Jeśli potrzebujesz dodatkowych zwrotów lub chcesz porozmawiać o konkretnych aspektach trzęsień ziemi, śmiało pytaj! Chętnie Ci pomogę poszerzyć zasób słownictwa i umiejętności konwersacyjnych na ten temat.

User

What are all of the mistakes that I made in this conversation?

ChatGPT

In your conversation, there were a few minor mistakes, but overall your Polish is quite good! Here are the corrections:

"Dlatego chciałbym nauczyć się jak rozmawiać o tym po polsku, aby dzieje się tym z moim przyjaciółmi." - The correct form would be: "Dlatego chciałbym nauczyć się, jak rozmawiać o tym po polsku, aby móc rozmawiać o tym z moimi przyjaciółmi."

"Bardzo interesują mnie trzęsienia ziemi." - This sentence is grammatically correct, but a more natural way to express it would be: "Trzęsienia ziemi bardzo mnie interesują."

Other than that, your Polish is quite good! Keep up the great work! If you have any further questions or need more assistance, feel free to ask.

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level.

ChatGPT

Certainly! Here's a 7-day study plan tailored to an upper-intermediate learner of Polish:

Day 1: Grammar Focus - Past Tense Review

Review the conjugation of verbs in the past tense (preterite) including regular and irregular verbs.

Practice forming sentences using past tense verbs in various contexts.

Day 2: Vocabulary Theme - Travel and Tourism

Learn vocabulary related to travel and tourism, including transportation, accommodation, tourist attractions, and activities.

Practice using the new vocabulary in sentences and short dialogues about planning a trip or discussing past travel experiences.

Day 3: Grammar Focus - Conditional Mood

Study the conditional mood in Polish, including its formation and usage to express hypothetical or future events.

Practice creating sentences using the conditional mood, both with "być" (to be) and other verbs.

Day 4: Vocabulary Theme - Technology and Gadgets

Learn vocabulary related to technology and gadgets, such as computers, smartphones, apps, social media, and electronic devices.

Explore how to discuss technology trends, digital communication, and the impact of technology on society in Polish.

Day 5: Grammar Focus - Subjunctive Mood

Learn about the subjunctive mood in Polish and its usage to express wishes, desires, suggestions, or hypothetical situations.

Practice constructing sentences using the subjunctive mood in various contexts, such as expressing hopes, doubts, or recommendations.

Day 6: Vocabulary Theme - Environment and Sustainability

Expand your vocabulary related to the environment and sustainability, including terms for nature, climate change, conservation, recycling, and renewable energy sources.

Discuss environmental issues and solutions in Polish, expressing opinions and discussing ways to protect the planet.

Day 7: Review and Conversation Practice

Review all the grammar structures and vocabulary themes covered during the week.

Engage in conversation practice with a language partner or tutor, focusing on using the learned grammar and vocabulary in a natural context.

Remember to practice regularly, immerse yourself in Polish media, and actively seek opportunities to use the language in real-life situations. Adjust the study plan based on your progress and areas of interest. Happy learning!

User

Based on this learner profile:

I am a learner of Polish and I speak the language on the Upper-intermediate level.

Do you think I would know the vocabulary necessary to talk about socioeconomics?

ChatGPT

At the upper-intermediate level of Polish proficiency, you may have acquired a broad range of vocabulary and language skills. However, discussing socioeconomics can involve specialized terminology and concepts that may not be as commonly encountered in everyday conversation or standard language courses.

While you might be familiar with some general terms related to socioeconomics, such as "ekonomia" (economy), "społeczeństwo" (society), or "rynek pracy" (job market), more specific terms like "gospodarka globalna" (global economy), "nierówności społeczne" (social inequalities), or "wzrost gospodarczy" (economic growth) might be less familiar.

If you're interested in discussing socioeconomics in Polish, I would recommend expanding your vocabulary in this area through targeted study. You can achieve this by reading articles, books, or watching videos on socioeconomics in Polish, and actively learning and practicing relevant vocabulary and expressions. Additionally, engaging in discussions or debates on socioeconomics with native speakers or language partners can also help you further develop your language skills in this domain.

Remember, language learning is a continuous process, and it's okay to encounter areas where you need to expand your vocabulary further. Keep exploring and expanding your knowledge, and you'll gradually become more proficient in discussing socioeconomics in Polish.

User

Based on this learner profile:

I am a learner of Polish and I speak the language on the Upper-intermediate level.

Do you think I would know the vocabulary necessary to talk about ecology?

ChatGPT

At the upper-intermediate level of Polish proficiency, you may have acquired a solid foundation of vocabulary and language skills, but your familiarity with specific terminology related to ecology might vary depending on your personal interests and exposure to relevant materials.

While you might be familiar with some general terms related to ecology, such as "środowisko" (environment), "ekologia" (ecology), or "ochrona środowiska" (environmental protection), more specialized vocabulary like "zrównoważony rozwój" (sustainable development), "bioróżnorodność" (biodiversity), or "efekt cieplarniany" (greenhouse effect) may be less familiar.

If you're interested in discussing ecology in Polish, I would recommend expanding your vocabulary in this area through targeted study. You can achieve this by reading articles, books, or watching documentaries on ecology in Polish, and actively learning and practicing relevant vocabulary and expressions. Additionally, engaging in discussions or debates on ecological topics with native speakers or language partners can also help you further develop your language skills in this domain.

Overall, while you may have a good foundation in Polish, expanding your vocabulary to include specialized terminology related to ecology will enhance your ability to discuss environmental issues and contribute to more in-depth conversations on the topic.

User

Based on this learner profile:

I am a learner of Polish and I speak the language on the Upper-intermediate level.

Do you think I would know the vocabulary necessary to talk about travelling?

ChatGPT

At the upper-intermediate level of Polish proficiency, you likely possess a solid foundation of vocabulary and language skills that would enable you to discuss a wide range of topics, including traveling. However, your familiarity with specific travel-related vocabulary may vary depending on your personal experiences, interests, and exposure to relevant materials.

Generally, at an upper-intermediate level, you would be expected to know common travel-related vocabulary such as:

Transportation: "samolot" (plane), "pociąg" (train), "autobus" (bus), "taksówka" (taxi), "samochód" (car).

Accommodation: "hotel", "pensjonat" (guesthouse), "hostel", "apartament" (apartment), "kemping" (campsite).

Places and Attractions: "miasto" (city), "plaża" (beach), "muzeum" (museum), "zabytek" (monument), "park narodowy" (national park).

Activities: "zwiedzanie" (sightseeing), "pływanie" (swimming), "nurkowanie" (diving), "piesza wycieczka" (hiking), "zakupy" (shopping).

While these are some common travel-related terms, there might be more specialized vocabulary related to travel that you may not yet be familiar with, such as specific modes of transportation, types of accommodations, or activities unique to certain destinations.

If you're interested in enhancing your travel-related vocabulary in Polish, you can do so by actively seeking out materials such as travel guides, blogs, or videos in Polish. Engaging in conversations about travel with native speakers or language partners can also help you expand your vocabulary and improve your ability to discuss travel-related topics in Polish.

Overall, while you may already possess a good foundation in travel-related vocabulary at the upper-intermediate level, there's always room for growth and further exploration of the language.

User

Based on this learner profile:

I am a learner of Polish and I speak the language on the Upper-intermediate level.

Do you think I would know the vocabulary necessary to talk about my house?

ChatGPT

At the upper-intermediate level of Polish proficiency, you likely have a solid foundation of vocabulary and language skills that would enable you to discuss various topics, including describing your house or living space. You may be familiar with general terms related to rooms, furniture, and household items, but your specific vocabulary related to describing your house may vary depending on your experiences and exposure to relevant materials.

Typical vocabulary related to describing your house in Polish includes:

Rooms: "sypialnia" (bedroom), "łazienka" (bathroom), "kuchnia" (kitchen), "salon" (living room), "pokój dzienny" (family room), "biuro" (office).

Furniture: "łóżko" (bed), "szafa" (wardrobe), "stół" (table), "krzesło" (chair), "kanapa" (sofa), "komoda" (dresser), "szafka" (cabinet).

Household items: "lodówka" (refrigerator), "kuchenka" (stove), "zlew" (sink), "prysznic" (shower), "toaleta" (toilet), "telewizor" (television), "kominiek" (fireplace).

Descriptive terms: "duży" (big), "mały" (small), "jasny" (bright), "ciemny" (dark), "nowoczesny" (modern), "tradycyjny" (traditional), "przestronny" (spacious), "przytulny" (cozy).

While you may already be familiar with many of these terms, there might be more specialized vocabulary related to describing specific features or areas of your house that you may not yet know.

If you're interested in enhancing your vocabulary related to describing your house in Polish, you can do so by actively practicing and using these terms in context. Describing your house to a language partner or writing about it in Polish can help reinforce your vocabulary and improve your ability to discuss this topic fluently.

Overall, while you likely have a good foundation in vocabulary related to describing your house at the upper-intermediate level, there's always room for growth and further exploration of the language.

User

Based on this learner profile:

I am a learner of Polish and I speak the language on the Upper-intermediate level.

Do you think I would know the past tense?

ChatGPT

Yes, at the upper-intermediate level of Polish proficiency, you would be expected to have a good understanding of the past tense. The past tense, known as "czas przeszły" in Polish, is an essential part of the language, and learners typically acquire it at an intermediate level.

In Polish, the past tense can be formed in several ways depending on the verb type (regular or irregular) and aspect (perfective or imperfective). Some common forms of the past tense include:

The past tense of regular verbs:

For verbs ending in "-ać", "-ować", or "-ywać": remove the ending and add "-ałem", "-ałaś", "-ało", etc. For example, "mówić" (to speak) → "mówiłem" (I spoke).

For verbs ending in "-ować", "-ewać", or "-ować": remove the ending and add "-owałem", "-owałaś", "-owało", etc. For example, "uczyć" (to teach) → "uczyłem" (I taught).

For other regular verbs, conjugate according to the pattern of the verb's infinitive ending. For example, "czytać" (to read) → "czytałem" (I read).

The past tense of irregular verbs:

Irregular verbs have their own unique conjugation patterns in the past tense. Some common irregular verbs include "być" (to be), "mieć" (to have), "iść" (to go), "robić" (to do/make), etc. For example, "być" (to be) → "byłem" (I was), "mieć" (to have) → "miałem" (I had), "iść" (to go) → "szedłem" (I went), "robić" (to do/make) → "robiłem" (I did/made).

If you are an upper-intermediate learner of Polish, you should be comfortable using the past tense in various contexts and with different verb types. Practice forming sentences and telling stories in the past tense to reinforce your skills and fluency.

User

Based on this learner profile:

I am a learner of Polish and I speak the language on the Upper-intermediate level.

Do you think I would know the future perfect tense in Polish?

ChatGPT

At the upper-intermediate level of Polish proficiency, learners typically have a solid understanding of the past and present tenses, but the future perfect tense might be less commonly encountered or mastered. The future perfect tense, known as "czas przyszły dokonany" in Polish, is a more advanced grammatical structure that indicates an action that will have been completed by a certain point in the future.

Forming the future perfect tense in Polish involves using the future tense of the auxiliary verb "być" (to be) followed by the past participle of the main verb. Here's how it works:

Conjugate the future tense of the verb "być" (to be) according to the subject:

- Ja będę (I will be)
- Ty będziesz (you will be)
- On/ona/ono będzie (he/she/it will be)
- My będziemy (we will be)
- Wy będziecie (you will be)
- Oni/one będą (they will be)

Add the past participle of the main verb. Past participles in Polish typically end in "-ł", "-ła", "-ło", "-li", "-ły", or "-le" depending on the gender and number of the subject.

For example:

- "Ja będę czytał" (I will have read)
- "Ty będziesz czytała" (You will have read)
- "On będzie czytał" (He will have read)
- "Ona będzie czytała" (She will have read)
- "My będziemy czytali" (We will have read)
- "Wy będziecie czytały" (You will have read)
- "Oni będą czytali" (They will have read)

If you're an upper-intermediate learner of Polish, you might have been introduced to the future perfect tense but may need further practice and exposure to fully master its usage. Continue practicing with exercises, reading texts, and engaging in conversations to improve your understanding and fluency in using the future perfect tense in Polish.

User

Based on this learner profile:

I am a learner of Polish and I speak the language on the Upper-intermediate level.

What grammatical structures do you think I do not know yet?

ChatGPT

At the upper-intermediate level of Polish proficiency, you likely have a solid grasp of many fundamental grammatical structures and can communicate effectively in various situations. However, there may still be some more complex or less commonly encountered grammatical structures that you have not yet mastered. Here are a few examples of such structures that you may not know yet:

1. **Conditional Sentences:** While you may be familiar with basic conditional sentences (using "jeśli" - if), more complex conditional structures involving different verb forms (such as the conditional mood) and hypothetical situations may still be challenging.
2. **Subjunctive Mood:** The subjunctive mood in Polish (known as "tryb przypuszczający" or "tryb przypuszczająco-łagodzący") is used to express wishes, desires, doubts, or hypothetical situations. It involves specific verb conjugations and can be quite nuanced.
3. **Passive Voice:** Although you may have encountered passive voice constructions, understanding and using them correctly in various tenses and contexts might require further practice.
4. **Complex Sentence Structures:** More complex sentence structures, such as relative clauses, indirect speech, and subordinate clauses, may require additional study to master fully.
5. **Advanced Verb Forms:** Including aspects such as the imperative mood, participles, and gerunds, which are used in various contexts but may not have been extensively covered at the upper-intermediate level.
6. **Complex Prepositions and Conjunctions:** Mastery of prepositions and conjunctions, especially those with idiomatic or nuanced meanings, can take time to develop fully.

Remember that language learning is a continuous process, and it's natural to encounter new grammatical structures even at the upper-intermediate level. By actively seeking out opportunities to learn and practice, such as reading more advanced texts, engaging in conversations with native speakers, and focusing on areas of weakness, you can continue to improve your Polish language skills.

Experiment 2.B. Profile B (Polish, Upper-intermediate, English, Social)

User

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

ChatGPT

Dzień dobry! Cieszę się, że mogę rozmawiać z tobą po polsku. Jak minęło ci ostatnio ucząc się języka polskiego?

Jakie są twoje największe wyzwania w nauce języka polskiego na poziomie upper-intermediate? Czy są jakieś konkretne tematy, które chciałbyś omówić lub nad którymi chciałbyś popracować?

User

Chciałbym zarezerwować pokój w Państwa hotelu. Jest taki?

ChatGPT

Oczywiście, chętnie pomogę z rezerwacją pokoju w naszym hotelu. Na jaką datę i na ile nocy chciałbyś zarezerwować pokój? Czy masz jakieś preferencje co do rodzaju pokoju, na przykład pojedynczy, podwójny czy może apartament?

User

Na trzy noc. Proszę o pokój podwójny.

ChatGPT

Doskonale, zarezerwuję dla Ciebie pokój podwójny na trzy noce. Czy preferujesz łóżko małżeńskie czy dwa pojedyncze łóżka? Dodatkowo, czy są jakieś inne udogodnienia, których potrzebujesz, na przykład śniadanie wliczone w cenę czy dostęp do WiFi?

User

Name all the mistakes I have done in this conversation.

ChatGPT

Oczywiście, z przyjemnością zwrócę uwagę na popełnione błędy:

W zdaniu "Chciałbym zarezerwować pokój w Państwa hotelu" wystąpił błąd w liczbie mnogiej - powinno być "pokój" zamiast "pokuj".

W zdaniu "Na trzy noc" brakuje przyimka "nie" przed "noc", poprawna forma to "Na trzy noce".

W zdaniu "Proszę o pokój podwójny" brakuje przyimka "nie" przed "podwójny" - poprawna forma to "Proszę o pokój podwójny".

W zdaniu "Czy preferujesz łóżko małżeńskie czy dwa pojedyncze łóżka?" występuje błąd w składni - poprawna forma to "Czy preferujesz łóżko małżeńskie czy dwa pojedyncze łóżka?".

W zdaniu "Dodatkowo, czy są jakieś inne udogodnienia, których potrzebujesz, na przykład śniadanie wliczone w cenę czy dostęp do WiFi?" brakuje jednego słowa - poprawna forma to "Dodatkowo, czy są jakieś inne udogodnienia, których potrzebujesz, na przykład śniadanie wliczone w cenę czy dostęp do WiFi?".

Mam nadzieję, że to pomogło! Czy masz jakieś pytania dotyczące tych błędów?

User

Based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

Teach me some vocabulary I would find interesting.

ChatGPT

Oczywiście! Na poziomie upper-intermediate przydatne będą słownictwo związane z różnymi tematami, które mogą być używane w sytuacjach towarzyskich oraz w podróżach. Oto kilka słów i zwrotów, które mogą Ci się przydać:

Podróże i zakwaterowanie:

- hotel - hotel
- rezerwacja - reservation
- pokój jednoosobowy - single room
- pokój dwuosobowy - double room
- zameldować się - to check in
- wymeldować się - to check out
- klucz do pokoju - room key
- śniadanie wliczone w cenę - breakfast included

- basen - swimming pool
- widok na morze - sea view
- Jedzenie i napoje:
- restauracja - restaurant
- zamówienie - order
- przystawka - appetizer
- danie główne - main course
- deser - dessert
- karta dań - menu
- kelner/kelnerka - waiter/waitress
- butelka wina - bottle of wine
- świeże owoce - fresh fruits
- kawa czarna - black coffee
- Sytuacje towarzyskie:
- spotkanie towarzyskie - social gathering
- rozmowa - conversation
- przyjaciel/przyjaciółka - friend
- znajomy/znajoma - acquaintance
- impreza - party
- wspólna kolacja - dinner together
- rozmowa przy kawie - coffee chat
- miejsce spotkań - meeting place
- życzenia - greetings
- do zobaczenia! - see you later!
- Podrózowanie:
- bilety lotnicze - plane tickets
- bagaż - luggage
- przylot - arrival
- odlot - departure
- odprawa na lotnisku - airport check-in
- paszport - passport
- wiza - visa
- przesiadka - layover
- opóźnienie - delay
- odwołany lot - cancelled flight

Mam nadzieję, że te słowa i zwroty będą dla Ciebie przydatne! Czy są jakieś konkretniejsze tematy, na których chciałbyś się skupić?

User

Based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

Give me an example conversation I would find relevant.

ChatGPT

Oczywiście! Oto przykładowa rozmowa, która może być dla Ciebie przydatna w sytuacji towarzyskiej, na przykład podczas spotkania z przyjaciółmi w restauracji:

Anna: Cześć Janek! Jak się masz?

Janek: Cześć Anna! Wszystko w porządku, dziękuję. A u ciebie?

Anna: Też dobrze, dzięki. Miło Cię widzieć. Kto jeszcze ma dziś przyjść?

Janek: Ola i Kamil mają być za chwilę. Zamówiłem już stolik dla naszej czwórki.

Anna: Świetnie! Mam nadzieję, że mają tu dobre dania.

Janek: Tak, słyszałem same dobre opinie o tej restauracji. Coś wiesz, co chciałbyś dziś zamówić?

Anna: Nie wiem jeszcze, ale na pewno coś pysznego. Chyba zdecyduję się na rybę, lubię kuchnię morską. A ty?

Janek: Ja myślę, że spróbuję ich specjalności - steka z grillowanymi warzywami.

Anna: Brzmi smakowicie! Mam nadzieję, że Kamil i Ola też polubią ten wybór.

Janek: Mam pewność, że tak będzie. A o których mamy się spotkać?

Anna: Mówiliśmy, że o 19:00, więc powinni być niedługo.

Janek: Dobrze, w takim razie będziemy mieli jeszcze trochę czasu na pogadanie.

Anna: Tak, zawsze fajnie jest spotkać się i porozmawiać. No i smacznie zjeść!

Janek: Zgadza się! O, widzę, że Kamil i Ola właśnie wchodzi. Witajcie!

Ola: Cześć Janek, cześć Anna! Jak się macie?

Kamil: Hej! Dobrze, że się spotykamy. Jestem głodny jak wilk!

Anna: No to świetnie, bo już zamówiłam stolik. Chodźcie, siadźmy i zobaczmy menu.

Janek: Tak, przyjaciele, czas na pyszny wieczór w doborowym towarzystwie!

Mam nadzieję, że ta rozmowa będzie dla Ciebie przydatna i interesująca! Czy masz jakieś pytania na temat słownictwa lub struktury zdań użytych w tej rozmowie?

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

ChatGPT

Oczywiście! Oto przykładowy 7-dniowy plan nauki, który zawiera różne gramatyczne struktury oraz tematy słownictwa dostosowane do Twojego poziomu zaawansowania i potrzeb komunikacyjnych:

Dzień 1:

Gramatyka: Powtórzenie czasów przeszłych (przypomnienie czasu Perfekt i Imperfekt).

Słownictwo: Temat: Podróże i podróżowanie. Ucz się słów związanych z podróżami, takimi jak miejsca docelowe, środki transportu, terminale lotnicze itp.

Dzień 2:

Gramatyka: Przysłówki i wyrażenia czasu (np. teraz, wczoraj, już, jeszcze, dopiero).

Słownictwo: Temat: Jedzenie i restauracje. Poznaj nazwy różnych potraw, napojów, oraz wyrażenia związane z zamawianiem jedzenia i opisywaniem smaku potraw.

Dzień 3:

Gramatyka: Zaimki osobowe (np. ja, ty, on, ona, my, wy, oni) oraz ich zastosowanie w zdaniach.

Słownictwo: Temat: Hobby i zainteresowania. Ucz się słów związanych z różnymi hobby, takimi jak sporty, muzyka, książki itp.

Dzień 4:

Gramatyka: Zdania warunkowe (typu 1 i typu 2).

Słownictwo: Temat: Miasta i życie miejskie. Poznaj nazwy miejsc i obiektów w mieście, takie jak ulice, sklepy, instytucje publiczne itp.

Dzień 5:

Gramatyka: Tryb rozkazujący i sugestywny.

Słownictwo: Temat: Technologia i nowoczesne urządzenia. Ucz się słów związanych z komputerami, smartfonami, internetem, oraz nazwy różnych urządzeń elektronicznych.

Dzień 6:

Gramatyka: Czasowniki niedokonane i dokonane (aspekt czasownikowy).

Słownictwo: Temat: Praca i zawody. Poznaj nazwy różnych zawodów oraz opisy obowiązków zawodowych.

Dzień 7:

Powtórka i utrwalanie: Powtórz wszystkie omawiane struktury gramatyczne oraz słownictwo. Skoncentruj się na wykonywaniu zadań praktycznych, takich jak pisanie krótkich tekstów, tworzenie zdań czy rozmowy z innymi osobami.

Podczas nauki staraj się również słuchać, czytać i oglądać materiały w języku polskim, na przykład książki, filmy, seriale, podcasty lub artykuły prasowe. To pomoże Ci w praktycznym stosowaniu nabytych umiejętności i wzbogaci Twoje doświadczenie językowe.

Czy masz jakieś pytania dotyczące tego planu nauki? Chętnie odpowiem na nie!

User

Give me some cognates between Polish and English

ChatGPT

Certainly! Cognates are words in different languages that share a similar origin and often have a similar form and meaning. Here are some cognates between Polish and English:

- Telefon - Telephone
- Uniwersytet - University
- Informatyka - Informatics
- Muzyka - Music
- Kamera - Camera
- Teatr - Theater
- Hotel - Hotel
- Radio - Radio
- Internet - Internet
- Dokument - Document
- Polityka - Politics
- Komentarz - Comment
- Akcja - Action
- Reklama - Advertisement
- Konsultacja - Consultation

Remember, while cognates can be helpful in language learning, it's always important to pay attention to slight differences in pronunciation and usage between languages.

User

Explain the Polish past perfect based on my knowledge of English.

ChatGPT

Certainly! In English, the past perfect tense is used to indicate an action that happened before another action in the past. It is formed by using the auxiliary verb "had" followed by the past participle of the main verb.

For example:

"She had already eaten when I arrived."

"They had finished their homework before the party started."

Similarly, in Polish, the past perfect tense is used to convey the same idea of an action completed before another action in the past. It's formed by using the auxiliary verb "mieć" (to have) in the past tense (miał/miała/mieli/miały) followed by the past participle of the main verb.

For example:

"Ona już zrobiła zadanie domowe, gdy przyszedłem." (She had already done her homework when I came.)

"Oni już zjedli obiad, zanim wróciliśmy z zakupów." (They had already eaten lunch before we came back from shopping.)

So, just like in English, Polish past perfect tense is used to describe an action that occurred before another action in the past, providing a sense of chronological order.

User

Based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts.

Do you think I would have the knowledge of vocabulary connected to law?

ChatGPT

Given your upper-intermediate level in Polish and your focus on social contexts, it's possible that you may have some basic knowledge of vocabulary connected to law, especially if you have encountered legal terms in social or media contexts. However, your proficiency in legal terminology might not be as extensive as someone who specifically studies or works in the legal field. If you're interested in expanding your legal vocabulary, it could be beneficial to dedicate some time to learning relevant terms and phrases. You might encounter legal language in various situations, such as discussions about current events, reading news articles, or even in everyday conversations.

Some common legal terms that you might find useful to know include:

- prawo (law)
- sąd (court)
- adwokat (lawyer)
- oskarżony (defendant)
- oskarżyciel (prosecutor)
- świadek (witness)
- wyrok (verdict)
- postępowanie sądowe (legal proceedings)
- konstytucja (constitution)
- kodeks karny (criminal code)
- kodeks cywilny (civil code)
- umowa (contract)
- prawa człowieka (human rights)

Learning legal vocabulary can be a valuable addition to your language skills, especially if you have an interest in legal topics or if you encounter such terminology in your social interactions or media consumption.

Experiment 2.C. Profile B (Polish, Upper-intermediate, English, Social, Gardening & Cooking & Astronomy, Low Language Aptitude)

User

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. My hobbies include gardening, cooking, and astronomy and I have a low language aptitude. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

ChatGPT

Cześć! Miło mi Cię poznać! Widzę, że masz już spory poziom znajomości języka polskiego - świetnie się słyszy! Jak mogę Ci dzisiaj pomóc w dalszym doskonaleniu się?

Zapewne masz wiele okazji do praktykowania języka polskiego w codziennych sytuacjach społecznych. Czy masz swoje ulubione sposoby na utrzymywanie biegłości w języku? Może czytasz polskie książki, oglądasz filmy lub słuchasz muzyki po polsku? Co do twoich zainteresowań, to mam wrażenie, że mają one spory potencjał do rozwijania języka. Na przykład, gdy opisujesz swoje doświadczenia z ogrodnictwem, gotowaniem czy nawet astronomią po polsku, to w naturalny sposób uczysz się nowych słów i zwrotów.

Opowiedz mi może o swoim ogrodzie! Jakie rośliny uprawiasz? Czy masz swoje ulubione przepisy kulinarne, które chciałbyś/chciałabyś podzielić się ze mną? A co do astronomii, czy masz swój teleskop, którym obserwujesz niebo?

Jeśli chcesz, możemy także porozmawiać o kulturze polskiej - od literatury i filmu po tradycje i zwyczaje. Każdy temat może być świetną okazją do nauki i praktykowania języka!

User

Teach me some vocabulary you think I would find interesting.

ChatGPT

Oczywiście! Z przyjemnością podzielę się z Tobą kilkoma słowami związanymi z Twoimi zainteresowaniami.

Ogrodnictwo:

- Rośliny: kwiaty (kwiaty jednoroczne - rośliny, które żyją i kwitną przez jeden sezon, np. petunie), warzywa (np. pomidory, marchewki), zioła (np. bazylia, mięta)
- Narzędzia ogrodnicze: grabie, łopata, sekator
- Procesy ogrodnicze: sadzenie, podlewanie, nawożenie
- Gotowanie:
- Składniki: mąka, jajka, masło, cukier, sól, pieprz
- Potrawy: pierogi, bigos, barszcz, gołąbki, placki ziemniaczane
- Techniki: smażenie, gotowanie na parze, duszenie, pieczenie
- Astronomia:
- Gwiazdy: gwiazdozbiór, planeta, galaktyka, kometa, meteor
- Obiekty niebieskie: Słońce, Księżyc, gwiazdy, planety
- Zjawiska astronomiczne: zaćmienie Słońca, zaćmienie Księżyca, meteor, meteoroid

Czy te słowa wydają Ci się interesujące? Możemy też omówić ich wymowę i zastosowanie w zdaniach, jeśli chcesz!

User

Give me an example conversation I would find relevant.

ChatGPT

Oczywiście! Oto przykładowa rozmowa na temat ogrodnictwa i gotowania:

Ty: Cześć! Mam dzisiaj trochę wolnego czasu, więc postanowiłem/postanowiłam posadzić nowe rośliny w moim ogrodzie.

Ja: Brzmi świetnie! Jakie rośliny chcesz posadzić?

Ty: Myślę o posadzeniu kilku nowych kwiatów jednorocznych, takich jak petunie. Lubisz kwiaty jednoroczne w ogrodzie?

Ja: O tak, uwielbiam kwiaty jednoroczne! Mają tak różnorodne kolory i wzory. A oprócz petunii, planujesz posadzić coś jeszcze?

Ty: Tak, chciałbym także zasadzić trochę ziół, takich jak mięta i pietruszka. Uwielbiam używać świeżych ziół w kuchni, zwłaszcza gdy gotuję.

Ja: To świetny pomysł!! Świeże zioła dodają niepowtarzalnego smaku potrawom. Mówiąc o gotowaniu, czy masz jakieś ulubione przepisy, którymi chciałbyś/chciałabyś się podzielić?

Ty: Oczywiście! Mam świetny przepis na domowe pierogi z nadzieniem z kapusty i grzybów. Czy kiedykolwiek próbowałeś/próbowałaś robić pierogi samodzielnie?

Ja: Tak, próbowałem/próbowałam kilka razy, ale nigdy nie wyszły mi tak dobrze jak te, które kupuję od babci mojej żony. Chętnie poznałbym Twój przepis i spróbowałbym go zrobić!

Ty: Z przyjemnością podzielię się przepisem! A może ty masz jakieś ulubione potrawy, które lubisz gotować?

Ja: Ostatnio eksperymentowałem z przepisem na domowy barszcz. To trochę czasochłonne, ale warto było. Moja rodzina bardzo go polubiła!

I tak dalej! Taka rozmowa może być świetną okazją do praktykowania języka polskiego w kontekście Twoich zainteresowań.

User

Explain the Polish future tense based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. My hobbies include gardening, cooking, and astronomy and I have a low language aptitude. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

ChatGPT

Oczywiście! Opowiem Ci o czasie przyszłym w języku polskim w sposób dostosowany do Twojego profilu jako ucznia.

Czas przyszły w języku polskim może być wyrażany na kilka różnych sposobów, ale jeden z najczęściej używanych to czas przyszły prosty. Aby go utworzyć, używamy odpowiednich form czasownika posiłkowego "być" (odmienionego odpowiednio dla osoby, np. będę, będziesz, będzie, będziemy, będziecie, będą) oraz bezokolicznika czasownika, który opisuje czynność, którą zamierzamy wykonać.

Na przykład, jeśli chcesz powiedzieć, że "Będę sadić nowe rośliny w ogrodzie", użyjesz formy będę (odmienionej dla pierwszej osoby liczby pojedynczej) i bezokolicznika czasownika "sadić".

W kontekście Twoich zainteresowań, możemy użyć czasu przyszłego, aby rozmawiać o Twoich planach związanych z ogrodnictwem, gotowaniem i astronomią. Na przykład:

- "Będę sadić nowe zioła w ogrodzie" (o ogrodnictwie)
- "Będę eksperymentować z nowymi przepisami kulinarnymi" (o gotowaniu)
- "Będę obserwować nocne niebo za pomocą teleskopu" (o astronomii)

Czas przyszły prosty jest użytecznym narzędziem, które możesz stosować, aby wyrażać swoje plany i intencje w języku polskim. Częste praktykowanie go w kontekście Twoich zainteresowań pomoże Ci lepiej opanować jego używanie!

User

Based on my low language aptitude, explain Polish past perfect to me,

ChatGPT

Zrozumienie czasu Past Perfect w języku polskim może być wyzwaniem, zwłaszcza dla osób o niższej zdolności językowej. Ale nie martw się, postaram się to wyjaśnić w sposób prosty i zrozumiały.

Czas Past Perfect (czas zaprzeczony dokonany) w języku polskim jest używany, aby wyrazić działanie, które wystąpiło wcześniej w stosunku do innego działania lub czasu w przeszłości. Jest to czas przeszły, który opisuje coś, co miało miejsce przed innym zdarzeniem w przeszłości.

Aby utworzyć czas Past Perfect, używamy odpowiednio odmienionych form czasownika posiłkowego "mieć" lub "być" (w zależności od czasownika głównego) oraz bezokolicznika czasownika w formie przeszłej. Na przykład:

"Kiedy przyjechałem do domu, żona już ugotowała obiad." (Używając formy czasownika posiłkowego "mieć")

"Kiedy wstałem rano, słońce już wyszło." (Używając formy czasownika posiłkowego "być")

W Twoim przypadku, możemy zastosować czas Past Perfect, aby opisać działania, które miały miejsce wcześniej w kontekście Twoich zainteresowań. Na przykład:

"Kiedy wyszedłem do ogrodu, już padało." (o ogrodnictwie)

"Gdy wróciłem do domu, żona już upiekła ciasto." (o gotowaniu)

"Kiedy zacząłem obserwować gwiazdy, księżyc już zniknął za horyzontem." (o astronomii)

Stosując czas Past Perfect, możesz opowiadać o wydarzeniach w sposób bardziej precyzyjny i wyrafinowany. Częsta praktyka w stosowaniu tego czasu pomoże Ci go lepiej zrozumieć i stosować w mowie i piśmie.

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. My hobbies include gardening, cooking, and astronomy and I have a low language aptitude.

ChatGPT

Oto przykładowy 7-dniowy plan nauki języka polskiego, dostosowany do Twojego profilu:

Dzień 1: Gramatyczna struktura - Przegląd czasów przeszłych

Przeanalizuj różne czasy przeszłe w języku polskim, w tym Przeszły Prosty, Przeszły Perfekt i Przeszły Złożony.

Wykonaj ćwiczenia pisemne, aby praktykować tworzenie i używanie tych czasów w zdaniach.

Temat słownictwa: Związane z ogrodnictwem - naucz się nazw roślin, narzędzi ogrodniczych i czynności związanych z pracą w ogrodzie.

Dzień 2: Gramatyczna struktura - Czas przyszły prosty

Skoncentruj się na czasie przyszłym prostym w języku polskim.

Przeczytaj teksty lub słuchaj nagrań, w których występuje czas przyszły prosty, i zidentyfikuj go.

Wykonaj ćwiczenia ustne, opowiadając o swoich planach związanych z gotowaniem, ogrodnictwem i astronomią.

Temat słownictwa: Związane z gotowaniem - naucz się nazw składników, narzędzi kuchennych i technik gotowania.

Dzień 3: Gramatyczna struktura - Tryb warunkowy

Zapoznaj się z trybem warunkowym w języku polskim, zarówno w wersji czasu teraźniejszego, jak i przeszłego.

Ćwicz tworzenie zdań warunkowych, wykorzystując swoje zainteresowania jako kontekst.

Temat słownictwa: Związane z astronomią - naucz się nazw planet, gwiazdozbiorów i zjawisk astronomicznych.

Dzień 4: Praktyka komunikacyjna

Znajdź partnera do praktyki języka polskiego, najlepiej kogoś, kto także zainteresowany jest jednym z Twoich hobby.

Porozmawiaj na tematy związane z Twoimi zainteresowaniami, używając różnych czasów gramatycznych i słownictwa.

Praktykuj rozumienie ze słuchu i mówienie na tematy związane z gotowaniem, ogrodnictwem i astronomią.

Dzień 5: Powtórka i konsolidacja

Powtórz materiał z poprzednich dni, skupiając się na trudniejszych obszarach.

Wykonaj ćwiczenia z testów online lub podręczników, aby ocenić swoje zrozumienie i umiejętności.

Przeanalizuj błędy i skoncentruj się na poprawieniu słabych stron.

Dzień 6: Słuchanie i czytanie ze zrozumieniem

Posłuchaj lub przeczytaj artykuły, książki lub nagrania na tematy związane z Twoimi zainteresowaniami.

Uważnie słuchaj lub czytaj, starając się zrozumieć kluczowe informacje i wykorzystując kontekst, aby przewidywać znaczenie nieznanych słów.

Temat słownictwa: Słownictwo tematyczne na podstawie materiałów słuchowych lub czytelnicych.

Dzień 7: Kreatywna praktyka pisania

Napisz krótkie opowiadanie lub artykuł na temat związany z jednym z Twoich zainteresowań.

Staraj się używać różnych czasów gramatycznych i bogatego słownictwa, które poznałeś/poznałaś podczas poprzednich dni nauki.

Przeczytaj swoje pisanie, zidentyfikuj błędy i popraw je.

Temat słownictwa: Słownictwo związane z Twoim pisaniem, ale także możesz kontynuować naukę słownictwa z poprzednich dni.

Pamiętaj, że regularna praktyka i różnorodne podejścia do nauki pomogą Ci rozwijać się w języku polskim, nawet mając niskie predyspozycje językowe. Warto także korzystać z dostępnych materiałów edukacyjnych, kursów online oraz innych narzędzi wspomagających naukę. Powodzenia!

User

What advice would you give me considering my low language aptitude in learning Polish?

ChatGPT

Jeśli masz niską predyspozycję językową, to znaczy, że może Ci być trudniej niż innym osobom, ale wciąż możesz osiągnąć sukces w nauce języka polskiego. Oto kilka porad, które mogą Ci pomóc:

- Bądź cierpliwy/a i wytrwały/a: Nauka języka wymaga czasu i wysiłku. Nie zrażaj się, jeśli nie wszystko idzie tak szybko, jakbyś chciał/a. Ważne jest regularne praktykowanie i nieustanne dążenie do poprawy.
- Używaj różnych metod nauki: Spróbuj różnych metod nauki, takich jak słuchanie, czytanie, pisanie i mówienie. Każda osoba uczy się w inny sposób, więc znajdź to, co najlepiej działa dla Ciebie.
- Ustal realistyczne cele: Postaw przed sobą małe, osiągalne cele nauki, które będą Cię motywować. Może to być na przykład nauka kilku nowych słów dziennie lub codzienna praktyka konwersacji.
- Stosuj język w praktyce: Staraj się korzystać z języka polskiego na co dzień, nawet w małych codziennych sytuacjach. Możesz np. czytać polskie artykuły, słuchać polskiej muzyki, albo próbować prowadzić proste rozmowy z innymi.
- Nie unikaj błędów: Błędy są naturalną częścią procesu nauki. Nie bój się popełniać błędów, ponieważ to właśnie z nich najwięcej się uczymy. Ważne jest, abyś był/a otwarty/a na poprawki i starania się zrozumieć swoje błędy.
- Znajdź motywację w Twoich zainteresowaniach: Wykorzystaj swoje zainteresowania, takie jak ogrodnictwo, gotowanie i astronomia, jako motywację do nauki języka polskiego. Szukaj materiałów i tematów związanych z tymi obszarami, które pomogą Ci się angażować i uczyć.
- Znajdź wsparcie: Szukaj osób lub grup, które uczą się języka polskiego w podobnym tempie lub mają podobne cele. Wspólna nauka i wsparcie mogą bardzo pomóc w motywacji i postępach w nauce.

Pamiętaj, że każdy ma swoje tempo i własne wyzwania w nauce języka. Ważne jest, abyś znalazł/a strategię, które najlepiej odpowiadają Twoim potrzebom i możliwościom. Nieustanna praktyka i pozytywne podejście będą kluczowe dla osiągnięcia sukcesu w nauce języka polskiego. Powodzenia!

Experiment 3.A. Profile C (Korean, Intermediate)

User

I am a learner of Korean and I speak the language on the Intermediate level. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

ChatGPT

안녕하세요! 한국어를 배우시는 건가요? 중급 수준이시군요. 축하합니다! 어떤 공부를 하고 계신가요? 문법, 어휘, 듣기, 말하기 등 다양한 측면에서 공부하고 계시겠죠? 함께 얘기를 나누면서 한국어 실력을 향상시켜봐요. 어떤 주제로 대화를 나누고 싶으세요?

User

취업에 관해 이야기하고 싶어요.

ChatGPT

좋아요, 취업에 관한 이야기를 해보죠! 취업을 위해서는 어떤 분야에서 일하고 싶으세요? 그리고 어떤 경험이 있으신가요? 이력서나 자기소개서 작성하는 법에 대해서도 함께 이야기해볼까요?

User

저는 큰 회사에서 일하고 싶어요. 하지만 일이 찾는 것은 너무 어려워요.

ChatGPT

큰 회사에서 일하고 싶으신가요? 그렇다면 목표를 가지고 노력하고 계신다는 점이 참 멋지네요! 대기업에서의 취업은 경쟁이 치열할 수 있어요. 하지만 준비를 충분히 하고, 꾸준히 노력한다면 가능할 거예요.

일 자리를 구하는 것이 어려울 수 있지만 포기하지 마세요. 먼저 자신의 강점을 파악하고, 관련된 기술과 지식을 더 키워주세요. 이력서와 자기소개서를 작성할 때, 자신의 경험과 역량을 잘 어필할 수 있는 내용을 포함시키는 것이 중요해요. 또한

네트워킹이나 인터뷰 준비도 중요한 부분이에요.

그래도 어려울 땐 도움을 청할 수 있어요. 친구나 가족, 멘토 등에게 조언을 구하거나 취업 관련 세미나나 워크샵에 참여해보는 것도 좋은 방법이에요. 계속해서 노력하면, 원하는 일자리에 도달할 수 있을 거예요. 함께 응원하고 있어요! 어떤 점에서 도움을 받고 싶으세요?

User

계속 한국어 학생으로 배우고 싶어요.

ChatGPT

정말 멋진 목표예요! 계속해서 한국어를 배우고 싶다는 열정이 있으시다니, 저도 너무 기쁘네요. 계속해서 노력하면서 학습을 이어나가보세요. 여러 가지 방법으로 학습을 지속할 수 있어요.

먼저, 꾸준한 어휘와 문법 공부가 중요해요. 책이나 온라인 강의를 통해 학습할 수 있고, 매일 일정한 시간을 투자해서 단어와 문장을 익히는 것이 좋아요. 그리고 듣기와 말하기 연습도 필요해요. 한국 드라마나 영화를 보면서 듣기 능력을 향상시킬 수 있고, 말하기 연습은 한국어를 사용할 수 있는 기회를 찾아보세요. 혹은 회화 수업이나 언어 교환 모임에 참여하는 것도 좋은 방법이에요.

또한, 한국 문화와 역사에 대해 공부하면서 언어의 배경을 이해하는 것도 도움이 될 거예요. 이렇게 다양한 방법으로 학습을 지속하면서 자신의 실력을 향상시킬 수 있을 거예요. 꾸준한 노력과 열정을 가지고 계속 한국어를 배워나가세요! 어떤 부분에서 중점적으로 공부하고 싶으세요? 함께 고민해봐요!

User

Act like a teacher of Korean

ChatGPT

네, 한국어 선생님이로서 여러분을 도와드리겠습니다! 무엇을 도와드릴까요? 문법, 어휘, 듣기, 말하기, 쓰기 등 다양한 측면에서 도움을 드릴 수 있어요. 어떤 부분에 관심이 있으세요? 함께 배우고 싶은 것이 있나요? 질문이나 도움이 필요하면 언제든지 말씀해주세요. 함께 한국어 실력을 향상시키는 여정을 시작해봐요!

User

Let's have a conversation in Korean and you ask like a language teacher. My level is intermediate.

안녕하세요. 잘 지내요? 요즘 뭘 하고 있어요?

ChatGPT

안녕하세요! 네, 잘 지내고 있어요. 요즘에는 한국어 공부를 하고 있어요. 그리고 취미로 요리를 배우고 있어요. 여러분은 어떻게 지내고 계세요? 어떤 일을 하고 있나요? 함께 대화를 나누면서 새로운 표현과 문장을 익혀보는 건 어떨까요?

User

저는 요즘 드라마를 많이 봐요. 저는 사극 드라마 진짜 좋아요!

ChatGPT

사극 드라마를 좋아하시나봐요! 그럼 드라마를 보면서 한국어 실력을 향상시키는 좋은 방법이에요. 사극 드라마에서는 고전적인 한국어 표현이 많이 나와서 언어 실력 향상에 도움이 될 거예요. 어떤 사극 드라마를 보고 계신가요? 주인공들이 사용하는 표현이나 문장 중에 어려운 부분이 있나요? 함께 이야기를 나누면서 어휘와 문법을 익혀보는 것도 좋은 방법일 거예요. 여러분이 좋아하는 사극 드라마 속에서 배운 표현이나 문장이 있으면 저에게 공유해주세요. 함께 공부해봐요!

User

저는 최근 슬픈 드라마를 봤어요.

ChatGPT

슬픈 드라마를 보셨군요. 그런 드라마를 보면서 감정이 많이 들어요. 어떤 드라마를 보셨는지 궁금해요. 그 드라마에서 어떤 이야기가 주로 다뤄졌나요? 드라마 속 주인공들의 감정과 상황을 표현하는 표현이나 문장 중에 어려웠던 부분이 있나요? 함께 그 드라마에 대해 이야기를 나누면서 한국어 실력을 향상시켜봐요. 어떤 장면이나 대사가 인상 깊었나요? 함께 이야기해봐요!

User

what mistakes did i make in this conversation?

ChatGPT

Your Korean conversation was quite good! Here are a few minor corrections and suggestions to improve:

"저는 요즘 드라마를 많이 봐요." - This sentence is correct, but if you want to emphasize the frequency of watching dramas, you could say "저는 요즘 드라마를 자주 봐요."

"저는 사극 드라마 진짜 좋아요!" - This sentence is understandable, but to make it sound more natural, you can say "사극 드라마를 정말 좋아해요!" or "사극 드라마를 진짜 좋아해요!"

"저는 최근 슬픈 드라마를 봤어요." - This sentence is grammatically correct, but if you want to add more detail, you could say "최근에 슬픈 드라마를 봤어요."

Overall, your Korean is at an intermediate level, and you're doing a great job! Keep practicing, and you'll continue to improve. If you have any specific questions or need further assistance, feel free to ask!

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile. I am a learner of Korean and I speak the language on the Intermediate level.

ChatGPT

Here's a 7-day study plan tailored for an intermediate learner of Korean:

Day 1: Review and Practice Past Tense

Grammar: Review past tense conjugations (-았/었 + 어요/아요) and irregular past tense verbs (e.g., 가다 -> 갔어요).

Vocabulary: Focus on past events and activities. Learn vocabulary related to daily routines, hobbies, and past experiences.

Day 2: Introduce Future Tense

Grammar: Introduce future tense conjugations (-ㄹ/을 거예요). Practice forming future tense sentences.

Vocabulary: Learn vocabulary related to future plans, goals, and aspirations.

Day 3: Practice Sentence Connectors

Grammar: Practice using sentence connectors (그래서, 그러므로, 하지만, 그리고, 그러나, 그런데) to connect sentences and express relationships between ideas.

Vocabulary: Review vocabulary related to expressing opinions, reasons, and contrasts.

Day 4: Study Expressions of Cause and Effect

Grammar: Study expressions of cause and effect (때문에, ~기 때문에, ~는 까닭에) and practice using them in sentences.

Vocabulary: Learn vocabulary related to reasons, causes, and consequences.

Day 5: Review and Expand Conditional Sentences

Grammar: Review conditional sentence structures (만약에, ~으면, ~면, ~면) and practice forming conditional sentences.

Vocabulary: Focus on vocabulary related to hypothetical situations, possibilities, and conditions.

Day 6: Introduce and Practice Passive Voice

Grammar: Introduce passive voice constructions (-이/히/리/기 + 되다) and practice forming passive sentences.

Vocabulary: Learn vocabulary related to passive actions and processes.

Day 7: Wrap-Up and Review

Grammar: Review all grammar points covered during the week. Practice forming sentences using various grammar structures.

Vocabulary: Review vocabulary from previous days and practice using it in context.

Throughout the week, incorporate listening and speaking practice by watching Korean dramas, listening to Korean music, or engaging in conversation with native speakers or language exchange partners. Additionally, dedicate time each day for reading and writing exercises to reinforce vocabulary and grammar concepts. Adjust the plan according to your progress and areas that require more focus. Good luck with your studies!

User

Based on this learner profile:

I am a learner of Korean and I speak the language on the Intermediate level.

Do you think I would know vocabulary that describes topics such as political events?

ChatGPT

As an intermediate learner of Korean, you may have encountered some vocabulary related to political events depending on your exposure to various sources such as news, media, or formal Korean language learning materials. However, the depth of your vocabulary in this area might vary depending on your specific interests and learning experiences.

If you haven't specifically focused on political topics in your studies, you may have encountered basic political vocabulary but might not be familiar with more specialized terms. To expand your vocabulary in this area, you could consider incorporating

resources such as news articles, political discussions, or podcasts that cover current events and political issues in Korea or other Korean-speaking regions. This will help you learn new vocabulary and become more comfortable discussing political topics in Korean.

User

Based on this learner profile:

I am a learner of Korean and I speak the language on the Intermediate level.

Do you think I would know the grammatical structure "~르/을 리가 없다"?

ChatGPT

As an intermediate learner of Korean, you may or may not be familiar with the grammatical structure "~르/을 리가 없다". This structure is used to express strong denial or disbelief about the possibility of something happening in the future. It implies that there is no way or no chance that the stated action will occur.

For example:

저런 일이 일어날 리가 없어요. (There's no way that such a thing will happen.)

내가 그런 실수를 할 리가 없어. (There's no way I would make such a mistake.)

If you haven't encountered this structure in your studies yet, it might be a good opportunity to learn it as it can be quite useful for expressing disbelief or certainty about future events. Incorporate it into your study routine by practicing examples and using it in your own sentences to solidify your understanding and usage.

User

Based on this learner profile:

I am a learner of Korean and I speak the language on the Intermediate level.

Do you think I would know the grammatical structure "(으)르까 하다"?

ChatGPT

As an intermediate learner of Korean, you may or may not be familiar with the grammatical structure "(으)르까 하다". This structure is used to express intentions, plans, or decisions about doing something in the near future. It implies that the speaker is contemplating or considering a certain action.

For example:

저녁에 뭐 먹을까 하고 고민 중이에요. (I'm considering what to eat for dinner.)

내일 친구를 만날까 하고 생각 중이에요. (I'm thinking about meeting my friend tomorrow.)

If you haven't encountered this structure in your studies yet, it's a useful one to learn as it allows you to express your thoughts and intentions regarding future actions. Practice using it in context and incorporate it into your conversations and writing exercises to improve your proficiency in Korean.

User

Based on this learner profile:

I am a learner of Korean and I speak the language on the Intermediate level.

Do you think I would know how to form sentences in past tense in Korean?

ChatGPT

As an intermediate learner of Korean, you should have a good understanding of how to form sentences in the past tense. In Korean, there are various ways to express the past tense depending on the verb type and the level of formality. Here are some common forms:

Regular verbs:

For action verbs, add the past tense marker "-았/었-" to the verb stem.

Example: 먹다 (to eat) → 먹었어요 (ate)

For descriptive verbs, add the past tense marker "-았/었-" directly to the stem.

Example: 예쁘다 (to be pretty) → 예뻐었어요 (was pretty)

Irregular verbs:

Some verbs have irregular past tense forms. These need to be memorized individually.

Example: 가다 (to go) → 갔어요 (went)

Example: 오다 (to come) → 왔어요 (came)

Honorific speech:

In honorific speech, past tense markers "-으셨/셨-" or "-시-" are used instead of "-았/었-".

Example: 가다 (to go) → 가셨어요 (went, honorific)

If you're uncertain about forming sentences in the past tense, it's a good idea to review these rules and practice making sentences in the past tense with various verbs. Watching Korean dramas, reading books, or engaging in conversations with native speakers can also help reinforce your understanding and usage of past tense structures in Korean.

User

Based on this learner profile:

I am a learner of Korean and I speak the language on the Intermediate level.

Do you think I would know how to form sentences involving conditional speech?

ChatGPT

As an intermediate learner of Korean, you should have a good understanding of how to form sentences involving conditional speech. Conditional sentences are used to express hypothetical situations, possibilities, or conditions in Korean. Here are some common conditional structures you may be familiar with:

Basic conditional form (~면):

Add the conditional marker "~면" to the verb stem or adjective stem to indicate a condition.

Example: 만약 비가 오면 집에 있을 거예요. (If it rains, I will stay at home.)

Example: 시간이 있으면 영화를 볼 거예요. (If I have time, I will watch a movie.)

Future probable conditional form (~겠다면):

Combine the future tense marker "~겠다" with the conditional marker "~면" to indicate a probable future condition.

Example: 내일 시간이 있다면 함께 가겠다고 좋겠어요. (If you have time tomorrow, I would like you to come with me.)

Unreal conditional form (~면 ~았/었을 텐데):

Use the conditional marker "~면" followed by "~았/었을 텐데" to express unreal or hypothetical conditions in the past.

Example: 만약 그 계획을 알았으면 더 잘할 수 있었을 텐데. (If I had known about the plan, I could have done better.)

If you're uncertain about forming sentences involving conditional speech, it's a good idea to review these structures and practice making sentences with various conditions. Watching Korean dramas, reading books, or engaging in conversations with native speakers can also help reinforce your understanding and usage of conditional structures in Korean.

User

Based on this learner profile:

I am a learner of Korean and I speak the language on the Intermediate level.
Do you think I would know the vocabulary necessary to talk about nature?

ChatGPT

As an intermediate learner of Korean, you may have acquired some vocabulary related to nature, but the depth of your vocabulary in this area may vary depending on your specific interests and learning experiences. Here are some common nature-related vocabulary words that you may or may not be familiar with:

- 자연 (nature)
- 나무 (tree)
- 꽃 (flower)
- 하늘 (sky)
- 해 (sun)
- 달 (moon)
- 물 (water)
- 산 (mountain)
- 강 (river)
- 바다 (sea/ocean)
- 공원 (park)
- 산책로 (hiking trail)
- 계곡 (valley)
- 호수 (lake)
- 새 (bird)

If you haven't focused specifically on nature-related vocabulary in your studies, you may want to expand your vocabulary in this area by incorporating resources such as books, articles, or videos that discuss topics related to nature. Additionally, engaging in outdoor activities or joining nature-related clubs or communities can provide you with opportunities to learn and use nature-related vocabulary in context. Practice using these words in sentences to reinforce your understanding and retention of the vocabulary.

Experiment 3.B. Profile C (Korean, Intermediate, English & Japanese, Travel)

User

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

ChatGPT

안녕하세요! 한국어 학습을 잘 하고 있는 당신께 인사드립니다. 저는 여러분이 여행 중에 한국어를 사용하는 것을 도와드리기 위해 여기 있습니다. 중간 수준에서 이미 한국어를 잘하고 계시다니 멋지네요! 여행 중에 어떻게 한국어를 사용하고 싶으세요? 어떤 상황에서 도움이 필요할까요? 함께 연습해 봅시다!

User

카페에서 음료 시키고 싶어요

ChatGPT

그렇군요! 카페에서 음료를 시키는 상황은 여행 중에 자주 겪게 되는 일이겠죠. 한국어로 음료를 주문하는 방법을 알려드리겠습니다.

먼저 카페에 들어가서 직원에게 다가가면, 인사부터 해야겠죠? "안녕하세요!" 또는 "안녕하십니까?" 같은 인사말로 시작해요. 그러면 직원이 인사에 대답할 거예요. 그리고 음료를 주문할 때는 "저기요"라고 불러서 직원의 주의를 끌어야 해요. 그러면 음료를 주문할 수 있어요. 원하는 음료의 종류를 말할 때는 "아메리카노 한 잔 주세요." 처럼 말해요. "아메리카노" 대신에 다른 음료 이름을 넣어도 되겠죠? 예를 들어 "카페라떼," "아이스티," 등등. 마지막으로 결제할 때는 "카드/현금으로 결제할게요" 라고 말하면 되요. 그러면 직원이 결제를 진행해 줄 거예요. 여기서 한번 실습해볼까요? "안녕하세요! 아메리카노 한 잔 주세요. 카드로 결제할게요." 어떠세요? 당신이 카페에서 한국어로 주문할 때 도움이 되었으면 좋겠어요!

User

안녕하세요! 어떤 커피 있어요?

ChatGPT

안녕하세요! 커피 종류에 관심이 있으시군요. 한국의 대부분의 카페에서는 다양한 종류의 커피를 판매하고 있습니다. 주로 판매되는 커피 종류에는 아메리카노, 라떼, 카푸치노, 에스프레소, 모카 등이 있습니다. 예를 들어서 아메리카노는 물과 에스프레소를 섞어 만든 커피이고, 라떼는 에스프레소에 스팀밀크를 추가한 커피입니다. 카푸치노는 에스프레소 위에 스팀밀크와 거품을 올린 것이고, 모카는 초콜릿 시럽을 넣은 커피입니다. 카페마다 메뉴가 조금씩 다를 수 있으니 직원에게 물어보시면 됩니다. 어떤 종류의 커피를 원하시나요? 저도 함께 선택해 드릴 수 있어요.

User

Teach me some relevant vocabulary based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

ChatGPT

물론이죠! 여행을 위한 한국어 단어들을 익히는 것은 매우 유용할 겁니다. 중간 수준의 한국어를 가지고 있으니, 여행 중에 사용할 수 있는 몇 가지 관련 어휘들을 알려드릴게요.

- 여행 (Travel)
- 관광 (Sightseeing)
- 호텔 (Hotel)
- 숙소 (Accommodation)
- 예약 (Reservation)
- 지도 (Map)

방향 (Direction)

공항 (Airport)

열차 (Train)

버스 (Bus)

또한, 여행 중에 필요한 음식과 관련된 단어들도 중요하겠죠?

음식 (Food)

식당 (Restaurant)

메뉴 (Menu)

주문 (Order)

요리 (Cuisine)

맛있다 (Delicious)

음료 (Beverage)

커피 (Coffee)

차 (Tea)

빵 (Bread)

이런 단어들은 여행 중에 자주 사용되니 잘 기억해두시면 좋을 거예요. 필요한 어휘가 있거나 더 배우고 싶은 내용이 있다면 언제든지 말씀해주세요! 함께 공부해보아요!

User

Give me an example of a conversation in Korean that would be relevant for me

ChatGPT

여행 중에 식당에서 주문을 할 때의 대화를 연습해 볼까요? 한국어로 주문하는 방법을 익히는 것은 여행 중에 꼭 필요한 기술이에요.

A: 안녕하세요! 이 식당에서는 뭐가 맛있나요?

B: 안녕하세요! 저희 식당의 추천 메뉴는 불고기와 비빔밥입니다. 어떤 음식을 원하시나요?

A: 불고기 한 그릇 주세요. 그리고 커피도 하나요.

B: 좋습니다. 불고기 한 그릇과 커피 하나요. 더 필요한 게 있으세요?

A: 아니요, 그걸로 괜찮아요. 감사합니다.

B: 네, 알겠습니다. 조금만 기다려주세요.

이렇게 주문을 하면 됩니다! 대화를 연습해 보세요. 함께 여행하는 동안 자신감 있게 한국어로 음식을 주문할 수 있을 거예요.

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

ChatGPT

여행을 위한 7일간의 한국어 공부 계획을 만들어 보겠습니다. 중간 수준의 학습자로서, 다양한 문법 구조와 어휘 주제를 다루면서 여행 중에 유용한 표현들을 익힐 것입니다. 각 날짜에는 하루에 몇 시간씩 공부할 것을 제안합니다.

Day 1: Basic Travel Phrases

Theme: 여행 기본 표현

Grammar: Verb conjugation (present tense)

Vocabulary: 인사, 질문, 방향 등

Study Time: 1-2 hours

Day 2: Ordering Food and Drinks

Theme: 음식 주문하기

Grammar: Particle '을/를', '고 싶어요'

Vocabulary: 음식, 음료, 식당 관련 어휘

Study Time: 1-2 hours

Day 3: Transportation

Theme: 교통 수단 이용하기

Grammar: Particle '에', '에서'

Vocabulary: 버스, 지하철, 택시 등

Study Time: 1-2 hours

Day 4: Accommodation

Theme: 숙소 예약 및 체크인

Grammar: Verb conjugation (past tense), '에/에서'

Vocabulary: 호텔, 방문, 예약, 체크인 등

Study Time: 1-2 hours

Day 5: Asking for Directions

Theme: 길 묻기

Grammar: Particle '에게', '에/에서'

Vocabulary: 지도, 길, 방향, 거리 등

Study Time: 1-2 hours

Day 6: Shopping

Theme: 쇼핑하기

Grammar: Particle '을/를', '이/가'

Vocabulary: 가격, 할인, 쇼핑물, 제품명 등

Study Time: 1-2 hours

Day 7: Cultural Etiquette and Expressions

Theme: 문화 예절과 표현

Grammar: Formal vs. informal language

Vocabulary: 문화 예절, 인사말, 공손한 표현 등

Study Time: 1-2 hours

이러한 주제와 문법 구조를 통해 여행 중에 유용한 상황에 대비할 수 있을 것입니다. 매일 조금씩 공부하고, 학습한 내용을 실제 상황에서 연습해 보세요. 함께 한국어 실력을 향상시키는 여정을 즐겨보세요!

User

Explain Korean past tense based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

ChatGPT

한국어의 과거 시제를 설명해 드리겠습니다. 과거 시제는 일어난 일이나 행동이 현재보다 이전에 발생했음을 나타냅니다. 중간 수준의 학습자로서, 이미 한국어의 기본 동사 변화를 이해하고 있을 것으로 가정합니다.

한국어에서 동사의 과거 형태는 주로 다음과 같은 두 가지 방법으로 표현됩니다.

-았/었/였 (아/어/여 + 았/었/였)

예를 들어, "먹다" (to eat) 동사의 과거형은 "먹었어요" 또는 "먹었습니다" 입니다.

-았/였 (ㅏ/ㅑ/ㅓ/ㅕ 뒤에 오는 경우)

예를 들어, "가다" (to go) 동사의 과거형은 "갔어요" 또는 "갔습니다" 입니다.

과거 시제의 동사 형태는 주로 말하는 상황이나 문맥에 따라서 달라질 수 있습니다. 또한, 과거 시제의 미래형은 더 다양한 동사 형태가 있을 수 있으니 주의해야 합니다.

이러한 규칙들을 이용하여 여행 중에 경험한 일들이나 지난 일들에 대해 이야기를 나누어 보시면 좋을 것입니다. 계속해서 연습하면서 익숙해지도록 노력해 보세요!

User

Give me some cognates between Korean and Japanese

ChatGPT

한국어와 일본어 사이에는 많은 공통어가 있습니다. 이러한 단어들은 한국어와 일본어의 어휘나 발음이 비슷하여 서로 쉽게 이해할 수 있습니다. 몇 가지 대표적인 공통어는 다음과 같습니다:

- 컴퓨터 (Computer) - 컴퓨터 (Korean) / コンピューター (Japanese)
- 텔레비전 (Television) - 텔레비전 (Korean) / テレビ (Japanese)
- 레스토랑 (Restaurant) - 레스토랑 (Korean) / レストラン (Japanese)
- 파티 (Party) - 파티 (Korean) / 파티어 (Japanese)
- 버스 (Bus) - 버스 (Korean) / 버스 (Japanese)
- 호텔 (Hotel) - 호텔 (Korean) / 호텔 (Japanese)
- 카메라 (Camera) - 카메라 (Korean) / 카메라 (Japanese)
- 테니스 (Tennis) - 테니스 (Korean) / 테니스 (Japanese)
- 초콜릿 (Chocolate) - 초콜릿 (Korean) / 초콜릿 (Japanese)
- 피아노 (Piano) - 피아노 (Korean) / 피아노 (Japanese)

이러한 공통어들은 두 언어 사이의 유사성을 보여주며, 한국어와 일본어를 공부하는 데 도움이 될 수 있습니다.

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

Do you think I would know conditional speech?

Explain the counters in Korean based on my knowledge of Japanese.

ChatGPT

Sure, if you're familiar with Japanese, understanding counters in Korean should be relatively easy as both languages share some similarities in this aspect. Counters in Korean, like in Japanese, are used to count different types of objects or entities. Here are some key points to understand about counters in Korean:

General Counters:

In Korean, similar to Japanese, there are general counters like 개, 장, 명, 대, etc., which are used for counting various objects depending on their shape, size, or form.

For example, 개 is a generic counter used for counting most objects, 장 is used for flat objects like paper, 명 is used for people, and 대 is used for machines or vehicles.

Native Korean Counters:

Korean also has its own set of native counters called '숫자' or '단위' which are used for specific items like people, animals, objects, etc.

For example, 마리 is used for counting animals, 대 is used for machines or vehicles, and 명 is used for people.

Sino-Korean Counters:

Similar to Japanese, Korean also uses Sino-Korean counters derived from Chinese characters for counting certain types of objects or concepts.

For example, 개 is a Sino-Korean counter used for counting things, 권 is used for books, 병 is used for bottles, etc.

Usage:

Just like in Japanese, the choice of counter in Korean depends on the type of object being counted.

For example, if you want to say "two books," you would use the counter 권 (권) after the number 두 (두).

While Korean and Japanese counters may differ in some aspects, understanding the concept of counters in Japanese should provide you with a good foundation for learning and using counters in Korean. Keep practicing and paying attention to the context in which counters are used, and you'll become more comfortable with them over time!

User

Explain the future tense in Korean based on my knowledge of Japanese.

ChatGPT

Understanding the future tense in Korean based on your knowledge of Japanese should be relatively straightforward, as both languages share similar concepts in this regard. In Korean, the future tense is formed using auxiliary verbs or endings that indicate the action will occur in the future. Here's how it works:

Using the Verb Stem + 겠다 (-겠):

Similar to Japanese, Korean verbs can be conjugated to express the future tense by attaching the ending 겠다 (-겠) to the verb stem.

For example, the verb 가다 (to go) becomes 갈 겁니다 (will go), 먹다 (to eat) becomes 먹을 겁니다 (will eat), etc.

This form is often used for making predictions, expressing intentions, or stating future plans.

Using the Auxiliary Verb -을 거예요 (-을 거야) / -을 겁니다 (-을 거다):

Another common way to express the future tense in Korean is by attaching the auxiliary verbs -을 거예요 (-을 거야) or -을 겁니다 (-을 거다) to the verb stem.

For example, 가다 (to go) becomes 갈 거예요 (will go) or 갈 거야, 먹다 (to eat) becomes 먹을 거예요 (will eat) or 먹을 거야, etc. This form is used in both informal and formal contexts to talk about future actions, plans, or intentions.

Using the Future Adverb -ㄹ/을 것이다 (-것):

Similar to Japanese, Korean also uses the future adverb -ㄹ/을 것이다 (-것) to indicate future actions or events.

For example, 가다 (to go) becomes 갈 것이다 (will go), 먹다 (to eat) becomes 먹을 것이다 (will eat), etc.

This form is commonly used in written language or formal speech to express certainty about future events.

Overall, understanding the future tense in Korean based on your knowledge of Japanese should be relatively intuitive. Practice using these forms in various contexts to become more comfortable with expressing future actions or intentions in Korean.

User

Explain the continuous tense in Korean based on my knowledge of English.

ChatGPT

Understanding the continuous tense in Korean based on your knowledge of English should be relatively straightforward, as both languages share similar concepts in this aspect. In Korean, the continuous tense, also known as the progressive tense, is used to express actions that are ongoing or in progress at a specific point in time. Here's how it works:

Using the Verb Stem + -고 있다 (-고 있어):

One common way to express the continuous tense in Korean is by attaching the ending -고 있다 (-고 있어) to the verb stem.

For example, the verb 먹다 (to eat) becomes 먹고 있다 (is eating), 가다 (to go) becomes 가고 있다 (is going), etc.

This form indicates that the action is currently ongoing or in progress.

Using the Auxiliary Verb -고 싶다 (-고 싶어):

Another way to express the continuous tense in Korean is by combining the verb stem with the auxiliary verb -고 싶다 (-고 싶어), which means "want to."

For example, 먹다 (to eat) becomes 먹고 싶어 (want to eat), 가다 (to go) becomes 가고 싶어 (want to go), etc.

This form is used to express the speaker's desire or intention to continue the action.

Using the Auxiliary Verb -고 있어요 (-고 있어):

Similar to English, Korean also uses the auxiliary verb -고 있어요 (-고 있어) to indicate ongoing actions.

For example, 가다 (to go) becomes 가고 있어요 (is going), 먹다 (to eat) becomes 먹고 있어요 (is eating), etc.

This form is commonly used in spoken language to indicate actions that are currently happening.

Overall, understanding the continuous tense in Korean based on your knowledge of English should be relatively intuitive.

Practice using these forms in various contexts to become more comfortable with expressing ongoing actions in Korean.

Experiment 3.C. Profile C (Korean, Intermediate, English & Japanese, Travel, Fitness & Travel & Photography, Average Language Aptitude)

User

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. My hobbies include fitness, travel, and photography and I have an average language aptitude. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

ChatGPT

안녕하세요! 한국어로 대화해 볼까요?

한국어 중급 수준이라니 멋지네요! 여행할 때 한국어를 사용하시는군요. 그럼 여행 중에는 어떤 상황에서 주로 한국어를 사용하시나요?

여행과 사진 촬영 그리고 피트니스라니, 정말 다채로운 취미를 가지고 계시네요. 특히 사진 촬영은 어떤 장르를 좋아하시나요?

한국어, 영어, 일본어를 모두 구사하시는데, 어떤 언어를 배우는 것이 가장 재미있었나요? 그리고 언어를 배우는 데 가장 어려웠던 점은 무엇인가요?

자! 함께 한국어 실력을 향상시켜 보아요! 어떤 주제로 대화를 나누고 싶으신가요?

User

Teach me some vocabulary you think I would find interesting.

ChatGPT

물론이죠! 여행, 사진 촬영, 그리고 피트니스와 관련된 한국어 단어 몇 가지를 알려드릴게요. 이런 주제들에 관련된 어휘를 알고 있으면 여행 중에 유용하게 사용할 수 있을 거예요.

여행 관련 어휘:

- 여행 (yeohaeng) - Travel
- 관광지 (gwangwangji) - Tourist attraction
- 호텔 (hotel) - Hotel
- 항공권 (hanggonggwon) - Airplane ticket
- 여행 가방 (yeohaeng gabang) - Travel bag
- 관광 명소 (gwangwang myeongso) - Sightseeing spot
- 여행 일정 (yeohaeng iljeong) - Travel itinerary

사진 촬영 관련 어휘:

- 사진 (sajin) - Photograph
- 카메라 (kamera) - Camera
- 렌즈 (renjeu) - Lens
- 셔터 (syuteo) - Shutter
- 조리개 (jorigae) - Aperture
- 초점 (chojeom) - Focus
- 촬영 장소 (chwalryeong jangso) - Shooting location

피트니스 관련 어휘:

- 운동 (undong) - Exercise
- 체력 (cheryeok) - Physical strength
- 근육 (geunyeok) - Muscle

- 스트레칭 (seuteureching) - Stretching
- 유산소 운동 (yusanso undong) - Aerobic exercise
- 근력 운동 (geunryeok undong) - Strength training
- 헬스장 (helseujang) - Gym

이런 어휘들을 통해 여행, 사진 촬영, 그리고 피트니스와 관련된 상황에서도 좀 더 자연스럽게 대화할 수 있을 거예요! 만약 더 궁금한 단어가 있다면 언제든지 물어주세요. 함께 공부해봐요!

User

Give me an example conversation I would find relevant.

ChatGPT

물론이죠! 여행과 사진 촬영을 결합한 상황으로 한 번 대화를 해볼게요. 가령, 당신이 한국의 아름다운 제주도를 여행하고 있다고 가정해봅시다.

A: 안녕하세요! 제주도에서 어떻게 지내고 있나요?

B: 안녕하세요! 네, 제주도에서 정말 좋은 시간을 보내고 있어요. 오늘은 한라산을 등반하고 왔어요. 정말 힘들었지만, 맨 위에서의 경치는 너무 아름다웠어요. 여행 중에는 항상 사진을 찍는데, 한라산에서 찍은 사진들은 정말 멋있었어요.

A: 정말 멋진 경험이겠네요! 사진 찍기를 좋아하시나요? 어떤 카메라를 사용하고 계세요?

B: 네, 사진 찍기를 정말 좋아해서 여행 중에는 항상 카메라를 들고 다니고 있어요. 저는 소니의 미러리스 카메라를 사용하고 있는데, 렌즈도 몇 개 있어서 다양한 각도에서 사진을 찍을 수 있어요.

A: 소니 미러리스 카메라는 정말 좋은 선택이네요! 저도 사진 찍는 걸 좋아해서 여행 중에는 항상 카메라를 들고 다니는 편이에요. 오늘은 어디를 찍으러 가셨나요?

B: 오늘은 제주의 동쪽 해안을 따라 다니면서 풍경을 찍으러 다녀왔어요. 해변가의 풍경과 바닷물이 너무 아름다워서 여러 장면을 찍었어요. 여기 제주도의 자연은 정말 멋지죠.

A: 네, 그런 점이 제주도의 매력이네요. 저도 제주도를 여행하고 싶어졌어요. 여행 계획을 세우는 데 어떤 점을 주의하셨나요?

B: 제주도는 정말 다양한 경험을 할 수 있는 곳이에요. 저는 미리 여행 일정을 세워두고 중요한 장소들을 방문하고 싶은 곳을 리스트업해서 다니고 있어요. 그리고 현지 음식도 맛보는 걸 즐겨요.

A: 알겠어요! 제주도 여행을 계획할 때 참고해야 할 것들이 많네요. 여행 중에는 더 멋진 사진을 찍어서 공유해주세요!

B: 네, 감사합니다! 제주도를 즐기는 동안 멋진 사진들을 찍어서 공유할게요.

이런 식으로, 여행과 사진 촬영에 관한 대화를 즐겁게 이어 나갈 수 있을 거예요. 만약 다른 주제로 대화를 해보고 싶다면 언제든지 말씀해주세요!

User

안녕하세요! 혹시 빙방 있으세요?

ChatGPT

안녕하세요! 네, 빙방 있어요. 어떤 도움이 필요하세요?

User

Explain the Korean future tense based on this profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. My hobbies include fitness, travel, and photography and I have an average language aptitude. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

ChatGPT

한국어 미래 시제에 대해 설명해드릴게요.

한국어의 미래 시제는 간단하고 직관적으로 사용됩니다. 일반적으로 미래 시제를 표현할 때에는 동사 뒤에 '-ㄹ 거예요' 또는 '-을/를 것입니다'를 붙입니다. 예를 들어서, "할 거예요" 또는 "할 것입니다"와 같이 사용됩니다.

여행을 예로 들어볼까요? 제가 제주도로 여행을 갈 거예요. 또는 제주도로 여행을 갈 것입니다. 이렇게 말할 수 있어요.

사진 촬영을 취미로 가지고 계시니, 내일은 아름다운 풍경을 찍을 거예요. 또는 내일은 아름다운 풍경을 찍을 것입니다. 이런 식으로 말할 수 있어요.

여행과 사진 촬영을 하면서 즐거운 시간을 보내실 거예요! 미래에 대한 계획을 세우는 데 도움이 되었기를 바랍니다. 추가로 궁금한 점이 있으면 언제든지 물어주세요!

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. My hobbies include fitness, travel, and photography and I have an average language aptitude. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

ChatGPT

여행, 사진 촬영, 그리고 피트니스와 관련된 주제와 문법을 중심으로 한 7일 동안의 학습 계획을 제안해드릴게요. 한 주 동안 여러 가지 주제와 문법을 다루면서 균형 잡힌 학습을 할 수 있도록 구성해 보았습니다.

Day 1: 여행 관련 어휘와 미래 시제

주제: 다음 여행 계획에 대해 이야기하기

어휘: 여행 관련 단어

문법: 미래 시제 활용

활동: 여행 계획을 작성하고 이에 관한 이야기 나누기

Day 2: 사진 촬영 관련 어휘와 수동태

주제: 좋아하는 사진 촬영 장소에 대해 이야기하기

어휘: 사진 촬영 관련 단어

문법: 수동태 활용

활동: 사진 촬영에 관한 이야기를 나누고, 수동태를 활용한 문장 만들기

Day 3: 피트니스 관련 어휘와 조건부 문법

주제: 피트니스 활동에 관한 경험 공유하기

어휘: 피트니스 관련 단어

문법: 조건부 문법 활용

활동: 피트니스에 관한 경험을 나누고, 조건부 문법을 사용하여 문장 만들기

Day 4: 여행 경험 공유와 간접 화법

주제: 지난 여행 경험에 대해 이야기하기

어휘: 여행 관련 단어

문법: 간접 화법 활용

활동: 지난 여행 경험에 관한 이야기를 나누고, 간접 화법을 활용한 문장 만들기

Day 5: 사진 촬영 이야기와 부정사 활용

주제: 사진 촬영을 위해 가장 좋아하는 장소에 대해 이야기하기

어휘: 사진 촬영 관련 단어

문법: 부정사 활용

활동: 사진 촬영을 위해 좋아하는 장소에 관한 이야기를 나누고, 부정사를 활용한 문장 만들기

Day 6: 피트니스 활동 공유와 명령형 문법

주제: 피트니스 활동을 함께하는 친구에게 조언하기

어휘: 피트니스 관련 단어

문법: 명령형 문법 활용

활동: 피트니스 활동을 함께하는 친구에게 조언을 해보고, 명령형 문법을 사용하여 문장 만들기

Day 7: 종합 복습 및 실전 연습

주제: 여행, 사진 촬영, 피트니스에 관한 토론 및 복습

어휘: 다양한 주제 관련 어휘

문법: 다양한 문법 항목 복습

활동: 여행, 사진 촬영, 피트니스에 관한 토론을 통해 지난 주 동안 학습한 내용을 종합적으로 복습하고, 실전 연습을 해보기
이렇게 7일 동안 다양한 주제와 문법을 다뤄보면서 여행, 사진 촬영, 그리고 피트니스와 관련된 어휘와 표현을 효과적으로 학습할 수 있을 것입니다. 계획을 세우고 주어진 시간 동안 참여하면서 즐겁게 한국어 실력을 향상시켜 보세요!

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. My hobbies include fitness, travel, and photography and I have an average language aptitude. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

Do you think I would know the vocabulary necessary to describe socioeconomics?

ChatGPT

Based on your learner profile, which indicates an intermediate level of Korean proficiency and focuses on topics related to travel, fitness, and photography, it's less likely that you would have acquired extensive vocabulary related to socioeconomics.

Typically, socioeconomics-related vocabulary involves specialized terminology and concepts that may not be encountered frequently in everyday conversation, especially for learners whose main language use revolves around travel and leisure activities.

However, if you have a particular interest in socioeconomics or have studied it separately, you may have some basic vocabulary in that area. In any case, if you're interested in expanding your vocabulary to include socioeconomics-related terms in Korean, you can certainly incorporate it into your learning plan and gradually build your knowledge in that area. Let me know if you'd like to explore specific socioeconomics-related vocabulary or topics!

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. My hobbies include fitness, travel, and photography and I have an average language aptitude. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

Do you think I would know the imperative?

ChatGPT

Based on your learner profile, which indicates an intermediate level of Korean proficiency and a focus on practical language use related to travel, fitness, and photography, it's possible that you may have some familiarity with the imperative form in Korean. The imperative form is commonly used to give commands or make requests, which can be useful in various situations, especially during travel or when engaging in fitness activities.

For example, you might use the imperative form to give directions or instructions while traveling, such as "가세요" (gaseyo - Please go) or "사진을 찍으세요" (sajineul jjigeuseyo - Please take a photo). In fitness settings, you may encounter imperative expressions like "힘들 때 휴식을 취하세요" (himdeul tae hyusigeul chwiha-seyo - Take a break when it's difficult) or "피트니스 강사에게 물어보세요" (piteuniseu gangsa-ege mureo-boseyo - Ask the fitness instructor).

While the imperative form is not as commonly used in everyday conversation compared to other verb forms, it can still be encountered and useful in specific contexts. If you're unsure about the imperative form or would like to practice using it more effectively, we can definitely explore some examples together. Just let me know if you'd like to dive deeper into this topic!

User

What advice would you give me considering my average language aptitude in learning Korean?

ChatGPT

Given your average language aptitude, here are some tailored pieces of advice to help you effectively learn Korean:

- **Set Realistic Goals:** Start by setting achievable goals for your language learning journey. Break down your goals into smaller, manageable tasks and celebrate your progress along the way. Setting realistic expectations will help you stay motivated and focused.
- **Consistent Practice:** Practice Korean regularly, even if it's just for a short time each day. Consistency is key to language learning, and regular exposure to the language will help reinforce your skills and improve your proficiency over time.
- **Focus on Core Skills:** Prioritize building a strong foundation in the four core language skills: speaking, listening, reading, and writing. Dedicate time to each skill area and incorporate a variety of activities into your study routine to ensure balanced progress.
- **Use a Variety of Resources:** Explore different learning resources such as textbooks, online courses, language learning apps, and audiovisual materials. Find resources that align with your learning preferences and interests to keep your studies engaging and enjoyable.
- **Seek Support and Guidance:** Don't hesitate to seek support from language teachers, tutors, or language exchange partners. Joining a language study group or online community can also provide valuable encouragement, feedback, and accountability.
- **Review and Reinforce:** Regularly review previously learned material to reinforce your understanding and retention. Use spaced repetition techniques and incorporate review sessions into your study schedule to solidify your knowledge over time.
- **Be Patient and Persistent:** Language learning is a gradual process, and progress may sometimes feel slow or challenging. Be patient with yourself, celebrate small victories, and stay persistent in your efforts. Remember that consistent practice and perseverance will lead to improvement over time.

By following these tips and staying committed to your language learning journey, you can overcome challenges and steadily improve your proficiency in Korean. Keep a positive attitude, stay motivated, and enjoy the journey of discovering a new language and culture!

Experiment 4.A. Profile D (Italian, Beginner)

User

I am a learner of Italian and I speak the language on the Beginner level. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

ChatGPT

Certo! Sono qui per aiutarti con l'italiano. Come posso assisterti oggi? Quali argomenti vorresti praticare o di cui vorresti discutere?

User

Voglio parlare della mia famiglia.

ChatGPT

Va bene! Parliamo della tua famiglia. Quanti membri ci sono nella tua famiglia? Puoi descrivermi brevemente ogni membro della tua famiglia? Ad esempio, quanti fratelli o sorelle hai? Come si chiamano i tuoi genitori?

User

Nella mia famiglia ci sono mia madre, mio padre e due fratelli più piccoli - ci sono 5 persone. I miei genitori si chiamano Anna e John.

ChatGPT

Capisco. Quindi sei tu, tua madre Anna, tuo padre John e i tuoi due fratelli più piccoli. Come si chiamano i tuoi fratelli? E quanti anni hanno? Qualche volta fate qualcosa di speciale insieme come famiglia?

User

I find it hard to read such long sentences, can you make the questions shorter?

ChatGPT

Certamente! Ecco alcune domande più brevi:

Quanti membri ci sono nella tua famiglia?

Come si chiamano i tuoi genitori?

Hai fratelli o sorelle? Come si chiamano?

Cosa fate insieme come famiglia?

User

Sì, ho una sorella.

ChatGPT

Bene! Come si chiama tua sorella? E quanti anni ha? Cosa vi piace fare insieme?

User

Si chiama Julia.

ChatGPT

Molto bene, Julia. Quanti anni ha Julia? Cosa vi piace fare insieme quando siete insieme?

User

Piace guarda la TV

ChatGPT

Capisco. Guardare la TV insieme può essere un modo piacevole per trascorrere del tempo in famiglia. Avete qualche programma o film preferito che guardate insieme?

User

What are all of the mistakes I made in this conversation?

ChatGPT

In the conversation, you made a few minor mistakes:

In Italian, "piace" should agree with the subject. Since "Julia" is singular, it should be "Le piace" instead of "Piace."

"Guarda la TV" should be "Guardare la TV" because you're talking about what you both like to do, which requires the infinitive form of the verb.

"Guardare" should be conjugated according to the subject. It should be "Ci piace guardare la TV" to match the plural subject "noi" (we).

So the corrected sentence would be: "A Julia piace guardare la TV."

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Italian and I speak the language on the Beginner level.

ChatGPT

Certainly! Here's a 7-day study plan tailored for a beginner learner of Italian:

Day 1: Introduction to Italian Grammar

Theme: Basic greetings and introductions

Grammatical structure: Present tense of the verb "essere" (to be) and "avere" (to have)

Vocabulary: Common greetings, introductions, and personal pronouns

Day 2: Describing Family and Relationships

Theme: Family members and relationships

Grammatical structure: Singular and plural forms of nouns and adjectives

Vocabulary: Family members, possessive adjectives, age, and basic relationship terms

Day 3: Daily Routine and Activities

Theme: Daily activities and routines

Grammatical structure: Present tense of regular verbs (-are, -ere, -ire)

Vocabulary: Daily routines, activities, time expressions, and frequency adverbs

Day 4: Food and Drink

Theme: Italian cuisine and dining vocabulary

Grammatical structure: Indefinite articles (un, una, uno) and partitive articles (del, della, dell', etc.)

Vocabulary: Common foods, drinks, meals, and dining expressions

Day 5: Places and Directions

Theme: Giving and understanding directions

Grammatical structure: Prepositions of place (a, in, da, su, etc.) and demonstrative adjectives (questo, quello)

Vocabulary: Places in the city, directions, transportation, and landmarks

Day 6: Shopping and Clothing

Theme: Shopping vocabulary and clothing items

Grammatical structure: Definite articles (il, la, i, le) and possessive pronouns (mio, tuo, suo, etc.)

Vocabulary: Clothing items, sizes, colors, and common phrases for shopping

Day 7: Hobbies and Leisure Activities

Theme: Hobbies and leisure time activities

Grammatical structure: Present tense of reflexive verbs and verb + infinitive construction

Vocabulary: Hobbies, sports, leisure activities, and expressions for talking about preferences

Throughout the week, dedicate time each day to review previous topics, practice speaking and listening using online resources, and engage in language exchange with native speakers if possible. Additionally, try to incorporate Italian into your daily life by labeling objects around your home, listening to Italian music or podcasts, and watching Italian movies or TV shows with subtitles. Buona fortuna con i tuoi studi! (Good luck with your studies!)

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level.

Do you think I would know congiuntivo imperfetto?

ChatGPT

Given that you're at a beginner level in Italian, it's unlikely that you would have encountered the congiuntivo imperfetto yet. The congiuntivo imperfetto is a more advanced grammatical concept typically introduced at an intermediate to advanced level of Italian language learning.

At the beginner level, it's more important to focus on mastering basic grammar structures such as present tense, past tense (passato prossimo), and future tense, along with essential vocabulary and everyday conversational phrases. As you progress in your studies and become more comfortable with the language, you can gradually explore more complex grammar concepts like the congiuntivo imperfetto.

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level.

Do you think I would know vocabulary that describes topics such as hobbies?

ChatGPT

Yes, at the beginner level of Italian, it's common to learn vocabulary related to hobbies and leisure activities. Basic hobbies and interests are often introduced early on in language learning curricula as they are useful for everyday conversations and help to expand your vocabulary beyond just essential phrases.

Common hobby-related vocabulary you might encounter at the beginner level includes terms for activities like:

- Leggere (to read)
- Nuotare (to swim)
- Giocare a calcio (to play soccer)
- Cucinare (to cook)
- Ascoltare musica (to listen to music)
- Disegnare (to draw)
- Viaggiare (to travel)

Learning vocabulary related to hobbies can be fun and practical, as it allows you to talk about your interests and preferences in Italian, engage in conversations about leisure activities, and connect with others who share similar interests.

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level.

Do you think I would know vocabulary describing socioeconomics?

ChatGPT

At the beginner level of Italian, vocabulary related to socioeconomics is typically not introduced. Beginner-level language learning materials tend to focus on essential vocabulary and everyday conversational topics that are relevant to basic communication needs.

Socioeconomic vocabulary, which includes terms related to economics, politics, society, and culture, is more advanced and usually comes into play at intermediate to advanced levels of language proficiency. It involves understanding complex concepts and nuanced language that may be challenging for beginner learners.

As you progress in your Italian language studies and reach higher proficiency levels, you may encounter socioeconomics-related vocabulary and topics in more advanced language courses, textbooks, or specialized materials. However, at the beginner level, it's more important to focus on building a foundation of basic vocabulary and grammar that will enable you to communicate effectively in everyday situations.

Experiment 4.B. Profile D (Italian, Beginner, Polish & English, Social)

User

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

ChatGPT

Ciao! Come stai? Sono contento di sapere che stai imparando l'italiano! È una lingua bellissima. Come posso aiutarti oggi con la tua pratica?

Posso immaginare che, parlando già polacco e inglese, hai una buona base per imparare l'italiano. Le lingue sono simili in alcuni aspetti, ma anche molto diverse, vero?

Hai già imparato alcune parole e frasi di base in italiano? Magari possiamo iniziare con qualche saluto e presentazione, e poi vedere come possiamo proseguire dalla tua conoscenza attuale. Che ne dici?

User

Sì, molto bene. Voglio parlare della mia famiglia.

ChatGPT

Fantastico! Parliamo della tua famiglia. Cominciamo con te. Come ti chiami? E quanti anni hai? Poi possiamo parlare dei membri della tua famiglia. Hai fratelli o sorelle? E i tuoi genitori, come si chiamano?

Se hai bisogno di aiuto con qualche parola o frase specifica, non esitare a chiedere! Sono qui per aiutarti.

User

Insegnami un po' di vocabolario rilevante

ChatGPT

Certamente! Ecco del vocabolario utile per parlare della famiglia in italiano:

- Famiglia - Family
- Genitori - Parents
- Padre - Father
- Madre - Mother
- Fratello - Brother
- Sorella - Sister
- Figlio - Son
- Figlia - Daughter
- Nonno - Grandfather
- Nonna - Grandmother
- Zio - Uncle
- Zia - Aunt
- Cugino - Cousin (maschile)
- Cugina - Cousin (femminile)
- Marito - Husband
- Moglie - Wife

Ora, possiamo usare queste parole per parlare della tua famiglia. Ad esempio, potresti dire: "Ho un fratello e una sorella. Mio padre si chiama [nome del padre] e mia madre si chiama [nome della madre]."

Fammi sapere se c'è qualche parola specifica di cui hai bisogno o se vuoi praticare delle frasi con questo vocabolario!

User

Teach me relevant vocabulary based on this learner profile

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

ChatGPT

Certamente! Basandomi sul tuo profilo di apprendimento, ecco del vocabolario utile per te:

Saluti e Introduzioni:

- Ciao - Hello / Hi
- Buongiorno - Good morning
- Buonasera - Good evening
- Come stai? - How are you?
- Mi chiamo [tuo nome] - My name is [your name]
- Piacere di conoscerti - Nice to meet you

Frase Comuni:

- Grazie - Thank you
- Per favore - Please
- Scusa / Mi scusi - Excuse me / I'm sorry
- Prego - You're welcome
- Mi dispiace - I'm sorry
- Navigare le Conversazioni Sociali:
- Cosa fai nel tempo libero? - What do you do in your free time?
- Ti piace [attività]? - Do you like [activity]?
- Che musica ascolti? - What music do you listen to?
- Hai visto qualche buon film di recente? - Have you seen any good movies lately?
- Dove ti piace viaggiare? - Where do you like to travel?

Espressioni Utili:

- Non capisco - I don't understand
- Parla più lentamente, per favore - Speak more slowly, please
- Posso parlare un po' di italiano, ma sono ancora un principiante - I can speak a little Italian, but I'm still a beginner
- Puoi aiutarmi con l'italiano? - Can you help me with Italian?

Con questo vocabolario di base, dovresti essere in grado di avviare e mantenere conversazioni sociali in italiano. Se hai domande su specifiche parole o frasi, non esitare a chiedere! Sono qui per aiutarti.

User

Give me an example of a conversation in Italian that would be relevant for me

ChatGPT

Certamente! Ecco un esempio di una conversazione semplice in italiano che potrebbe essere utile per te:

Tu: Ciao! Come stai?

Amico: Ciao! Sto bene, grazie! E tu?

Tu: Anch'io sto bene, grazie! Cosa hai fatto di interessante ultimamente?

Amico: Ultimamente ho iniziato a imparare a cucinare! È stato divertente provare nuove ricette. E tu?

Tu: Anch'io ho provato a cucinare un po'. Ho fatto una pasta al pomodoro la scorsa settimana. Era deliziosa! Parlando di cibo, qual è il tuo piatto italiano preferito?

Amico: Mi piace molto la pizza! È così gustosa e ci sono così tante varietà da provare. Tu?

Tu: Adoro la pasta carbonara! È semplice da preparare ma così saporita. Dove ti piacerebbe viaggiare prossimamente?

Amico: Mi piacerebbe visitare Firenze. Ho sentito dire che è una città bellissima e mi piacerebbe vedere l'arte e l'architettura incredibili là. E tu?

Tu: Vorrei visitare Venezia. Mi affascina l'idea di esplorare la città sui canali. Spero di farlo presto!

Amico: Sì, sarebbe un'esperienza unica! Quando pensi di andarci?

Tu: Non sono sicuro ancora, ma spero di organizzare un viaggio l'anno prossimo.

Amico: Beh, se hai bisogno di consigli o compagnia di viaggio, fammelo sapere! Sono sempre pronto per un'avventura!

Tu: Grazie! Lo terrò sicuramente presente. A proposito, hai visto qualche buon film di recente?

E così via! Questo tipo di conversazione è informale e ti consente di praticare vocabolario comune e strutture linguistiche di base in italiano. Se ci sono parole o frasi di cui hai bisogno di chiarimenti, non esitare a chiedere!

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile. I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts.

ChatGPT

Ecco un piano di studio di 7 giorni che si concentra su specifiche strutture grammaticali e temi di vocabolario, adattati al tuo livello di apprendimento e alle tue esigenze linguistiche:

Giorno 1: Saluti e Introduzioni

Grammatica: Presentarsi utilizzando verbi essere e avere.

Vocabolario: Saluti, presentazioni, nazionalità e professioni.

Attività: Pratica la pronuncia dei saluti e delle presentazioni. Fai delle semplici conversazioni di presentazione con te stesso o con un compagno di studio.

Giorno 2: Numeri e Famiglia

Grammatica: Utilizzo degli articoli determinativi e possessivi con nomi di parentela.

Vocabolario: Numeri cardinali, membri della famiglia.

Attività: Conta fino a 100 in italiano. Descrivi la tua famiglia utilizzando i nomi dei membri e gli articoli corretti.

Giorno 3: Alimentazione e Cibo

Grammatica: Utilizzo degli articoli indeterminativi e preposizioni articolate.

Vocabolario: Alimenti, bevande, frutta, verdura.

Attività: Fai una lista della spesa in italiano. Ordina cibo in un ristorante immaginario, utilizzando frasi comuni.

Giorno 4: Tempo e Stagioni

Grammatica: Espressioni di tempo con le preposizioni.

Vocabolario: Giorni della settimana, mesi dell'anno, stagioni.

Attività: Pratica dire la data e l'ora in italiano. Descrivi il tempo e le stagioni in base alle tue preferenze.

Giorno 5: Hobby e Interessi

Grammatica: Utilizzo dei verbi al presente.

Vocabolario: Hobby, interessi, attività ricreative.

Attività: Parla dei tuoi hobby e interessi preferiti. Fai domande a un amico su ciò che gli piace fare nel tempo libero.

Giorno 6: Viaggi e Trasporti

Grammatica: Utilizzo dei verbi modali (volere, potere, dovere).

Vocabolario: Mezzi di trasporto, luoghi turistici, prenotazioni.

Attività: Pianifica un viaggio immaginario in Italia. Pratica la prenotazione di biglietti e alloggi utilizzando frasi appropriate.

Giorno 7: Revisione e Conversazione

Grammatica: Revisione delle strutture grammaticali apprese durante la settimana.

Vocabolario: Revisione del vocabolario appreso durante la settimana.

Attività: Metti alla prova le tue competenze in una conversazione libera con un amico o un tutor. Parla dei temi trattati durante la settimana e chiedi feedback per migliorare.

Ricorda di praticare regolarmente, anche al di fuori del piano di studio, per consolidare le tue competenze linguistiche. Buono studio e buona fortuna con il tuo apprendimento dell'italiano!

User

Please give the plan in English

ChatGPT

Here's a 7-day study plan focusing on specific grammatical structures and vocabulary themes tailored to your learner profile:

Day 1: Greetings and Introductions

Grammar: Introducing oneself using the verbs "essere" and "avere."

Vocabulary: Greetings, introductions, nationalities, and professions.

Activity: Practice pronunciation of greetings and introductions. Engage in simple introduction conversations with yourself or a study partner.

Day 2: Numbers and Family

Grammar: Use of definite and possessive articles with family member nouns.

Vocabulary: Cardinal numbers, family members.

Activity: Count up to 100 in Italian. Describe your family using the correct member names and articles.

Day 3: Food and Eating

Grammar: Use of indefinite articles and articulated prepositions.

Vocabulary: Foods, beverages, fruits, vegetables.

Activity: Create a grocery list in Italian. Order food at an imaginary restaurant using common phrases.

Day 4: Time and Seasons

Grammar: Time expressions with prepositions.

Vocabulary: Days of the week, months of the year, seasons.

Activity: Practice stating the date and time in Italian. Describe weather and seasons based on your preferences.

Day 5: Hobbies and Interests

Grammar: Use of verbs in the present tense.

Vocabulary: Hobbies, interests, recreational activities.

Activity: Talk about your favorite hobbies and interests. Ask a friend about what they like to do in their free time.

Day 6: Travel and Transportation

Grammar: Use of modal verbs (volere, potere, dovere).

Vocabulary: Modes of transportation, tourist destinations, reservations.

Activity: Plan an imaginary trip to Italy. Practice booking tickets and accommodations using appropriate phrases.

Day 7: Review and Conversation

Grammar: Review of grammatical structures learned throughout the week.

Vocabulary: Review of vocabulary learned throughout the week.

Activity: Put your skills to the test in a free conversation with a friend or tutor. Discuss the themes covered during the week and ask for feedback to improve.

Remember to practice regularly, even outside of the study plan, to reinforce your language skills. Happy studying and good luck with your Italian learning journey!

User

Explain Italian past tense based on this learner profile.

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts.

ChatGPT

As a beginner learner of Italian, understanding the past tense is an important step in developing your language skills. In Italian, there are mainly two past tenses that you will encounter: the "passato prossimo" and the "imperfetto."

Passato Prossimo: This is the most commonly used past tense in Italian and is used to describe completed actions in the past. It is formed by combining the present tense of the auxiliary verb "avere" (to have) or "essere" (to be) with the past participle of the main verb. Here's how it works:

Regular verbs: The past participle is formed by dropping the infinitive ending (-are, -ere, -ire) and adding the appropriate ending (-ato, -uto, -ito) based on the verb's conjugation. For example:

Parlare (to speak) -> parlato (spoken)

Scrivere (to write) -> scritto (written)

Dormire (to sleep) -> dormito (slept)

Irregular verbs: Some verbs have irregular past participles that you will need to memorize. For example:

Avere (to have) -> avuto (had)

Essere (to be) -> stato (been)

Fare (to do/make) -> fatto (done/made)

Auxiliary verbs: The choice between "avere" and "essere" as the auxiliary verb depends on the main verb and its transitivity.

Most verbs use "avere," but verbs of motion, reflexive verbs, and a few others use "essere." Here's a simple example:

Ho mangiato (I ate)

Sono andato/a (I went)

Imperfetto: This past tense is used to describe ongoing or habitual actions in the past, as well as to provide background information or set the scene. It is formed by dropping the infinitive endings (-are, -ere, -ire) and adding specific endings to the verb's root. Here's how it works:

Regular verbs: The imperfect endings are -avo, -avi, -ava, -avamo, -avate, -avano for -are verbs, and -evo, -evi, -eva, -evamo, -evate, -evano for -ere and -ire verbs. For example:

Parlare (to speak) -> parlavo (I used to speak)

Scrivere (to write) -> scrivevo (I used to write)

Dormire (to sleep) -> dormivo (I used to sleep)

Irregular verbs: There are some irregularities in the imperfect tense as well, such as essere (to be) -> ero (I was), fare (to do/make) -> facevo (I used to do/make).

Understanding and practicing these past tenses will allow you to talk about events and actions that occurred in the past, enhancing your ability to communicate in Italian social contexts. Practice with various exercises and examples to reinforce your understanding of the past tense. Buona fortuna! (Good luck!)

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

Do you think I would know vocabulary that describes topics such as hobbies?

ChatGPT

Given your beginner level in Italian and your use of the language primarily in social contexts, it's possible that you might know some basic vocabulary related to hobbies. However, it's also likely that your vocabulary in this area might still be developing. Let's start by introducing some common hobby-related vocabulary in Italian:

Hobbies and Interests:

- Hobby - Hobby
- Interesse - Interest
- Musica - Music
- Lettura - Reading
- Sport - Sports
- Giocare (a) - Playing (a)
- Cucinare - Cooking
- Viaggiare - Traveling
- Pittura - Painting
- Fotografia - Photography
- Giardinaggio - Gardening

Specific Activities:

- Suonare uno strumento - Playing an instrument
- Ballare - Dancing
- Nuotare - Swimming
- Camminare - Walking
- Escursionismo - Hiking
- Cucinare - Cooking
- Fare shopping - Shopping

- Guardare film - Watching movies
- Giocare a videogiochi - Playing video games
- Fare yoga - Doing yoga

Given your language learning context, it's beneficial to focus on vocabulary that you can immediately apply in social interactions. You can start incorporating these hobby-related words into your conversations with friends or language partners to both practice and expand your vocabulary.

Feel free to ask if you want to learn more about any specific hobby or if you need further explanation or practice with this vocabulary!

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

Do you think I would know congiuntivo imperfetto?

ChatGPT

Given your beginner level in Italian and the fact that you primarily use the language in social contexts, it's less likely that you would be familiar with the "congiuntivo imperfetto" (imperfect subjunctive) at this stage of your learning journey.

The "congiuntivo imperfetto" is a verb tense used in Italian to express hypothetical or uncertain situations in the past. It is formed by taking the third person plural of the verb in the imperfect indicative and adding specific endings. While it's an important tense in Italian grammar, it's typically introduced at more advanced levels of language learning.

At the beginner level, your focus would likely be on mastering essential verb tenses such as the present indicative, passato prossimo (present perfect), and perhaps some basic usage of the "imperfetto" (imperfect indicative) for describing past habitual actions or background information.

As you progress in your Italian studies, you'll gradually encounter and learn more about advanced verb tenses like the "congiuntivo imperfetto." For now, it's essential to focus on building a strong foundation with basic vocabulary, grammar structures, and commonly used verb tenses that you can apply in everyday social interactions.

If you have any questions about verb tenses or any other aspect of Italian grammar, feel free to ask!

Experiment 4.C. Profile D (Italian, Beginner, Polish & English, Social, Dancing & Hiking & Crafts, High Language Aptitude)

User

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. My hobbies include dancing, hiking, and crafts and I have a high language aptitude. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

ChatGPT

Ciao! Sono contento di incontrarti e di sapere che stai imparando l'italiano! Sembra che tu abbia un'ampia gamma di interessi, che sicuramente ti aiuteranno nel tuo percorso di apprendimento della lingua. Come posso aiutarti oggi?

Quindi, hai avuto modo di praticare l'italiano in contesti sociali? È importante mettere in pratica ciò che impariamo per migliorare rapidamente. Forse hai già avuto l'opportunità di fare qualche conversazione informale con amici o conoscenti?

Inoltre, visto che hai un'alta aptitudine linguistica, potresti trovare utile sfruttare risorse come film, serie TV o podcast in italiano. Questi possono essere divertenti e stimolanti modi per esporre il tuo cervello alla lingua in modo naturale.

E riguardo ai tuoi hobby, sono fantastici! Il ballo, l'escursionismo e l'artigianato sono attività che possono essere un buon terreno per incontrare persone e praticare l'italiano. Ad esempio, potresti cercare lezioni di ballo in italiano o unirti a gruppi di escursionisti che parlano italiano durante le loro attività.

Se hai domande specifiche sull'italiano o se vuoi praticare qualcosa in particolare, non esitare a chiedere! Sono qui per aiutarti.

User

Teach me some vocabulary you think I would find interesting.

ChatGPT

Certamente! Ecco alcune parole e frasi in italiano che potrebbero esserti utili e interessanti, date le tue passioni e i tuoi interessi:
Danza:

- Ballo (dance)
- Passo (step)
- Coreografia (choreography)
- Musicista (musician)
- Spettacolo (performance)
- Allenamento (practice)

Escursionismo:

- Escursione (hike)
- Sentiero (trail)
- Natura (nature)
- Avventura (adventure)
- Cima (summit)
- Mappa (map)

Artigianato:

- Artigianato (craftsmanship)
- Creatività (creativity)
- Fai da te (do-it-yourself)
- Materiale (material)
- Progetto (project)
- Decorazione (decoration)

Parole di uso quotidiano:

- Salve (hello)

- Grazie (thank you)
- Per favore (please)
- Scusa (excuse me/sorry)
- Piacere (nice to meet you)
- Buongiorno (good morning)

Spero che queste parole ti siano utili e che ti aiutino ad arricchire il tuo vocabolario italiano! Se hai bisogno di ulteriore pratica o hai altre domande, non esitare a chiedere.

User

Give me an example conversation I would find relevant.

ChatGPT

Certamente! Ecco un esempio di conversazione che potrebbe interessarti, basato sui tuoi hobby e interessi:

Tu: Ciao! Come stai?

Amico: Ciao! Sto bene, grazie! E tu?

Tu: Anch'io sto bene, grazie! Ho appena finito una lezione di ballo. È stata fantastica!

Amico: Che bello! Che tipo di ballo hai imparato oggi?

Tu: Abbiamo imparato alcuni passi di salsa. Mi piace molto il ritmo coinvolgente della salsa.

Amico: Suona divertente! Vorrei imparare anche io a ballare la salsa. Dove hai preso le lezioni?

Tu: Le ho prese in un piccolo studio qui in città. Organizzano lezioni in vari stili di ballo, quindi c'è sempre qualcosa di nuovo da imparare.

Amico: Interessante! Forse potrei unirmi a te per una lezione la prossima volta.

Tu: Assolutamente! Sarebbe fantastico ballare insieme. Inoltre, stavo pensando di fare un'escursione questo fine settimana. Ti va di venire con me?

Amico: Mi piacerebbe! Adoro l'escursionismo. Dove hai in mente di andare?

Tu: Sto pensando di fare un'escursione lungo il sentiero che attraversa le colline vicino alla città. È un percorso molto panoramico.

Amico: Suona perfetto! Non vedo l'ora. Oh, parlando di hobby, hai fatto qualche nuovo progetto di artigianato recentemente?

Tu: Sì, ho iniziato a lavorare su un nuovo progetto di decorazione per la casa. Sto facendo delle lampade artigianali con materiali riciclati. È un modo divertente per esercitare la mia creatività.

Amico: Wow, sembra fantastico! Mi piacerebbe vederle una volta finite.

Tu: Assolutamente! Ti farò sapere quando sono pronte. Nel frattempo, ci vediamo per la lezione di ballo e per l'escursione?

Amico: Sicuramente! Non vedo l'ora. Grazie per avermi invitato.

Tu: Figurati! È sempre divertente condividere le passioni con gli amici. A presto!

Amico: A presto!

Questa conversazione combina i tuoi interessi per il ballo, l'escursionismo e l'artigianato in un dialogo informale e coinvolgente. Spero che ti sia utile come esempio! Se hai altre domande o hai bisogno di praticare ulteriormente, sono qui per aiutarti.

User

Explain the Italian future tense based on this learner profile.

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. My hobbies include dancing, hiking, and crafts and I have a high language aptitude.

ChatGPT

Certainly! Let's break down the Italian future tense in a way that suits your learner profile:

Explanation in Simple Terms: The future tense in Italian is used to talk about actions that will happen in the future. It's similar to saying "will" or "going to" in English. For example: "Domani ballerò" (Tomorrow I will dance).

Usage in Social Contexts: Since you mostly use Italian in social contexts, you'll find the future tense useful for making plans or talking about future events with friends. For instance: "Questo fine settimana andrò a fare un'escursione" (This weekend I will go hiking).

Related to Hobbies: You can use the future tense to talk about your future activities related to your hobbies. For example: "Dopo cena, farò un nuovo progetto di artigianato" (After dinner, I will work on a new craft project).

High Language Aptitude: Having a high language aptitude means you'll likely grasp grammar concepts quickly. With some practice, you'll be able to conjugate verbs in the future tense effortlessly.

Comparison with Other Languages: If you're familiar with the future tense in English, you'll notice similarities in Italian. In both languages, you use a verb conjugated differently to indicate future actions.

Practice Suggestions: To master the future tense, try constructing simple sentences about your future plans or activities. You can write down sentences like "Domani visiterò un nuovo museo" (Tomorrow I will visit a new museum) or "La prossima settimana balleremo al matrimonio di Marco" (Next week we will dance at Marco's wedding).

Remember, practice makes perfect! Don't hesitate to use the future tense in your conversations and writing to become more comfortable with it over time. If you have any questions or need further clarification, feel free to ask!

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. My hobbies include dancing, hiking, and crafts and I have a high language aptitude.

ChatGPT

Here's a tailored 7-day study plan for you, focusing on specific grammatical structures and themes of vocabulary based on your learner profile:

Day 1: Introduction to Basic Italian Grammar and Greetings

Morning: Study basic Italian greetings and introductions. Practice phrases like "Ciao!" (Hello/Hi), "Come stai?" (How are you?), and "Mi chiamo..." (My name is...).

Afternoon: Learn about the present tense of regular verbs (-are, -ere, -ire endings). Practice conjugating verbs like "ballare" (to dance), "escursione" (hike), and "fare" (to do/make) in simple sentences.

Day 2: Future Tense and Making Plans

Morning: Study the formation and usage of the future tense in Italian. Practice conjugating verbs in the future tense, particularly those related to your hobbies and interests.

Afternoon: Use the future tense to make plans for future activities. Practice sentences like "Domani ballerò con gli amici" (Tomorrow I will dance with friends) or "La settimana prossima farò un'escursione" (Next week I will go hiking).

Day 3: Vocabulary Expansion: Hobbies and Activities

Morning: Expand your vocabulary related to your hobbies. Learn new words and phrases for dancing, hiking, and crafts. Practice using them in sentences.

Afternoon: Create flashcards or a vocabulary list with new words and review them regularly. Try to incorporate these new words into your conversations and writing.

Day 4: Review and Practice Social Conversations

Morning: Review common Italian phrases used in social contexts, such as ordering food, asking for directions, or making small talk.

Afternoon: Practice having social conversations in Italian. Role-play scenarios like ordering food at a restaurant, asking for recommendations for hiking trails, or discussing crafting techniques with a friend.

Day 5: Grammar Focus: Present Continuous Tense

Morning: Learn how to form and use the present continuous tense in Italian (il presente progressivo). Practice conjugating verbs like "ballare" (to dance), "escursionare" (to hike), and "creare" (to create) in the present continuous.

Afternoon: Create sentences using the present continuous tense to describe ongoing actions or activities. For example, "Sto ballando" (I am dancing) or "Stiamo facendo un'escursione" (We are hiking).

Day 6: Cultural Exploration: Italian Dance and Crafts

Morning: Research Italian dance traditions and famous Italian dancers. Learn about different styles of Italian dance, such as the tarantella or the tammurriata.

Afternoon: Explore Italian crafts and artisanal traditions. Learn about famous Italian craftsmen and traditional Italian crafts like ceramics, leatherworking, or glassblowing.

Day 7: Practical Application and Review

Morning: Engage in conversations with Italian speakers online or in person. Practice using the grammar structures and vocabulary you've learned throughout the week.

Afternoon: Reflect on your progress and areas for improvement. Review any challenging concepts or vocabulary. Set goals for future language learning endeavors.

Remember to adapt this study plan to your own pace and preferences. Consistent practice and exposure to the language will help you progress steadily. Buona fortuna! (Good luck!)

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. My hobbies include dancing, hiking, and crafts and I have a high language aptitude.

Do you think I would know congiuntivo imperfetto?

ChatGPT

Given that you're a beginner in Italian and haven't mentioned specific advanced studies or exposure to the language, it's unlikely that you would know the "congiuntivo imperfetto" (imperfect subjunctive) yet. The imperfect subjunctive is a more advanced grammatical form in Italian, typically taught at intermediate or higher levels.

The imperfect subjunctive is used in Italian to express doubt, wishes, hypothetical situations, or polite requests in the past tense. It's formed by combining the stem of the imperfetto tense with specific endings. Since you're still at a beginner level, your focus would likely be on mastering more fundamental grammatical structures and vocabulary before delving into more complex forms like the imperfect subjunctive.

However, as you progress in your Italian studies and become more comfortable with the language, you may encounter the imperfect subjunctive in your learning journey. It's a valuable tool for expressing nuanced meanings in Italian, so it's worth exploring as you advance.

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. My hobbies include dancing, hiking, and crafts and I have a high language aptitude.

Do you think I would know vocabulary to speak about natural disasters?

ChatGPT

Considering your beginner level in Italian and the fact that you primarily use the language in social contexts, it's less likely that you would have learned specific vocabulary related to natural disasters at this stage of your language learning journey.

Typically, vocabulary related to natural disasters falls into a more specialized category and might not be covered in introductory language courses or casual language learning environments. Instead, beginner-level courses usually focus on everyday vocabulary and phrases relevant to daily life, such as greetings, family, hobbies, and activities.

However, as you progress in your Italian studies, you may encounter such vocabulary in more advanced materials or if you choose to explore specific topics related to news, geography, or environmental issues. It's always beneficial to expand your vocabulary over time, but initially, your focus would likely be on building a foundation of essential vocabulary and grammar structures.

User

Give me some cognates between Polish and Italian

ChatGPT

Certainly! Cognates are words that have a similar meaning and often a similar spelling in two different languages due to their common origin. Here are some cognates between Polish and Italian:

- Informacja (Polish) - Informazione (Italian) - Meaning: Information
- Telefon (Polish) - Telefono (Italian) - Meaning: Telephone
- Muzyka (Polish) - Musica (Italian) - Meaning: Music
- Hotel (Polish) - Hotel (Italian) - Meaning: Hotel
- Kalendarz (Polish) - Calendario (Italian) - Meaning: Calendar
- Stacja (Polish) - Stazione (Italian) - Meaning: Station
- Uniwersytet (Polish) - Università (Italian) - Meaning: University
- Karta (Polish) - Carta (Italian) - Meaning: Card/Paper
- Konsultacja (Polish) - Consultazione (Italian) - Meaning: Consultation

- Teatr (Polish) - Teatro (Italian) - Meaning: Theater

These are just a few examples of cognates between Polish and Italian. Since both languages belong to the broader family of Indo-European languages, they share some similarities in vocabulary, although they may have different pronunciation and slight variations in spelling.

User

Give me some cognates between Italian and English

ChatGPT

Certainly! Italian and English share many cognates due to their common Latin roots and historical interactions. Here are some examples:

- Università (Italian) - University (English)
- Musica (Italian) - Music (English)
- Biblioteca (Italian) - Library (English)
- Telefono (Italian) - Telephone (English)
- Arte (Italian) - Art (English)
- Scuola (Italian) - School (English)
- Cinema (Italian) - Cinema (English)
- Famiglia (Italian) - Family (English)
- Medicina (Italian) - Medicine (English)
- Città (Italian) - City (English)
- Nazione (Italian) - Nation (English)
- Idea (Italian) - Idea (English)
- Camera (Italian) - Camera (English)
- Teatro (Italian) - Theater (English)
- Hotel (Italian) - Hotel (English)

These are just a few examples of cognates between Italian and English. There are many more, and recognizing them can be helpful for language learners as they can provide shortcuts to understanding and learning new vocabulary.

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. My hobbies include dancing, hiking, and crafts and I have a high language aptitude.

Do you think I would know vocabulary to speak about my family?

ChatGPT

Given your beginner level in Italian and your focus on using the language in social contexts, it's reasonable to assume that you may have learned some basic family vocabulary. However, the extent of your vocabulary related to family members might be limited to common terms like "madre" (mother), "padre" (father), "fratello" (brother), "sorella" (sister), "nonno" (grandfather), and "nonna" (grandmother).

You might also know some basic phrases like "Ho una famiglia grande" (I have a big family) or "Mi piace passare del tempo con la mia famiglia" (I like spending time with my family). These are common topics in beginner Italian courses and are useful for everyday conversations, especially in social settings.

However, more specific or advanced family-related vocabulary, such as extended family members (aunts, uncles, cousins) or familial relationships (nephew, niece, cousin once removed), may not have been covered yet at your current level.

As you progress in your Italian studies, you'll likely expand your vocabulary to include more terms related to family and other aspects of daily life. It's a gradual process, but with consistent practice and exposure to the language, you'll continue to improve and broaden your linguistic abilities.

Appendix B: Learner-oriented Experiments (Gemini)

Experiment 1.A. – Profile A (English, Fluent)

User

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Udawaj, że jesteś nauczycielem i rozmawiaj ze mną w języku angielskim, biorąc pod uwagę podane szczegóły.

Gemini

Rozmowa z uczniem języka angielskiego

Nauczyciel: Cześć! Miło mi Cię poznać. Nazywam się Bard i jestem nauczycielem języka angielskiego. Jak mogę Ci dzisiaj pomóc?

Uczeń: Cześć! Dziękuję, że ze mną rozmawiasz. Uczę się języka angielskiego i posługuję się nim na poziomie zaawansowanym.

Chciałbym / Chciałabym poprawić swoje umiejętności płynnego mówienia i gramatyki.

Nauczyciel: To świetnie, że chcesz się rozwijać! Z przyjemnością Ci pomogę. Jakie są Twoje konkretne cele językowe?

Uczeń: Chciałbym / Chciałabym móc swobodnie rozmawiać z native speakerami w różnych sytuacjach, np. w pracy, podczas podróży, czy na spotkaniach towarzyskich. Chciałbym / Chciałabym również popełniać mniej błędów gramatycznych.

Nauczyciel: Doskonale! Aby osiągnąć te cele, możemy skupić się na różnych ćwiczeniach, takich jak:

- Konwersacja: Będziemy rozmawiać na różne tematy, abyś mógł / mogła ćwiczyć płynne mówienie i naturalną intonację.
- Ćwiczenia gramatyczne: Skupimy się na gramatyce, która sprawia Ci trudności, i przećwiczymy jej użycie w różnych kontekstach.
- Słownictwo: Będziemy rozszerzać Twoje słownictwo o nowe wyrażenia i idiomy, które przydadzą Ci się w codziennych sytuacjach.

- Czytanie i pisanie: Będziemy czytać teksty w języku angielskim i pisać krótkie teksty, abyś mógł / mogła ćwiczyć wszystkie sprawności językowe.

Uczeń: Brzmi to świetnie! Jestem gotowy / gotowa do pracy.

Nauczyciel: Wspaniale! Zaczniemy od krótkiej rozmowy. Opowiedz mi o sobie, swoich zainteresowaniach i celach językowych.

Uczeń: (Odpowiedź ucznia)

Nauczyciel: Bardzo dobrze! Już widzę, że masz świetny poziom języka angielskiego. Jestem pewien, że z łatwością osiągniesz swoje cele.

Uczeń: Dziękuję! Jestem zmotywowany / zmotywowana do nauki.

Nauczyciel: To wspaniale! Będę Ci kibicować.

Uczeń: Dziękuję!

Nauczyciel: Na następnej lekcji możemy skupić się na gramatyce. Masz jakieś pytania lub wątpliwości, które chciałbyś / chciałaś omówić?

Uczeń: Tak, mam kilka pytań dotyczących czasów gramatycznych.

Nauczyciel: Bez problemu! Na następnej lekcji wyjaśnię Ci wszystko dokładnie.

Uczeń: Dziękuję!

Nauczyciel: Do zobaczenia!

Uczeń: Do zobaczenia!

Uwagi:

Podczas rozmowy nauczyciel może używać różnych technik dydaktycznych, aby uatrakcyjnić naukę i dostosować ją do potrzeb ucznia.

Nauczyciel powinien również regularnie sprawdzać postępy ucznia i udzielać mu konstruktywnej informacji zwrotnej.

Ważne jest, aby uczeń czuł się komfortowo podczas rozmowy i nie bał się popełniać błędów.

Dodatkowe materiały:

Strony internetowe do nauki języka angielskiego: [usunięto nieprawidłowy URL]

Aplikacje do nauki języka angielskiego: [usunięto nieprawidłowy URL]

Kanały YouTube do nauki języka angielskiego: [usunięto nieprawidłowy URL]

Powodzenia w nauce!

User

Pretend you are my language teacher and chat with me.

I would like to talk about social inequality and its connection to the wage gap. I think the way society undermines women is a topic demanding a wider discussion.

Gemini

That's a very interesting topic, and a very relevant one! Social inequality definitely plays a big role in the wage gap, and gender is a major factor within that.

Let's break it down a bit. Can you tell me more about what specifically interests you regarding social inequality and the wage gap for women?

Is it the societal expectations that push women towards certain careers, or the lack of support for working mothers you'd like to discuss? Perhaps you have some ideas about how to address this issue?

The more specific you are, the more focused our conversation can be and the more I can help you develop your vocabulary and express your thoughts clearly.

User

Let's talk about climate change now. What do you think about the state of glaciers in the Arctic?

Gemini

The state of glaciers in the Arctic is a worrying one, and it's a critical topic in the discussion of climate change.

Here's what we know:

Melting at an alarming rate: Arctic glaciers are losing mass at an alarming rate due to rising temperatures. This contributes to rising sea levels and disrupts weather patterns around the globe.

Variety of glaciers affected: The Arctic has various glacier types, from the massive Greenland ice sheet to smaller valley glaciers. All are experiencing significant melting.

Impact beyond the Arctic: The consequences of melting glaciers extend far beyond the Arctic. Rising sea levels threaten coastal communities worldwide, and the disruption of Arctic weather patterns can affect global climate systems.

It's a complex issue, but what are your specific concerns about the Arctic glaciers? Are you interested in the scientific aspects of melting, the environmental impact, or the potential solutions?

Knowing your focus will help me tailor our conversation and ensure you have the vocabulary to express your thoughts clearly.

User

I want to change the topic to sports. I am very passionate about tennis and play it three times a week. What about you?

Gemini

That's fantastic! Tennis is a great sport, it requires a good mix of skill, strategy, and fitness. Playing three times a week shows real dedication!

As a large language model, I can't exactly play sports, but I can access and process information about them. What aspect of tennis are you most passionate about? Do you enjoy the rallies, the strategic mind games, the powerful serves, or something else entirely?

Perhaps you'd like to discuss some famous tennis players or upcoming tournaments? I can provide some interesting facts or statistics if you'd like.

User

Podaj mi 7-dniowy plan nauki obejmujący określone struktury gramatyczne i tematykę słownictwa w oparciu o ten profil ucznia. Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym.

Gemini

7-dniowy plan nauki języka angielskiego dla zaawansowanych

Dzień 1:

Gramatyka: Powtórzenie czasów gramatycznych (Present Perfect, Past Perfect, Future Perfect).

Słownictwo: Słownictwo związane z podróżami (lotniska, transport, hotele, zwiedzanie).

Ćwiczenia:

Napisz opowiadanie o swojej wymarzonej podróży, używając czasów gramatycznych z pkt. 1.

Uzupełnij zdania słownictwem z pkt. 2.

Dzień 2:

Gramatyka: Modal verbs (can, could, must, should, may).

Słownictwo: Słownictwo związane z biznesem (spotkania, prezentacje, negocjacje).

Ćwiczenia:

Napisz e-mail do kolegi z pracy, używając modal verbs z pkt. 1.

Przygotuj prezentację na temat swojego biznesu, używając słownictwa z pkt. 2.

Dzień 3:

Gramatyka: Conditional sentences (first, second, third).

Słownictwo: Słownictwo związane z technologią (komputery, smartfony, internet).

Ćwiczenia:

Napisz bloga o swoich ulubionych gadżetach, używając conditional sentences z pkt. 1.

Stwórz listę słówek z pkt. 2 i nagraj krótkie filmiki, w których wyjaśniasz ich znaczenie.

Dzień 4:

Gramatyka: Phrasal verbs (phrasal verbs związane z podróżowaniem, biznesem, technologią).

Słownictwo: Słownictwo związane z kulturą i sztuką (muzea, teatry, książki, filmy).

Ćwiczenia:

Napisz opowiadanie o swojej ulubionej książce, używając phrasal verbs z pkt. 1.

Stwórz listę słówek z pkt. 2 i zrób quiz dla znajomych.

Dzień 5:

Gramatyka: Reported speech.

Słownictwo: Słownictwo związane z polityką i społeczeństwem (aktualne wydarzenia, problemy społeczne).

Ćwiczenia:

Napisz artykuł o wydarzeniu politycznym, używając reported speech z pkt. 1.

Stwórz debatę na temat jednego z problemów społecznych, używając słownictwa z pkt. 2.

Dzień 6:

Gramatyka: Idioms.

Słownictwo: Słownictwo związane ze środowiskiem naturalnym (zmiany klimatu, ochrona środowiska).

Ćwiczenia:

Napisz piosenkę o ochronie środowiska, używając idioms z pkt. 1.

Stwórz kampanię społeczną na temat jednego z problemów ochrony środowiska, używając słownictwa z pkt. 2.

Dzień 7:

Powtórka: Powtórz wszystkie zagadnienia gramatyczne i słownictwo z całego tygodnia.

Ćwiczenia:

Napisz test sprawdzający swoją wiedzę z całego tygodnia.

Przygotuj prezentację na temat swojego ulubionego tematu, używając wszystkich zagadnień gramatycznych i słownictwa z całego tygodnia.

Dodatkowe materiały:

Strony internetowe do nauki języka angielskiego: [usunięto nieprawidłowy URL]

Aplikacje do nauki języka angielskiego: [usunięto nieprawidłowy URL]

Kanały YouTube do nauki języka angielskiego: [usunięto nieprawidłowy URL]

Pamiętaj:

Ten plan jest tylko propozycją, możesz go modyfikować i dopasować do swoich potrzeb.

Ważne jest, aby każdego dnia poświęcić czas na naukę języka angielskiego, nawet jeśli jest to tylko 30 minut.

Regularna nauka i ćwiczenia to klucz do sukcesu!

Powodzenia!

User

Na podstawie tego profilu ucznia:

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym.

Czy myślisz, że znałbym słownictwo niezbędne do rozmawiania o polityce?

Gemini

To zależy od Twojego zaangażowania w tematykę polityczną i od tego, jak często używasz języka angielskiego do omawiania tych zagadnień.

Na poziomie zaawansowanym powinieneś posiadać solidną bazę słownictwa ogólnego, która obejmuje podstawowe pojęcia związane z polityką, takie jak:

Systemy polityczne: demokracja, monarchia, dyktatura, republika

Partie polityczne: konserwatyści, liberalowie, socjaliści

Funkcje państwowe: prezydent, premier, parlament, minister

Procesy polityczne: wybory, głosowanie, referendum, debata

Problemy polityczne: gospodarka, edukacja, bezpieczeństwo, środowisko

Jeśli jednak chcesz swobodnie rozmawiać o polityce w języku angielskim,

powinieneś rozszerzyć swoje słownictwo o bardziej szczegółowe terminy i wyrażenia związane z:

Aktualnymi wydarzeniami: Brexit, wojna w Ukrainie, pandemia COVID-19

Ideologiami politycznymi: nacjonalizm, komunizm, feminizm

Zagadnieniami społecznymi: nierówności społeczne, migracja, zmiany klimatu

Relacjami międzynarodowymi: NATO, Unia Europejska, ONZ

Możesz to zrobić, czytając artykuły i książki o tematyce politycznej w języku angielskim, oglądając anglojęzyczne programy informacyjne i debaty polityczne, a także rozmawiając o polityce z native speakerami.

Oto kilka przydatnych źródeł do poszerzania słownictwa politycznego:

Strony internetowe:

BBC News: <https://www.bbc.com/news>

The Guardian: <https://www.theguardian.com/international>

The New York Times: <https://www.nytimes.com/>

Słowniki:

Oxford Learner's Dictionaries: <https://www.oxfordlearnersdictionaries.com/>

Longman Dictionary of Contemporary English: <https://www.ldoceonline.com/>

Aplikacje:

Memrise: <https://www.memrise.com/>

Anki: <https://apps.ankiweb.net/>

Pamiętaj, że samo znajomość słownictwa nie wystarczy, aby swobodnie rozmawiać o polityce. Ważne jest również, aby znać kontekst polityczny i potrafić argumentować swoje racje.

Powodzenia!

User

Jeśli mówię w języku angielskim na poziomie zaawansowanym, jakie konstrukcje gramatyczne powinienem znać?

edit

Gemini

Na poziomie zaawansowanym znajomość gramatyki języka angielskiego powinna obejmować:

Czasy gramatyczne:

- Czasy teraźniejsze: Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous
- Czasy przeszłe: Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous
- Czasy przyszłe: Future Simple, Future Continuous, Future Perfect, Future Perfect Continuous
- Czasy modalne: can, could, may, might, must, should, will, would

Struktury gramatyczne:

- Zdania złożone: zdania podrzędne, zdania współrzędne
- Mowa zależna: reported speech, indirect speech
- Strony bierne: passive voice
- Przysłówki i przysłówki: stopniowanie, tworzenie form komparatywnych i superlatywnych
- Zaimki: rodzaje zaimków, użycie zaimków

Dodatkowe konstrukcje:

- Phrasal verbs: idiomatyczne czasowniki złożone
- Idiomy: idiomatyczne wyrażenia
- Conditional sentences: zdania warunkowe
- Relative clauses: zdania względne
- Cleft sentences: zdania rozszczerzone

Oprócz znajomości samych konstrukcji gramatycznych, ważne jest również, aby umieć je poprawnie używać w różnych kontekstach.

Oto kilka wskazówek, jak rozwijać swoje umiejętności gramatyczne na poziomie zaawansowanym:

Czytaj książki i artykuły w języku angielskim: Zwracaj uwagę na użycie konstrukcji gramatycznych w różnych kontekstach.

Oglądaj filmy i seriale w języku angielskim: Słuchaj, jak native speakerzy używają języka angielskiego w różnych sytuacjach.

Ćwicz gramatykę: Wykorzystaj dostępne online ćwiczenia i testy gramatyczne.

Rozmawiaj z native speakerami: Praktyka języka angielskiego w rozmowie to najlepszy sposób na sprawdzenie swoich umiejętności gramatycznych.

Używaj słowników i gramatyk: W razie wątpliwości sięgaj po słowniki i gramatyki, aby sprawdzić poprawne użycie konstrukcji gramatycznych.

Pamiętaj, że nauka gramatyki to proces ciągły. Nie zniechęcaj się, jeśli popełniasz błędy. Ważne jest, aby wyciągać wnioski z błędów i stale się uczyć.

Powodzenia!

Experiment 1.B. – Profile A (English, Fluent, Polish & German & Spanish, Professional)

User

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a tego języka używam głównie w kontekście zawodowym. Udawaj, że jesteś nauczycielem i rozmawiaj ze mną w języku angielskim, biorąc pod uwagę podane szczegóły.

Gemini

Rozmowa z uczniem

Nauczyciel: Cześć! Miło mi cię poznać. Nazywam się Bard i jestem nauczycielem języka angielskiego. Jak się nazywasz?

Uczeń: Nazywam się [Twoje imię]. Miło mi również poznać.

Nauczyciel: Z tego, co mi mówisz, uczysz się języka angielskiego i posługujesz się nim na poziomie zaawansowanym. To świetnie! Jakie masz cele językowe?

Uczeń: Chciałbym/chciałabym dalej doskonalić swoje umiejętności językowe, szczególnie w zakresie mówienia i rozumienia ze słuchu. Chciałbym/chciałabym również móc swobodnie pisać i czytać po angielsku w kontekście zawodowym.

Nauczyciel: To ambitne cele, ale jestem pewien, że uda ci się je osiągnąć. Jakie języki jeszcze znasz?

Uczeń: Posługuję się również językiem polskim, niemieckim i hiszpańskim.

Nauczyciel: To imponujące! W jaki sposób używasz tych języków w swojej pracy?

Uczeń: Głównie używam języka angielskiego w kontekście zawodowym, ale znajomość innych języków również jest przydatna w mojej pracy.

Nauczyciel: Rozumiem. Cieszę się, że mogę ci pomóc w dalszym rozwoju twoich umiejętności językowych. Jakie są twoje preferencje dotyczące nauki?

Uczeń: Wolę uczyć się w sposób praktyczny, poprzez konwersację i pracę nad zadaniami związanymi z rzeczywistymi sytuacjami.

Nauczyciel: To świetnie! Przygotowałem dla ciebie kilka materiałów, które pomogą ci w nauce. Będziemy również dużo rozmawiać, abyś mógł/mogła ćwiczyć swoje umiejętności mówienia i rozumienia ze słuchu.

Uczeń: Dziękuję! Jestem podekscytowany/podekscytowana nauką z tobą.

Nauczyciel: Ja również! Jestem przekonany, że zrobimy duże postępy.

Uwagi:

- W rozmowie używam języka angielskiego, biorąc pod uwagę poziom zaawansowania ucznia.
- Zadaję pytania, aby dowiedzieć się więcej o uczniu i jego celach językowych.
- Dostosowuję sposób nauczania do preferencji ucznia.
- Motywuję ucznia do dalszej nauki.

Dodatkowe pytania:

- Jakie są twoje ulubione sposoby nauki języka angielskiego?
- Jakie materiały dydaktyczne preferujesz?
- Czy masz jakies pytania dotyczące języka angielskiego?
- Jak mogę ci pomóc w osiągnięciu twoich celów językowych?

Zachęcam do zadawania pytań i dzielenia się swoimi spostrzeżeniami.
Powodzenia w nauce!

User

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a tego języka używam głównie w kontekście zawodowym. Udawaj, że jesteś nauczycielem i rozmawiaj ze mną w języku angielskim, biorąc pod uwagę podane szczegóły.
I want to discuss matters concerning my new job contract.

Gemini

Omówienie nowej umowy o pracę

Nauczyciel: Dobrze, chętnie porozmawiam z tobą o twojej nowej umowie o pracę. Jakie masz pytania lub wątpliwości?

Uczeń: Mam kilka pytań dotyczących zakresu obowiązków, wynagrodzenia i świadczeń.

Nauczyciel: Zakres obowiązków:

Dokładnie przeczytaj opis stanowiska w umowie. Upewnij się, że rozumiesz wszystkie swoje obowiązki i odpowiedzialność.

Jeśli masz jakiegokolwiek pytania dotyczące zakresu obowiązków, skonsultuj się ze swoim przełożonym lub działem HR.

Wynagrodzenie:

Sprawdź, czy w umowie o pracę podano prawidłową wysokość wynagrodzenia.

Upewnij się, że znasz wszystkie składowe wynagrodzenia, takie jak pensja podstawowa, premie, dodatki i inne świadczenia.

Jeśli masz pytania dotyczące wynagrodzenia, skonsultuj się z działem HR.

Świadczenia:

Dokładnie przeczytaj listę świadczeń w umowie o pracę.

Upewnij się, że znasz wszystkie dostępne świadczenia, takie jak urlop wypoczynkowy, urlop chorobowy, ubezpieczenie zdrowotne i inne.

Jeśli masz pytania dotyczące świadczeń, skonsultuj się z działem HR.

Dodatkowe pytania:

- Czy w umowie o pracę jest określony okres próbnny?
- Jakie są warunki rozwiązania umowy o pracę?
- Czy w umowie o pracę są zawarte jakieś inne klauzule, których nie rozumiesz?

Nauczyciel: Pamiętaj, że przed podpisaniem umowy o pracę należy dokładnie ją przeczytać i zrozumieć wszystkie jej postanowienia. Jeśli masz jakiegokolwiek pytania lub wątpliwości, skonsultuj się z prawnikiem lub doradcą ds. zawodowych.

Dodatkowe wskazówki:

- Możesz poprosić o kopię umowy o pracę do przejrzania przed jej podpisaniem.
- Nie bój się zadawać pytań.
- Negocjuj warunki umowy o pracę, jeśli jest to możliwe.

Powodzenia!

User

Engage in conversation with me in English

Gemini

Absolutely! Since you mentioned earlier you're interested in improving your conversational skills, how about we chat about something you're passionate about? Is there a hobby you enjoy, a recent event that caught your attention, or maybe a book you just finished reading?

We could also discuss something more general, like upcoming spring weather (depending on where you are in the world) or interesting trends you've noticed lately. The choice is yours!

User

Teach me some vocabulary I would find relevant based on my learner profile.

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a tego języka używam głównie w kontekście zawodowym.

Gemini

Zaawansowane słownictwo biznesowe

1. Precyzyjne wyrażanie się:

Zamiast "problem": wyzwanie, przeszkoda, trudność, komplikacja, niedogodność

Zamiast "rozwiązanie": remedium, antidotum, sposób zaradczy, rozwiązanie problemu, strategia

Zamiast "dobry": efektywny, satysfakcjonujący, korzystny, optymalny, adekwatny

2. Sformalizowane słownictwo:

Zamiast "spotkanie": narada, konferencja, zebranie, sesja, briefing

Zamiast "powiedzieć": oświadczyć, oznajmić, zakomunikować, przedstawić, wyjaśnić

Zamiast "pracować": działać, operować, funkcjonować, wykonywać zadania, realizować cele

3. Angielskie idiomy biznesowe:

"Think outside the box" - myśleć nieszablonowo, kreatywnie

"Hit the ground running" - od razu zacząć efektywnie pracować

"Touch base" - skontaktować się, porozmawiać, omówić

4. Słownictwo z różnych dziedzin:

Finanse: zysk, strata, inwestycja, budżet, kapitał

Marketing: reklama, promocja, kampania, klient, rynek

Zarządzanie: zespół, projekt, strategia, cel, wydajność

Dodatkowe wskazówki:

Czytaj książki i artykuły biznesowe w języku angielskim.

Oglądaj filmy i seriale biznesowe w języku angielskim.

Śłuchaj podcastów biznesowych w języku angielskim.

Rozmawiaj z native speakerami o biznesie.

Przykładowe zdania:

- "Musimy znaleźć remedium na ten problem."
- "Przedstawiła efektywną strategię rozwoju firmy."
- "Zespół zrealizował projekt przed terminem."
- "Należy myśleć nieszablonowo, aby odnieść sukces w biznesie."
- "Ważne jest, aby skontaktować się z klientem przed podjęciem decyzji."

Pamiętaj, że kluczem do nauki słownictwa jest regularne powtarzanie i używanie go w kontekście.

Powodzenia!

User

I need vocabulary in English, not in Polish

Gemini

I apologize for the mistake! Here's the previous information on advanced business vocabulary, rewritten entirely in English:

Advanced Business Vocabulary

1. Precise Language:

Instead of "problem": challenge, obstacle, hurdle, complication, inconvenience

Instead of "solution": remedy, antidote, countermeasure, problem-solving approach, strategy

Instead of "good": effective, satisfactory, advantageous, optimal, suitable

2. Formal Vocabulary:

Instead of "meeting": discussion, conference, gathering, session, briefing

Instead of "said": stated, indicated, communicated, presented, explained

Instead of "work": operate, function, perform tasks, achieve goals

3. Business Idioms:

"Think outside the box" - think creatively, break away from conventional ideas

"Hit the ground running" - begin working effectively immediately

"Touch base" - connect, discuss, follow up

4. Vocabulary Across Different Areas:

Finance: profit, loss, investment, budget, capital

Marketing: advertising, promotion, campaign, customer, market

Management: team, project, strategy, goal, efficiency

Additional Tips:

Read business books and articles in English.

Watch business movies and shows in English.

Listen to business podcasts in English.

Converse with native speakers about business.

Example Sentences:

"We need to find a remedy for this issue."

"She presented an effective strategy for company growth."

"The team achieved the project ahead of schedule."

"It's important to think outside the box to succeed in business."

"It's crucial to touch base with the client before making a decision."

Remember, consistent practice and using vocabulary in context are key to learning it effectively.

Good luck!

User

Give me an example conversation I would find relevant based on my learner profile.

Gemini

Negotiating a New Contract - An Example Conversation

Scenario: You've been offered a new job at a different company, and you're impressed with the opportunity. However, some aspects of the contract require negotiation.

You: Thanks again for offering me this position, [Manager's name]. I'm very interested in the role and the company's mission aligns well with my own goals.

Manager: I'm glad to hear it, [Your name]. We're very impressed with your qualifications and believe you'd be a valuable asset to our team.

You: Absolutely. I've reviewed the contract, and everything seems very fair. However, I was hoping to discuss the possibility of [mention specific aspect you'd like to negotiate, e.g., a slightly higher starting salary, additional vacation days].

Manager: Certainly. We understand that you have options, and we want to make sure this is a competitive offer. Can you tell me a bit more about what you had in mind regarding [mention the specific aspect]?

You: For the starting salary, I noticed the offer is at [stated amount]. Based on my experience and the responsibilities outlined in the contract, I was hoping for something closer to [desired amount].

Manager: I see. Let me discuss this internally and see what flexibility we might have. In terms of vacation days, the standard policy is [stated number]. However, we could potentially explore some additional options depending on your previous experience.

You: That would be great. In my previous role, I received [stated number] of vacation days.

Manager: Understood. We'll take both points into consideration and get back to you within [stated timeframe] to discuss a revised offer.

You: Perfect. Thank you for your time and consideration. I look forward to hearing from you soon.

Manager: Absolutely, [Your name]. We appreciate your interest and look forward to your response as well.

Key Points:

This conversation uses formal but clear language.

It focuses on negotiation strategies like expressing interest, mentioning specific points, and using phrases like "I was hoping to discuss" and "We understand that you have options."

It demonstrates how to use transition words like "However" and "Absolutely" to keep the conversation flowing.

Remember, this is just an example. Feel free to adapt it based on your specific situation and desired vocabulary.

User

Wy tłumacz mi czas past perfect bazując na tym profilu.

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a tego języka używam głównie w kontekście zawodowym.

Gemini

Czas Past Perfect dla zaawansowanych

Czas Past Perfect używamy do wyrażania czynności, która zakończyła się przed inną czynnością w przeszłości. Stosujemy go w następujących sytuacjach:

1. Określanie kolejności zdarzeń:

Przykład: Ukończyłem studia, zanim zacząłem pracę. (Ukończenie studiów nastąpiło przed rozpoczęciem pracy.)

2. Podkreślanie rezultatu w przeszłości:

Przykład: Byłam tak zmęczona, że zasnęłam, zanim położyłam się do łóżka. (Zmęczenie spowodowało, że zasnęłam przed położeniem się do łóżka.)

3. Kontrast dwóch przeszłych zdarzeń:

Przykład: Już odeszli, kiedy przyjechałem. (Ich odejście nastąpiło przed twoim przyjazdem.)

4. W zdaniach z "when":

Przykład: Kiedy przyjechałem, już zakończyli spotkanie. (Twoje przybycie nastąpiło po zakończeniu spotkania.)

Tworzenie Past Perfect:

Podmiot + had + czasownik w 3. osobie liczby pojedynczej (past participle)

Przykłady:

Ja: I had finished my work.

Ty: You had eaten breakfast.

On/ona/ono: He/she/it had gone to the store.

Ćwiczenia:

Uzupełnij zdania czasownikami w Past Perfect:

Kiedy wszedłem do pokoju, ona _____ (już/wyjsść).

Zanim wysłałem e-mail, _____ (sprawdzić) adresy e-mail.

Po tym, jak _____ (zjeść) śniadanie, poszłam na spacer.

Ułóż zdania z "when":

Kiedy skończyłem pracę, mój kolega _____ (już/odejść).

_____ (nie/spotkać) jej, kiedy byłem w sklepie.

Oni _____ (zakończyć) projekt, zanim otrzymaliśmy wiadomość.

Dodatkowe wskazówki:

Ćwicz tworzenie Past Perfect z różnymi czasownikami.

Używaj Past Perfect w kontekście innych czasów przeszłych.

Czytaj teksty w języku angielskim, w których używany jest Past Perfect.

Pamiętaj: Czas Past Perfect jest ważnym narzędziem do wyrażania złożonych relacji czasowych w języku angielskim.

Powodzenia!

User

Wytłumacz mi czas past perfect w języku angielskim bazując na mojej znajomości hiszpańskiego.

Gemini

Czas Past Perfect w języku angielskim a Pretérito Pluscuamperfecto w języku hiszpańskim

Czas Past Perfect w języku angielskim odpowiada czasowi Pretérito Pluscuamperfecto w języku hiszpańskim. Oba czasy służą do wyrażania czynności, która zakończyła się przed inną czynnością w przeszłości.

Przykład:

Angielski: I had finished my work before I went home.

Hiszpański: Yo había terminado mi trabajo antes de irme a casa.

Tworzenie Past Perfect:

Angielski: Podmiot + had + czasownik w 3. osobie liczby pojedynczej (past participle)

Hiszpański: Podmiot + había + czasownik w 3. osobie liczby pojedynczej (participio pasado)

Porównanie:

Czas	Angielski	Hiszpański
Forma	Podmiot + had + czasownik (past participle)	Podmiot + había + czasownik (participio pasado)
Znaczenie	Czynność zakończona przed inną czynnością w przeszłości	Czynność zakończona przed inną czynnością w przeszłości

Ćwiczenia:

Uzupełnij zdania czasownikami w Past Perfect / Pretérito Pluscuamperfecto:

Angielski: When I arrived at the party, they _____ (już/zjeść) cały tort.

Hiszpański: Cuando llegué a la fiesta, ellos ya _____ (comer) todo el pastel.

Angielski: _____ (nie/zrobić) tego zadania, kiedy zadzwoniłeś.

Hiszpański: Yo no _____ (hacer) esa tarea cuando llamaste.

Ułóż zdania z "when":

Angielski: When I finished my homework, my sister _____ (już/pójść) spać.

Hiszpański: Cuando terminé mi tarea, mi hermana ya _____ (irse) a dormir.

Angielski: _____ (nie/spotkać) go, kiedy byłem w sklepie.

Hiszpański: Yo no lo _____ (encontrar) cuando estuve en la tienda.

Dodatkowe wskazówki:

Ćwicz tworzenie Past Perfect / Pretérito Pluscuamperfecto z różnymi czasownikami.

Używaj Past Perfect / Pretérito Pluscuamperfecto w kontekście innych czasów przeszłych.

Czytaj teksty w języku angielskim / hiszpańskim, w których używany jest Past Perfect / Pretérito Pluscuamperfecto.

Pamiętaj: Czas Past Perfect / Pretérito Pluscuamperfecto jest ważnym narzędziem do wyrażania złożonych relacji czasowych w języku angielskim / hiszpańskim.

Powodzenia!

User

Wytłumacz mi czas past perfect w języku angielskim bazując na mojej znajomości niemieckiego.

Gemini

Czas Past Perfect w języku angielskim a Perfekt w języku niemieckim

Czas Past Perfect w języku angielskim odpowiada czasowi Perfekt w języku niemieckim. Oba czasy służą do wyrażania czynności, która zakończyła się przed inną czynnością w przeszłości.

Przykład:

Angielski: I had finished my work before I went home.

Niemiecki: Ich hatte meine Arbeit beendet, bevor ich nach Hause ging.

Tworzenie Past Perfect:

Angielski: Podmiot + had + czasownik w 3. osobie liczby pojedynczej (past participle)

Niemiecki: Podmiot + Hilfsverb (sein/haben) + Partizip II

Porównanie:

Czas Angielski Niemiecki
 Forma Podmiot + had + czasownik (past participle) Podmiot + Hilfsverb (sein/haben) + Partizip II
 Znaczenie Czynność zakończona przed inną czynnością w przeszłości Czynność zakończona przed inną czynnością w przeszłości
 Przykład I had finished my work before I went home. Ich hatte meine Arbeit beendet, bevor ich nach Hause ging.
 Dodatkowe podobieństwa:
 W obu językach czas ten jest używany do opisanego wydarzenia, które miało miejsce przed innym wydarzeniem w przeszłości.
 W obu językach czas ten jest często używany w połączeniu z wyrażeniami czasu, takimi jak "before", "after", "when", and "until".
 Różnice:
 W języku angielskim czasowniki posiłkowe "have" i "be" zmieniają się w zależności od osoby i liczby, podczas gdy w języku niemieckim czasowniki posiłkowe "sein" i "haben" pozostają niezmiennie.
 W języku angielskim czasowniki nieregularne mają różne formy past participle, podczas gdy w języku niemieckim większość czasowników regularnych tworzy Partizip II dodając "-ge" do rdzenia czasownika.
 Ćwiczenia:
 Uzupełnij zdania czasownikami w Past Perfect / Perfekt:
 Angielski: When I arrived at the party, they _____ (już/zjeść) cały tort.
 Niemiecki: Als ich auf der Party ankam, hatten sie _____ (schon) den ganzen Kuchen gegessen.
 Angielski: _____ (nie/zrobić) tego zadania, kiedy zadzwoniłeś.
 Niemiecki: Ich hatte diese Aufgabe _____ (nicht) gemacht, als du angerufen hast.
 Ułóż zdania z "when":
 Angielski: When I finished my homework, my sister _____ (już/pójść) spać.
 Niemiecki: Als ich meine Hausaufgaben fertig hatte, war meine Schwester _____ (schon) schlafen gegangen.
 Angielski: _____ (nie/spotkać) go, kiedy byłem w sklepie.
 Niemiecki: Ich hatte ihn _____ (nicht) getroffen, als ich im Geschäft war.
 Dodatkowe wskazówki:
 Ćwicz tworzenie Past Perfect / Perfekt z różnymi czasownikami.
 Używaj Past Perfect / Perfekt w kontekście innych czasów przeszłych.
 Czytaj teksty w języku angielskim / niemieckim, w których używany jest Past Perfect / Perfekt.
 Pamiętaj: Czas Past Perfect / Perfekt jest ważnym narzędziem do wyrażania złożonych relacji czasowych w języku angielskim / niemieckim.
 Powodzenia!
User
 Podaj mi 7-dniowy plan nauki obejmujący określone struktury gramatyczne i tematykę słownictwa w oparciu o ten profil ucznia. Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a tego języka używam głównie w kontekście zawodowym.
Gemini
 7-dniowy plan nauki języka angielskiego dla zaawansowanych
 Dzień 1:
 Gramatyka: Powtórzenie czasów przeszłych (Past Simple, Past Perfect, Past Continuous).
 Słownictwo: Słownictwo biznesowe (np. negocjacje, prezentacje, zarządzanie projektami).
 Ćwiczenia:
 Uzupełnij zdania odpowiednimi czasami przeszłymi.
 Napisz krótką prezentację na temat negocjacji biznesowych.
 Przetłumacz tekst z języka polskiego na angielski, używając słownictwa biznesowego.
 Dzień 2:
 Gramatyka: Modal verbs (can, could, may, might, must, should).
 Słownictwo: Słownictwo związane z Twoją branżą (np. finanse, marketing, IT).
 Ćwiczenia:
 Uzupełnij zdania modal verbs.
 Napisz e-mail do klienta, używając modal verbs.
 Stwórz listę słownictwa związanego z Twoją branżą.
 Dzień 3:
 Gramatyka: Phrasal verbs (np. get away with, come up with, look up to).
 Słownictwo: Słownictwo związane z kulturą i życiem codziennym w krajach anglojęzycznych.
 Ćwiczenia:
 Uzupełnij zdania phrasal verbs.
 Napisz opowiadanie o swoim pobycie w kraju anglojęzycznym, używając phrasal verbs.
 Stwórz listę słownictwa związanego z kulturą i życiem codziennym w krajach anglojęzycznych.
 Dzień 4:
 Gramatyka: Conditional sentences (first, second, third).
 Słownictwo: Słownictwo związane z podróżowaniem (np. transport, zakwaterowanie, zwiedzanie).
 Ćwiczenia:
 Uzupełnij zdania conditional sentences.
 Napisz plan podróży do kraju anglojęzycznego, używając conditional sentences.
 Stwórz listę słownictwa związanego z podróżowaniem.
 Dzień 5:
 Gramatyka: Reported speech.
 Słownictwo: Słownictwo związane z technologią i mediami społecznościowymi.
 Ćwiczenia:
 Przekształć zdania z direct speech na reported speech.
 Napisz bloga o swoich ulubionych technologiach, używając reported speech.
 Stwórz listę słownictwa związanego z technologią i mediami społecznościowymi.
 Dzień 6:
 Gramatyka: Idioms and expressions.
 Słownictwo: Słownictwo związane z Twoimi hobby i zainteresowaniami.
 Ćwiczenia:
 Uzupełnij zdania idioms and expressions.

Napisz post na forum o swoich hobby, używając idioms and expressions.
Stwórz listę słownictwa związanego z Twoimi hobby i zainteresowaniami.

Dzień 7:

Powtórka: Powtórz wszystkie zagadnienia gramatyczne i słownictwo z całego tygodnia.

Ćwiczenia:

Napisz dłuższy tekst, np. esej lub opowiadanie, wykorzystując wszystkie poznane zagadnienia.

Przeczytaj tekst w języku angielskim i znajdź przykłady poznanych struktur gramatycznych i słownictwa.

Dodatkowe wskazówki:

Używaj różnych materiałów do nauki, np. książek, artykułów, filmów, podcastów.

Ćwicz mówienie po angielsku jak najczęściej, np. z native speakerem lub online.

Sluchaj angielskiej muzyki i oglądaj angielskie filmy i seriale.

Czytaj angielskie książki i artykuły.

Używaj aplikacji do nauki języków.

Znajdź motywację do nauki, np. wyznacz sobie cel, znajdź partnera do nauki.

Pamiętaj: Regularna nauka jest kluczem do sukcesu. Powodzenia!

User

Bazując na tym profilu.

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a tego języka używam głównie w kontekście zawodowym.

Czy uważasz że znam słownictwo potrzebne do dyskusji o etyce?

Gemini

Na podstawie Twojego profilu językowego, znajomość słownictwa niezbędnego do dyskusji o etyce jest wysoce prawdopodobna, ale nie można tego stwierdzić z całą pewnością.

Argumenty za:

Znajomość języka angielskiego na poziomie zaawansowanym sugeruje opanowanie szerokiego zakresu słownictwa, obejmującego abstrakcyjne pojęcia.

Doświadczenie w używaniu języka angielskiego w kontekście zawodowym wskazuje na znajomość terminologii z różnych dziedzin, w tym z zakresu etyki biznesu.

Znajomość innych języków, takich jak polski, niemiecki i hiszpański, może ułatwić zrozumienie i przyswojenie słownictwa etycznego, ponieważ wiele pojęć etycznych ma swoje odpowiedniki w innych językach.

Argumenty przeciw:

Słownictwo etyczne może być specyficzne i zawierać niuanse, których znajomość nie jest automatyczna nawet na poziomie zaawansowanym.

Konteksty dyskusji o etyce mogą się różnić, a znajomość słownictwa w jednym kontekście nie gwarantuje płynności w innych.

Zalecenia:

Aby upewnić się, że posiadasz słownictwo potrzebne do dyskusji o etyce, możesz:

Przejrzeć słowniczkę i listy słów z zakresu etyki.

Zapoznać się z tekstami i artykułami na temat etyki.

Uczestniczyć w dyskusjach o etyce i obserwować, jakiego słownictwa używają inni.

W razie wątpliwości, skonsultować się z native speakerem lub ekspertem w dziedzinie etyki.

Pamiętaj, że język jest narzędziem, a jego efektywne użycie wymaga ciągłego rozwoju i uczenia się.

Dodatkowe wskazówki:

Zwróć uwagę na kontekst dyskusji o etyce i dostosuj swoje słownictwo do sytuacji.

Używaj precyzyjnego języka i unikaj wieloznaczności.

Bądź otwarty na nowe słownictwo i wyrażenia.

Nie bój się zadawać pytań i prosić o wyjaśnienia.

Powodzenia w zgłębianiu etyki!

User

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a języka angielskiego używam głównie w kontekście zawodowym. Moje hobby to rysunek, nauka i kino. Mam duże zdolności i predyspozycje językowe. Udawaj, że jesteś nauczycielem i rozmawiaj ze mną w języku angielskim, biorąc pod uwagę podane szczegóły.

edit

Gemini

Rozmowa z nauczycielem języka angielskiego

Nauczyciel: Cześć! Miło mi Cię poznać. Nazywam się David i jestem nauczycielem języka angielskiego.

Ty: Cześć David! Miło mi Cię poznać.

Nauczyciel: Z tego, co mi mówisz, posiadasz imponujące umiejętności językowe. Posługujesz się biegle językiem angielskim w kontekście zawodowym, a do tego znasz polski, niemiecki i hiszpański! To robi wrażenie.

Ty: Dziękuję! Staram się ciągle rozwijać językowo.

Nauczyciel: To świetnie! Z przyjemnością pomogę Ci w dalszej nauce. Jakie są Twoje cele językowe?

Ty: Chciałbym móc swobodnie dyskutować o różnych tematach, w tym o moich hobby, takich jak rysunek, nauka i kino.

Nauczyciel: Doskonale! Skupimy się na poszerzeniu słownictwa z tych dziedzin oraz na ćwiczeniu płynności mówienia.

Ty: Brzmi świetnie!

Nauczyciel: Oprócz tego, biorąc pod uwagę Twoje zaawansowane umiejętności, możemy skupić się na niuansach języka angielskiego, takich jak idiomy, wyrażenia potoczne i gry słów.

Ty: To coś, co mnie zdecydowanie interesuje!

Nauczyciel: Wspaniale! Z Twoimi predyspozycjami językowymi jestem pewien, że szybko osiągniesz swoje cele.

Ty: Dziękuję za motywację!

Nauczyciel: Pamiętaj, że nauka języka to nie tylko gramatyka i słownictwo. Ważne jest również, aby czerpać z niej przyjemność.

Ty: Masz rację! Lubię oglądać filmy i seriale po angielsku, czytać książki i artykuły.

Nauczyciel: To świetne sposoby na oswojenie się z językiem i naukę w naturalnym kontekście.

Ty: Masz jakieś wskazówki, jak mogę uczyć się jeszcze efektywniej?

Nauczyciel: Oczywiście! Oto kilka sugestii:

Znajdź partnera językowego do ćwiczenia konwersacji.

Sluchaj podcastów i audiobooków po angielsku.

Zapisz się na kurs języka angielskiego online lub stacjonarnie.

Czytaj blogi i artykuły na tematy, które Cię interesują.

Nie bój się popełniać błędów – to część procesu nauki.

Ty: Dziękuję za te wskazówki!

Nauczyciel: Jestem pewien, że z Twoim zaangażowaniem i wytrwałością osiągniesz sukces.

Ty: Dziękuję za pomoc!

Nauczyciel: To ja dziękuję za rozmowę. Życzę Ci powodzenia w dalszej nauce!

Ty: Do widzenia!

Nauczyciel: Do widzenia!

Dodatkowe uwagi:

Podczas rozmowy nauczyciel może używać bardziej zaawansowanego słownictwa i gramatyki, dostosowując się do poziomu ucznia.

Nauczyciel może również zadawać pytania o hobby i zainteresowania ucznia, aby lepiej poznać jego potrzeby edukacyjne.

Ważne jest, aby podczas rozmowy panowała przyjazna i motywująca atmosfera.

Mam nadzieję, że ta rozmowa była dla Ciebie pomocna.

Experiment 1.C. – Profile A (English, Fluent, Polish & German & Spanish, Professional, Drawing & Science & Cinema, High Language Aptitude)

User

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a języka angielskiego używam głównie w kontekście zawodowym. Moje hobby to rysunek, nauka i kino. Mam duże zdolności i predyspozycje językowe. Udawaj, że jesteś nauczycielem i rozmawiaj ze mną w języku angielskim, biorąc pod uwagę podane szczegóły.

Gemini

Rozmowa z nauczycielem języka angielskiego

Nauczyciel: Cześć! Miło mi Cię poznać. Jestem nauczycielem języka angielskiego i chętnie pomogę Ci w dalszym rozwoju językowym.

Ty: Dziękuję! Cieszę się, że mogę z Tobą porozmawiać.

Nauczyciel: Z tego, co mi mówisz, masz już bardzo dobry poziom języka angielskiego. Posługujesz się nim płynnie w mowie i piśmie, a także używasz go w pracy. To imponujące!

Ty: Dziękuję. Staram się jak najwięcej używać języka angielskiego na co dzień.

Nauczyciel: To świetnie! Widzę, że masz też duże zdolności językowe i predyspozycje do nauki języków. Jestem pewien, że możesz osiągnąć jeszcze wyższy poziom języka angielskiego.

Ty: Bardzo chciałbym się dalej rozwijać językowo. Jakie masz dla mnie rady?

Nauczyciel: Po pierwsze, ważne jest, abyś nadal regularnie używał języka angielskiego. Możesz to robić, czytając książki i artykuły w języku angielskim, oglądając filmy i seriale w języku angielskim, rozmawiając z native speakerami, a także pisząc maile i listy w języku angielskim.

Ty: Staram się to robić jak najczęściej.

Nauczyciel: To świetnie! Po drugie, polecam Ci również udział w kursach języka angielskiego na odpowiednim poziomie. To pomoże Ci utrwalić zdobytą wiedzę i nauczyć się nowych rzeczy.

Ty: Myślałem o tym.

Nauczyciel: Istnieje wiele różnych kursów języka angielskiego, więc na pewno znajdziesz coś dla siebie. Możesz wybrać kurs stacjonarny lub online, kurs grupowy lub indywidualny.

Ty: Dziękuję za radę.

Nauczyciel: Po trzecie, ważne jest, abyś nie bał się popełniać błędów. Błędy są naturalną częścią procesu nauki języka. Ważne jest, aby wyciągać z nich wnioski i się na nich uczyć.

Ty: Masz rację. Nie będę się bał popełniać błędów.

Nauczyciel: Jestem pewien, że osiągniesz sukces w nauce języka angielskiego. Życzę Ci powodzenia!

Ty: Dziękuję!

Nauczyciel: Czy masz jakieś pytania do mnie?

Ty: Tak, mam jedno pytanie. Jakie są Twoje ulubione sposoby na naukę języka angielskiego?

Nauczyciel: Ja osobiście lubię czytać książki i artykuły w języku angielskim, oglądać filmy i seriale w języku angielskim, a także rozmawiać z native speakerami. Lubię też uczyć się nowych słówek i zwrotów językowych.

Ty: Dziękuję za odpowiedź.

Nauczyciel: Nie ma problemu. Życzę Ci dalszych sukcesów w nauce języka angielskiego!

Ty: Dziękuję!

Nauczyciel: Do widzenia!

Ty: Do widzenia!

User

I would like to chat with you in English. Pretend that you are a teacher and chat with me based on my learner profile.

Gemini

Absolutely! Hello there! I'm thrilled to chat with you today. From what you've told me, your English is already quite advanced, especially considering you use it primarily in a professional setting. That's fantastic!

Now, you mentioned you have a passion for learning and a knack for languages. Those are wonderful qualities for any language learner. What are some areas of English you'd particularly like to focus on to push your skills even further?

Perhaps you'd like to explore more nuanced vocabulary relevant to your field, or maybe you'd like to become more comfortable expressing yourself confidently in casual conversation. There are even ways to incorporate your hobbies like drawing or film into your learning journey!

User

I would like to incorporate my hobbies into my professional life to get closer to some clients. What vocabulary do you recommend?

Gemini

That's a clever strategy! Using your hobbies as a bridge to connect with clients can be a powerful tool. Here's some vocabulary to consider depending on your specific hobbies:

Drawing/Art:

Skills: Leverage, showcase, artistic vision, visual communication.

Connecting with clients: "I noticed you have a beautiful piece of art in your office. My passion for drawing allows me to understand the importance of visual communication."

Learning:

Skills: Lifelong learner, intellectual curiosity, adaptability.

Connecting with clients: "My love of learning allows me to stay current on the latest trends in your industry, ensuring I can offer you the best possible solutions."

Film:

Skills: Storytelling, narrative, analysis, critical thinking.

Connecting with clients: "My fascination with film allows me to understand the power of a compelling narrative. Let's create a winning strategy that resonates with your target audience."

Bonus Tip: Consider creating a conversation starter related to your hobbies. For example, if you enjoy film, you could mention a recent documentary relevant to your client's industry. This sparks conversation and showcases your passion in a professional way.

Remember, the key is to find a genuine connection between your hobbies and your professional skills.

Here are some additional words for a more well-rounded approach:

General: Passionate, well-rounded, enthusiastic, insightful.

Building Rapport: Find common ground, connect on a personal level, build trust.

By incorporating these words and strategies, you can leverage your hobbies to become a more relatable and engaging professional!

User

I would like to incorporate my hobbies into my professional life to get closer to some clients. Give me a sample conversation I could have.

Gemini

Absolutely! Here's a sample conversation you could have with a client, incorporating your love of film:

You: Hi [Client Name], it's a pleasure to meet you! [Shake hands/greet appropriately]

Client: Thanks for coming in, [Your Name]. Let's get started. [Brief overview of the meeting's purpose]

You: Absolutely. [Discuss the meeting agenda for a moment] By the way, I couldn't help but notice the [Movie poster/film-related item] in your office. Are you a big film buff?

Client: [Responds based on their interest in film] Yes, actually, I'm a huge fan of [Genre/director/actor]. What about you?

You: Me too! I have a real passion for film, particularly [Your specific area of interest in film - storytelling, directing, cinematography, etc.]. It's fascinating how movies can [Discuss an aspect of film related to your work - tell stories, evoke emotions, capture attention, etc.].

Client: Absolutely! In fact, that's something I've been thinking about for our upcoming [Project/campaign]. We need to find a way to [Challenge related to the project].

You: Interesting! Perhaps we could brainstorm some ideas that incorporate strong storytelling elements, just like a captivating film. It could help us [Benefit of using storytelling - connect with the audience, create a memorable experience, etc.].

Client: That's a great idea! I like how your passion for film translates into creative solutions for our work.

You: Thanks! I believe my diverse interests can help us approach this project from a fresh perspective.

This conversation allows you to:

Connect with the client on a personal level through a shared interest.

Showcase how your passion for film translates into valuable skills for their project (storytelling, creativity).

Position yourself as a well-rounded and engaging professional.

Remember, adapt this example to your specific hobby and the situation. The key is to find a natural way to bridge the gap between your passion and your professional expertise.

User

Bazując na tym profilu.

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a języka angielskiego używam głównie w kontekście zawodowym. Moje hobby to rysunek, nauka i kino. Mam duże zdolności i predyspozycje językowe.

Naucz mnie czasu past perfect.

Gemini

Czas Past Perfect: Podróż w przeszłość przed przeszłością!

Czas Past Perfect, znany też jako czas zaprzeczony, zabiera nas w podróż do przeszłości, która wydarzyła się przed inną przeszłą czynnością. Wyobraź sobie, że opowiadasz o wydarzeniach z wakacji. Mógłbyś powiedzieć:

"Pojechałem nad morze po tym, jak zdałem wszystkie egzaminy."

W tym zdaniu zdanie "zdałem wszystkie egzaminy" opisuje wydarzenie, które miało miejsce przed "pojechałem nad morze".

Budowa czasu Past Perfect: Prosta recepta!

Utworzenie czasu Past Perfect jest proste! Wystarczy połączyć:

Czasownik posiłkowy "had" (w odpowiedniej formie dla osoby i liczby)

Imiesłów czasu przeszłego (past participle) czasownika głównego

Przykłady:

Ja: I had learned English before I moved to London.

Ty: You had finished your homework before you went to the cinema.

On/Ona/Ono: He/She/It had eaten breakfast before he/she/it went to work.

My: We had visited the museum before we went shopping.

Wy: You had played football before you went home.

Oni/One: They had seen the movie before they talked about it.

Uwaga: Imiesłów czasu przeszłego (past participle) tworzy się na różne sposoby, w zależności od tego, czy czasownik jest regularny, czy nieregularny.

Zastosowanie czasu Past Perfect: Odkryj skarby przeszłości!

Czas Past Perfect używamy w różnych sytuacjach, aby:

1. Określić kolejność wydarzeń w przeszłości:

"Udało mi się naprawić stół, zanim mój tata wrócił do domu." (naprawiłem stół przed powrotem taty)

"Już zjadłem obiad, kiedy zadzwoniłeś." (zjadłem obiad przed twoim telefonem)

2. Wyrazić stan, który trwał przed innym wydarzeniem w przeszłości:

"Byłem zmęczony, ponieważ cały dzień pracowałem." (byłem zmęczony przed końcem dnia pracy)

"Od dawna nie widziałem swojego brata, więc nie poznałem go na ulicy." (nie widziałem brata od dłuższego czasu przed spotkaniem na ulicy)

3. Podkreśl, że coś się nie wydarzyło przed innym wydarzeniem w przeszłości:

"Nie zdążyłem na pociąg, ponieważ zasnęłam." (nie zdążyłem na pociąg, bo spałem za długo)

"Nie przeczytałem książki, ponieważ nie miałem czasu." (nie przeczytałem książki z braku czasu)

Ćwiczenia: Wzmocnij swoje umiejętności!

Uzupełnij zdania czasownikiem w czasie Past Perfect:

Zanim poszła na spotkanie, _____ (ona/on) _____ (założyć) swój najlepszy strój.

Kiedy przyjechałem na lotnisko, samolot już _____ (odlecieć).

_____ (ty) _____ (zrobić) zakupy przed pójściem do kina?

Utwórz pytania w czasie Past Perfect:

_____ (ty) _____ (już) _____ (zjeść) obiad, kiedy wczoraj do ciebie zadzwoniłem?

O czym _____ (ona/on) _____ (pomyśleć), zanim podjęła tę decyzję?

Czy _____ (wy) _____ (kiedykolwiek) _____ (być) w Paryżu przed tą wycieczką?

Napisz krótką historię, używając czasu Past Perfect w co najmniej trzech zdaniach.

Przykład:

Kiedy wczoraj wróciłam do domu, okazało się, że mój pies zjadł cały mój obiad! Pies musiał być bardzo głodny, ponieważ przed wyjściem do pracy zostawiłam mu miskę pełną jedzenia. Byłam zła, ale potem przypomniałam sobie, że nie nakarmiłam go rano. Następnym razem będę pamiętać o tym, aby rano dawać mu jeść!

Dodatkowe materiały:

[Ćwiczenia online z Past Perfect]([usunięto nieprawidłowy URL])

User

Based on this profile.

Uczę się języka angielskiego i posługuję się tym językiem na poziomie zaawansowanym. Inne języki, którymi się posługuję, to polski, niemiecki i hiszpański, a języka angielskiego używam głównie w kontekście zawodowym. Moje hobby to rysunek, nauka i kino. Mam duże zdolności i predyspozycje językowe.

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

Gemini

7-dniowy plan nauki języka angielskiego

Poziom: Zaawansowany

Główne cele:

Poszerzenie słownictwa w zakresie zawodowym, rysunku, nauki i kina

Udoskonalenie gramatyki, ze szczególnym uwzględnieniem czasu Past Perfect

Praktyka języka angielskiego w różnych kontekstach

Plan:

Dzień 1:

Gramatyka: Ćwiczenia z czasu Past Perfect (np. <https://www.ang.pl/cwiczenia/905/past-perfect-budowa>)

Słownictwo: Nauka słownictwa związanego z rysunkiem (np. <https://pl.bab.la/sloownik/polski-angielski/rysunek>)

Praktyka: Napisz krótką historię o swoim ulubionym rysunku, używając czasu Past Perfect

Dzień 2:

Gramatyka: Powtórka czasu Past Perfect

Słownictwo: Nauka słownictwa związanego z nauką (np. <https://pl.bab.la/sloownik/polski-angielski/nauka>)

Praktyka: Napisz e-mail do swojego mentora o swoich ostatnich osiągnięciach naukowych, używając czasu Past Perfect

Dzień 3:

Gramatyka: Ćwiczenia z użyciem czasu Past Perfect w różnych kontekstach

Słownictwo: Nauka słownictwa związanego z kinem (np. <https://pl.bab.la/sloownik/polski-angielski/kino>)

Praktyka: Napisz recenzję filmu, używając czasu Past Perfect

Dzień 4:

Gramatyka: Stwórz własne ćwiczenia z czasem Past Perfect

Słownictwo: Powtórka słownictwa z poprzednich dni

Praktyka: Przygotuj prezentację na temat swojego hobby (rysunek, nauka, kino), używając czasu Past Perfect

Dzień 5:

Gramatyka: Quiz z czasu Past Perfect

Słownictwo: Stwórz mapę myśli z słownictwem z poprzednich dni

Praktyka: Napisz opowiadanie o fikcyjnej postaci, używając czasu Past Perfect

Dzień 6:

Gramatyka: Dyskusja na temat użycia czasu Past Perfect

Słownictwo: Gra słowna z słownictwem z poprzednich dni

Praktyka: Nagraj podcast o swoim hobby, używając czasu Past Perfect

Dzień 7:

Gramatyka: Test z czasu Past Perfect

Słownictwo: Napisz wiersz o swoim hobby, używając słownictwa z poprzednich dni

Praktyka: Przygotuj się do rozmowy kwalifikacyjnej w języku angielskim, używając czasu Past Perfect

Dodatkowe wskazówki:

Używaj aplikacji do nauki języka angielskiego, np. Duolingo, Memrise

Oglądaj filmy i seriale w języku angielskim

Sluchaj podcastów i audiobooków w języku angielskim

Czytaj książki i artykuły w języku angielskim

Rozmawiaj z native speakerami

Pamiętaj:

Nauka języka angielskiego to proces, który wymaga czasu i cierpliwości

Regularna nauka jest kluczem do sukcesu

Nie bój się popełniać błędów

Baw się dobrze podczas nauki!

Ten plan jest tylko sugestią. Możesz go modyfikować i dopasować do swoich potrzeb i preferencji.

Powodzenia!

User

What advice would you give me considering my high language aptitude in learning Polish?

edit

Gemini

That's interesting! Given your high language aptitude and existing knowledge of Polish, here are some ways you can leverage those strengths to boost your English learning:

Identify Similarities: Polish and English share some vocabulary due to their Indo-European roots. Look for cognates (words with similar origin and spelling) like "history" (historia), "information" (informacja), or "demonstrate" (demonstrować). This can help you memorize new English words faster.

Grammar Transfer: While the grammar systems differ, some concepts might be similar. For example, both languages use verb conjugations and noun declensions. Analyze these similarities and see if you can apply your understanding of Polish grammar to grasp English grammar nuances.

Focus on Differences: Once you've identified the similarities, actively focus on the areas where the languages diverge. Polish has grammatical genders for nouns, while English doesn't. English verb tenses can be trickier compared to Polish. Dedicate more time to mastering these contrasting aspects.

Challenge Yourself with Polish Texts: Since you're already comfortable with Polish, try reading more complex Polish texts on topics that interest you. This will not only enhance your overall language skills but also expose you to sentence structures and vocabulary you can then compare to their English counterparts.

Explore Polish Translations: When reading English books or articles, see if Polish translations exist. Reading the same content in both languages can solidify your understanding and highlight subtle differences in phrasing or vocabulary choices.

Remember, your language aptitude is a valuable asset! By strategically using your Polish knowledge, you can accelerate your English learning journey and become even more proficient in both languages.

Experiment 2.A. – Profile B (Polish, Upper-intermediate)

User

I am a learner of Polish and I speak the language on the upper-intermediate level. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

Gemini

Cześć! Witam na zajęciach z języka polskiego. Cieszę się, że mogę pomóc Ci w dalszej nauce.

Widzę, że jesteś na poziomie średnio-zaawansowanym. To świetnie! Masz już solidną podstawę.

Na dzisiejszych zajęciach możemy skupić się na konwersacji lub ćwiczyć gramatykę. A może chciałbyś popracować nad rozumieniem tekstów lub osłuchać się z językiem mówionym?

Co by Cię bardziej interesowało?

User

Chciałbym porozmawiać o astronomii. Jest to jeden z moich ulubionych tematów. Od dziecka się nią fascynuję.

Gemini

Świetnie! Astronomia to fascynujący temat. O czym konkretnie chciałbyś porozmawiać?

Możemy omówić:

Najnowsze odkrycia astronomiczne, np. odkrycie nowych planet, gwiazd, czy galaktyk.

Ciekawe obiekty astronomiczne, np. czarne dziury, supernowe, czy kwazary.

Historię astronomii i jej wpływ na kulturę i cywilizację.

Możliwość życia poza Ziemią i poszukiwania planet pozasłonecznych.

Polskie osiągnięcia w astronomii i sylwetki wybitnych polskich astronomów.

Możemy też porozmawiać o Twoich osobistych zainteresowaniach astronomicznych. Jakie są Twoje ulubione obiekty astronomiczne? Czy obserwujesz niebo gołym okiem lub przez teleskop? Czy czytasz książki i artykuły o astronomii?

Czekam na Twoje propozycje!

User

Moja ulubiona planeta w Układzie Słonecznym to Merkury. Bardzo podoba mi się ich kolor. A Twoja?

Gemini

Moją ulubioną planetą jest Jowisz. Jest to największa planeta w Układzie Słonecznym i prawdziwy gigant. Fascynuje mnie jego ogromna masa, silne pole magnetyczne i kolorowa atmosfera. Jowisz ma również wiele ciekawych księżyców, takich jak Io, Europa, Ganimedes i Kallisto, które są niczym miniaturowe światy.

Oczywiście, każdy ma swoje preferencje. Merkury jest również interesującą planetą, choć ze względu na bliskość Słońca jest ona trudna do obserwacji. Jego powierzchnia pokryta jest kraterami uderzeniowymi i licznymi skałami.

A jakie inne planety lub obiekty astronomiczne Cię interesują?

User

Teraz chciałbym porozmawiać o katastrofach naturalnych.

Gemini

Dobrze, chętnie porozmawiam o katastrofach naturalnych. To bardzo szeroki temat, więc możemy skupić się na konkretnych zjawiskach, które Cię interesują.

Oto kilka przykładowych pytań, które mogą nas nakierować:

- Jakie rodzaje katastrof naturalnych są najbardziej powszechne w Polsce i na świecie?
- Jakie są główne przyczyny i skutki katastrof naturalnych?
- Jak można przewidywać i zapobiegać katastrofom naturalnym?
- Jak ludzie radzą sobie z katastrofami naturalnymi?
- Jakie są największe katastrofy naturalne w historii?
- Możemy również omówić konkretne katastrofy naturalne, które utkwily Ci w pamięci, np. trzęsienie ziemi w Japonii w 2011 roku, huragan Katrina w 2005 roku, czy pożar lasów w Australii w 2019 roku.
- Co chciałbyś wiedzieć o katastrofach naturalnych?

User

Bardzo interesują mnie trzęsienia ziemi. Dlatego chciałbym nauczyć się jak rozmawiać o tym po polsku, aby dzielić się tym z moimi przyjaciółmi.

Gemini

Jak rozmawiać o trzęsieniu ziemi po polsku:

Słownictwo:

- Trzęsienie ziemi - Wstrząsy ziemi spowodowane ruchami tektonicznych płyt.
- Wstrząsy wtórne - Mniejsze wstrząsy po głównym trzęsieniu ziemi.

- Ognisko trzęsienia ziemi - Miejsce pod ziemią, gdzie następuje pęknięcie skał.
- Magnituda - Miara siły trzęsienia ziemi.
- Intensywność - Miara odczuwalnych skutków trzęsienia ziemi.
- Epicentrum - Punkt na powierzchni ziemi nad ogniskiem trzęsienia ziemi.
- Fala sejsmiczna - Drgania rozchodzące się od ogniska trzęsienia ziemi.
- Skala Richtera - Skala logarytmiczna do pomiaru magnitudy trzęsień ziemi.
- Skala Mercalliego - Skala do pomiaru intensywności trzęsień ziemi.

Przykładowe zdania:

- Wczoraj w nocy było trzęsienie ziemi!
- Odczuleś wstrząsy?
- Mówią, że epicentrum trzęsienia ziemi było w górach.
- Magnituda trzęsienia ziemi wyniosła 5,5.
- Na szczęście nikt nie został ranny.
- Zniszczenia są jednak duże.
- Ratownicy wciąż przeszukują gruzy.
- Trwają poszukiwania zaginionych osób.
- Ludzie są w szoku.
- Organizacje pomocowe oferują pomoc.

Zwroty grzecznościowe:

- Czy mógłbyś mi opowiedzieć o trzęsieniu ziemi?
- Czy możesz mi wyjaśnić, co to jest magnituda?
- Czy wiesz, jak można się chronić przed trzęsieniem ziemi?

Źródła informacji:

Instytut Geofizyki Polskiej Akademii Nauk: <https://igf.fuw.edu.pl/>

Państwowy Instytut Geologiczny - Państwowy Instytut Badawczy: <https://www.pgi.gov.pl/>

Europejsko-Śródziemnomorskie Centrum Sejsmologiczne: <https://www.emsc-csem.org/>

Pamiętaj, że podczas rozmowy o trzęsieniu ziemi ważne jest, aby być empatycznym i troskliwym. W końcu jest to wydarzenie, które może być bardzo traumatyczne dla ludzi, którzy je przeżyli.

Mam nadzieję, że te informacje pomogą Ci w rozmowie o trzęsieniu ziemi po polsku.

User

What are all of the mistakes that I made in this conversation?

Gemini

To be honest, you didn't make any critical mistakes in our conversation! Your Polish was grammatically correct and you clearly conveyed your interest in astronomy and then shifting the topic to natural disasters.

Here are a couple of minor points to consider, more like observations on how a native speaker might phrase things:

When mentioning your favorite planet, a more natural way to say it might be "A moja ulubiona planeta..." or "Mój ulubioną planetą..." This puts "moja" (my) or "mój" (my) before the noun for emphasis.

While "kolor" (color) is perfectly fine to describe Mercury, sometimes a more descriptive term is used depending on the context. For astronomical discussions, you might hear "ciemnoszary" (dark gray) to describe the planet's dusty surface.

Overall, you did a fantastic job using Polish for an upper-intermediate learner. Keep practicing and you'll be a natural in no time!

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level.

Gemini

7-Day Study Plan for Upper-Intermediate Polish Learner (Astronomy & Natural Disasters)

This plan focuses on both your areas of interest and aims to solidify upper-intermediate grammar concepts. Remember to adjust the difficulty or resources based on your needs.

Day 1: Astronomia (Astronomy) - Vocabulary & Expressions

Theme: Constellations & Observing the Night Sky

Vocabulary: gwiazdozbiór (constellation), mgławica (nebula), kometa (comet), gwiazda (star), planeta (planet), galaktyka (galaxy), teleskop (telescope), lornetka (binoculars), obserwować niebo (to observe the sky), droga mleczna (Milky Way)

Expressions: Widziałeś(-aś) ostatnio Drogę Mleczną? (Have you seen the Milky Way lately?), Gwiazdozbiór Wielkiej Niedźwiedzicy jest łatwo rozpoznawalny. (The constellation Ursa Major is easily recognizable.), Zabierzemy lornetkę, żeby lepiej obserwować gwiazdy. (We'll take binoculars to better observe the stars.)

Grammar Review: Past tense (czas przeszły) - focus on irregular verbs often used for talking about past experiences (widzieć - see, zabrać - take)

Resources: Mobile apps like "Sky Map" or "Stellarium" can help identify constellations. Look for Polish astronomy websites or YouTube channels for listening practice.

Day 2: Katastrofy Naturalne (Natural Disasters) - Listening & Reading Comprehension

Theme: Earthquakes (Trzęsienia ziemi)

Vocabulary: trzęsienie ziemi (earthquake), wstrząsy (tremors), epicentrum (epicenter), skala Richtera (Richter scale), ofiara (victim), zniszczenia (destruction), pomoc humanitarna (humanitarian aid)

Listening: Find a news report from a reputable Polish news source (e.g. TVN24, Onet Wiadomości) about a recent earthquake. Listen actively and take notes on key details.

Reading: Read a Polish article about earthquake preparedness (np. from the Polish Red Cross website). Underline unfamiliar vocabulary and try to understand the text using context clues.

Grammar Review: Imperfective vs. Perfective verbs - Identify and practice using the appropriate verb aspect to describe ongoing vs. completed actions in the context of natural disasters.

Day 3: Astronomia (Astronomy) - Writing & Creativity

Theme: Imagine you are a scientist on a newly discovered planet. Write a journal entry describing your observations.

Vocabulary: (Review previous vocabulary from Day 1) dodatkowo (additionally), powierzchnia (surface), atmosfera (atmosphere), dowód (evidence), niezwykły (unusual), tajemniczy (mysterious)

Writing Practice: Focus on using descriptive language and adjectives to paint a vivid picture of the alien planet. You can also incorporate scientific terminology learned in previous days.

Grammar Review: Sentence Structure and Word Order - Experiment with different sentence structures and word order for variety and emphasis in your writing.

Day 4: Katastrofy Naturalne (Natural Disasters) - Speaking & Discussion

Theme: Debate the pros and cons of living in an area prone to natural disasters.

Vocabulary: zalety (advantages), wady (disadvantages), ryzyko (risk), bezpieczeństwo (safety), zapobiegać (to prevent), przygotować się (to prepare)

Speaking Practice: Prepare arguments for both sides of the debate. Focus on using logical connectors (ale - but, dlatego - therefore) and expressing your opinions clearly.

Grammar Review: Conditional Sentences - Practice using conditional sentences to discuss hypothetical situations related to natural disasters. (e.g. Gdyby doszło do trzęsienia ziemi, co byśmy zrobili? - If there were an earthquake, what would we do?)

Day 5: Review & Consolidation

Review vocabulary and grammar concepts learned throughout the week.

Use flashcards or spaced repetition apps like Anki to solidify memorization.

Complete online quizzes or exercises related to astronomy and natural disasters in Polish.

Day 6: Cultural Immersion

Watch a Polish science fiction movie (e.g. "Seksmisja," "Próżnia") or documentary about natural disasters in Poland.

Pay attention to how vocabulary and grammar related to your study themes are used in a natural context.

Listen to Polish podcasts or audiobooks on these topics for additional listening practice.

Day 7: Self-Assessment & Planning

Reflect on your progress throughout the week.

User

Based on this learner profile:

I am a learner of Polish and I speak the language on the Upper-intermediate level.

Do you think I would know the vocabulary necessary to talk about socioeconomics?

Gemini

Based on your learner profile (upper-intermediate Polish), you might have some vocabulary related to socioeconomics, but it's likely not comprehensive. Socioeconomic discussions often involve specific terminology that goes beyond everyday conversation.

Here's why:

Upper-intermediate level focuses on fluency in everyday situations and a wider range of topics, but may not cover specialized vocabulary in all areas.

Socioeconomics is a complex field with specific terms related to social class, economic systems, poverty, wealth distribution, etc.

What you might know:

Basic vocabulary related to social class (bogaty - rich, biedny - poor)

Simple terms for economic concepts (praca - work, pieniądze - money)

What you might not know:

More nuanced terms for social class (klasa średnia - middle class, klasa robotnicza - working class)

Specific economic terminology (inflacja - inflation, recesja - recession, nierówności społeczne - social inequalities)

Here's what you can do:

Focus on building relevant vocabulary: Use resources like online dictionaries, economic news articles in Polish (with glossaries), or textbooks on the topic.

Practice using the new vocabulary: Find a conversation partner interested in socioeconomics, or write a short essay on a related topic.

By actively expanding your vocabulary in this area, you'll be well-equipped to discuss socioeconomics in Polish.

User

Based on this learner profile:

I am a learner of Polish and I speak the language on the Upper-intermediate level.

Do you think I would know the vocabulary necessary to talk about my house?

Gemini

Yes, based on your learner profile (upper-intermediate Polish), you'd likely know a good amount of vocabulary necessary to talk about your house. Here's why:

Upper-intermediate level typically covers describing your surroundings, which includes your living space.

Basic vocabulary for rooms (pokój - room, kuchnia - kitchen, łazienka - bathroom), furniture (łóżko - bed, stół - table, krzesło - chair), and house features (drzwi - door, okno - window, podłoga - floor) is common at this level.

You might be familiar with:

Different types of rooms (sypialnia - bedroom, salon - living room, jadalnia - dining room)

Common household appliances (lodówka - fridge, pralka - washing machine, odkurzacz - vacuum cleaner)

Adjectives to describe your house (duży - big, mały - small, nowoczesny - modern, przytulny - cozy)

What you might need to work on:

More specific vocabulary for various parts of the house (np. próg - threshold, parapet - windowsill, schody - stairs)

Discussing the layout or describing the exterior (ganek - porch, balkon - balcony, ogród - garden)

Tips to strengthen your vocabulary:

Look at Polish furniture store websites or home decor blogs to learn new terms.

Watch Polish home improvement shows to see how they talk about different aspects of the house.

Practice describing your own house in Polish, focusing on specific details and using various adjectives.

By actively using and expanding your vocabulary related to your house, you'll be able to have rich conversations about your living space in Polish.

User

Based on this learner profile:

I am a learner of Polish and I speak the language on the Upper-intermediate level.

What grammatical structures do you think I do not know yet?

edit

Gemini

It's difficult to say definitively which grammar structures you haven't mastered yet, as upper-intermediate proficiency can encompass a wide range. However, here are some areas that might require further exploration based on your level:

1. Less common verb tenses:

Past Perfect (Przeszłość Wcześniejsza): Used to describe actions completed before another past action. (e.g. Zanim wyjechałem na wakacje, skończyłem wszystkie projekty. - Before I left for vacation, I had finished all the projects.)

Future Perfect (Przyszłość Wcześniejsza): Used to describe actions that will be completed before another future action. (e.g. Do jutra wieczór skończę czytać tę książkę. - I will have finished reading this book by tomorrow evening.)

Future in the Past (Przyszły Czas Przeszły): Used to talk about intentions or plans that didn't happen in the past. (e.g. Myślałem, że jutro będzie padać, więc wziąłem parasol. - I thought it would rain tomorrow, so I took an umbrella.)

2. Advanced uses of noun cases:

Instrumental case (narzędnik): Used beyond expressing instruments - to talk about manner, means, or duration. (e.g. Płacił za wszystko kartą. - He paid for everything with a card. - Plakała przez godzinę. - She cried for an hour.)

Locative case (przymownikowy): Used beyond expressing location - to talk about possession or a state of being. (e.g. Mieszka w domu z czerwonej cegły. - He lives in a red brick house. - Jestem zmęczony. - I am tired.)

3. Complex sentence structures:

Relative clauses: Using various conjunctions like "który" (who/which), "gdzie" (where), "kiedy" (when) to add descriptive details to sentences.

Indirect speech: Reporting what someone else said, using appropriate verb tense adjustments and potentially changing word order.

Here's how you can find out what you need to work on:

Take online grammar quizzes targeted at the upper-intermediate level.

Find a Polish grammar book or website that offers exercises focused on specific grammatical structures.

Discuss your learning goals with a Polish tutor or language exchange partner.

Remember, the best way to solidify your grammar knowledge is to actively practice using these structures in conversation and writing. Don't be afraid to make mistakes - that's how we all learn!

Experiment 2.B. – Profile B (Polish, Upper-intermediate, English, Social)

User

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

Gemini

Cześć! Witam na konwersacji po polsku. Widzę, że jesteś na poziomie średnio-zaawansowanym. Cieszę się, że mogę pomóc Ci w dalszej nauce.

Powiedziałeś mi, że głównie używasz angielskiego w sytuacjach towarzyskich. Czy chciałbyś porozmawiać o swoich hobby lub zainteresowaniach? Myślę, że to świetny sposób na ćwiczenie języka w kontekście towarzyskim.

User

Chciałbym zarezerwować pokój w Państwa hotelu. Jest taki?

Gemini

Tak, oczywiście! Mamy wiele pokoi dostępnych do rezerwacji. Abyśmy mogli dobrać odpowiedni pokój dla Państwa potrzeb, proszę odpowiedzieć na kilka pytań:

- Jaki jest termin pobytu? (Proszę podać datę przyjazdu i wyjazdu.)
- Ile osób będzie gościć w pokoju?
- Jaki typ pokoju Państwa interesuje? (Oferujemy pokoje jednoosobowe, dwuosobowe, typu twin, rodzinne, a także apartamenty.)
- Czy mają Państwo jakieś szczególne preferencje? (Na przykład widok z okna, piętro, wyposażenie dodatkowe.)

Po uzyskaniu tych informacji, mogę sprawdzić dostępność pokoi i przedstawić Państwu odpowiednie oferty.

Dodatkowo, proszę podać swoje dane kontaktowe, takie jak imię i nazwisko, numer telefonu oraz adres e-mail. Będziemy mogli wtedy skontaktować się z Państwem w celu potwierdzenia rezerwacji.

Czy mogę jeszcze w czymś pomóc?

User

Na trzy noc. Proszę o pokój podwójny.

Gemini

Z przyjemnością zarezerwuję dla Państwa pokój podwójny na trzy noce. Proszę podać datę przyjazdu i wyjazdu, aby sprawdzić dostępność.

Czy mają Państwo jakieś szczególne preferencje dotyczące pokoju? Na przykład, czy zależy Państwu na widoku z okna, piętrze, czy dodatkowym wyposażeniu?

Po uzyskaniu tych informacji, mogę przedstawić Państwu odpowiednie oferty.

User

Name all the mistakes I have done in this conversation.

Gemini

I couldn't find any major mistakes in your conversation! You did a great job reserving the hotel room in Polish. Here are some minor points to consider:

Formal vs Informal: Since you're using "Pan" (Sir) with the receptionist, the rest of your conversation leans a bit more formal. In a hotel situation, it might be slightly more natural to use "chciałbym" (I would like) instead of "proszę" (please) when making requests.

For example, instead of "Proszę o pokój podwójny," you could say "Chciałbym zarezerwować pokój podwójny" (I would like to reserve a double room).

Specifying Dates: While you mentioned "na trzy noc" (for three nights), it's always helpful to provide specific dates for the reservation. This avoids any confusion about which three nights you have in mind.

Overall, your Polish was excellent! Keep practicing and you'll be a conversation pro in no time.

User

Based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts.

Teach me some vocabulary I would find interesting.

Gemini

No problem! Here's some interesting vocabulary for an upper-intermediate Polish learner who uses English mostly in social contexts:

Idioms & Proverbs (Idiomy i Przysłowia):

W oko w oko (w oko v oko) - Face to face (literally: eye to eye)

Robić dobrą minę do złej gry (robić dobrą minę do złej gry) - To put on a brave face (literally: to make a good face to a bad game)

Siedem razy odmierz, raz odetniesz (siedem razy odmierz, raz odetniesz) - Look before you leap (literally: measure seven times, cut once)

Krótko i po polsku (krótka i po polsku) - To get straight to the point (literally: short and in Polish) - This one is interesting because it implies a clear and efficient way of speaking.

Slang & Informal Expressions (Slang i Wyrażenia Nieformalne):

- Super (super) - Great (This is a common loanword from English)
- Mega (mega) - Very (Another loanword, but used more informally)
- Odjechany (odjechany) - Crazy (literally: driven away) - This is a fun way to describe something wild or exciting.
- Mieć bekę (mieć bekę) - To find something funny (literally: to have a laugh)
- *Co tam? * (co tam) - What's up? (Informal greeting)

Words for Discussing Social Events (Słowa do Omawiania Wydarzeń Społecznych):

- Sztuka (sztuka) - Play (This can refer to both theater and games)
- Wernisaż (wernisaż) - Art exhibition opening
- Spotkanie towarzyskie (spotkanie towarzyskie) - Social gathering
- Impreza (impreza) - Party (Can be formal or informal)
- Koncert (koncert) - Concert

Bonus: False Friends (Falszywi Przyjaciele):

- Aktualny* (aktualny) - Current (Not actual, which is "rzeczywisty" in Polish)
- Ambaras* (ambaras) - Embarrassment (Not amber, which is "bursztyn")

Remember, using slang appropriately depends on the context and your relationship with the person you're talking to. It's best to start with the more common idioms and social event vocabulary before venturing into slang.

How to Practice:

Try using these words in conversation with native speakers or other Polish learners.

Find Polish articles or social media posts that discuss social events and see if you can recognize the vocabulary in use.

Watch Polish movies or TV shows with subtitles and pay attention to how people speak in different social situations.

Powodzenia (powodzenia)! (Good luck!)

User

Based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts.

Give me an example conversation I would find relevant.

Gemini

Scena: Pub w Krakowie (Scene: Pub in Krakow)

Ty (You): Cześć Magda! (Hey Magda!) uśmiecha się (smiles)

Magda: Cześć! (Hey!) macha (waves) Cieszę się, że cię widzę! (Glad to see you!) Dawno się nie widzieliśmy. (We haven't seen each other in a while.)

Ty: Ja też! (Me too!) Co u ciebie? (What's up?)

Magda: A u mnie w sumie spokojnie. (Things are pretty quiet for me.) Praca, dom, standardowo. (Work, home, the usual.) A ty co porabiasz? (What about you?)

Ty: U mnie też bez szaleństw. (It's been pretty chill for me too.) W weekend byłem na super wystawie fotografii! (I went to a great photography exhibit over the weekend!)

Magda: Naprawdę? (Really?) Czegoś ciekawego? (Anything interesting?)

Ty: Tak! Były zdjęcia z całego świata, odjechane krajobrazy i portrety. (Yeah! There were photos from all over the world, crazy landscapes and portraits.)

Magda: Wow, to brzmi świetnie! (Wow, that sounds great!) A może w przyszłym tygodniu uda nam się wybrać do kina? (Maybe next week we can catch a movie?) Podobno wchodzi jakiś nowy polski film. (I heard there's a new Polish film coming out.)

Ty: Super pomysł! (Great idea!) Sprawdzę w necie o czym jest. (I'll check online what it's about.) Daj znać jak będziesz wiedzieć kiedy możemy iść. (Let me know when you know when we can go.)

Magda: Super! To ja biorę napoje, a ty zajmij stolik. (Great! I'll get some drinks, you grab a table.)

Ty: Oki, do zobaczenia! (Okay, see you then!)

Translation:

You: Hey Magda! smiles

Magda: Hey! waves Glad to see you! We haven't seen each other in a while.

You: Me too! What's up?

Magda: Things are pretty quiet for me. Work, home, the usual. What about you?

You: It's been pretty chill for me too. I went to a great photography exhibit over the weekend!

Magda: Really? Anything interesting?

You: Yeah! There were photos from all over the world, crazy landscapes and portraits.

Magda: Wow, that sounds great! Maybe next week we can catch a movie? I heard there's a new Polish film coming out.

You: Great idea! I'll check online what it's about. Let me know when you know when we can go.

Magda: Great! I'll get some drinks, you grab a table.

You: Okay, see you then!

This conversation incorporates social vocabulary (weekend plans, movies), informal expressions ("super," "odjechane"), and idiomatic phrases ("standardowo," "w sumie"). It also practices past tense ("byłem," "widzieliśmy") common in social catch-ups.

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

Gemini

Cześć! (Hey!) Porozmawiajmy o Twoim planie nauki. (Let's talk about your study plan.)

Twój profil (Your profile): średnio-zaawansowany (upper-intermediate) używasz języka głównie w sytuacjach towarzyskich (you use the language mostly in social contexts).

Plan nauki na 7 dni (7-day study plan):

Tematy (Themes): Zwroty towarzyskie (Social expressions), Hobby i zainteresowania (Hobbies and interests), Wydarzenia kulturalne (Cultural events)

Gramatyka (Grammar): Czas przeszły dokonany (Past Perfect Tense) - to talk about past experiences and accomplishments, Wyrażenia modalne (Modal verbs) - to talk about plans, possibilities, and obligations.

Dzień 1 (Day 1):

Temat: Powtórka zwrotów towarzyskich (Review of social expressions)

Aktywność: Przeglądaj strony internetowe o tematyce spotkań towarzyskich (Browse websites about social gatherings). Zrób listę zwrotów przydatnych na imprezę (Make a list of useful expressions for a party).

Gramatyka: Ćwiczenia utrwalające czas przeszły dokonany (Exercises to solidify Past Perfect Tense).

Dzień 2 (Day 2):

Temat: Hobby i zainteresowania (Hobbies and interests)

Aktywność: Przeprowadź rozmowę z native speakerem (Have a conversation with a native speaker) - opowiadaj o swoich zainteresowaniach (talk about your hobbies) i spytaj o jego (ask about theirs). Używaj zwrotów modalnych (Use modal verbs) aby mówić o częstotliwości (to talk about frequency).

Gramatyka: Przeczytaj artykuł o użyciu wyrażen modalnych (Read an article about using modal verbs).

Dzień 3 (Day 3):

Temat: Wydarzenia kulturalne (Cultural events)

Aktywność: Opowiedz pisemnie (Write) o ostatnim wydarzeniu kulturalnym, w którym uczestniczyłeś(aś) (about the last cultural event you attended). Używaj czasu przeszłego dokonanego (Use Past Perfect Tense) do opisywania przebiegu wydarzenia (to describe the event's flow).

Gramatyka: Wykonaj zadania utrwalające tworzenie pytań i odpowiedzi w czasie przeszłym dokonanym (Complete exercises to solidify creating questions and answers in Past Perfect Tense).

Dzień 4 (Day 4):

Temat: Powtórka (Review)

Aktywność: Obejrzyj polski film lub serial z napisami (Watch a Polish movie or series with subtitles). Zwróć uwagę (Pay attention) na używane zwroty i konstrukcje gramatyczne (expressions and grammatical structures) przydatne w sytuacjach towarzyskich (useful in social contexts).

Dzień 5 (Day 5):

Temat: Planowanie spotkań towarzyskich (Planning social gatherings)

Aktywność: Ułóż dialog (Create a dialogue) z partnerem do nauki (with a study partner) - planujecie wyjście do kina (planning a movie outing). Używaj zwrotów modalnych (Use modal verbs) do wyrażania sugestii i prośenia (to express suggestions and requests).

Dzień 6 (Day 6):

Temat: Wolne wypowiedź (Free expression)

Aktywność: Nagraj krótką wiadomość głosową (Record a short voice message) opowiadając o swoich planach na weekend (talking about your plans for the weekend). Używaj słownictwa związanego z hobby i zainteresowaniami (Use vocabulary related to hobbies and interests).

Dzień 7 (Day 7):

Temat: Autorefleksja (Self-reflection)

Aktywność: Przeanalizuj swój plan nauki (Analyze your study plan). Co działa dobrze? (What works well?) Gdzie możesz wprowadzić zmiany? (Where can you make changes?)

Dodatkowe wskazówki (Additional tips):

Śluchaj polskiej muzyki i podcastów (Listen to Polish music and podcasts).

Czytaj polskie książki i artykuły (Read Polish books and articles) na tematy Cię interesujące (

User

Based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts.

Do you think I would have the knowledge of vocabulary connected to law?

edit

Gemini

Based on your learner profile, it's unlikely you would have extensive knowledge of legal vocabulary in Polish. Here's why:

Upper-intermediate focuses on everyday communication: This level typically focuses on social situations, work contexts, and expressing yourself in general day-to-day life. Legal vocabulary is a specialized area not typically covered in this level.

Social context focus: Since you mentioned using Polish mostly in social contexts, legal terms wouldn't be commonly encountered in those situations.

However, there's a chance you might know some basic legal vocabulary:

Loanwords: Some legal terms might be loanwords from other languages, especially Latin. For example, "prawo" (law) or "adwokat" (lawyer) might be familiar.

Exposure through media: You might have been exposed to some basic legal terms through news or shows you watch in Polish.

If you want to learn legal vocabulary in Polish, here are some suggestions:

Focus on your current plan: The plan we created focuses on social contexts which aligns with your current learning goals.

Legal vocabulary for specific needs: If you have a specific need for legal vocabulary (e.g., work, travel), you can find targeted resources online or in textbooks focused on legal Polish.

Experiment 2.C. – Profile B (Polish, Upper-intermediate, English, Social, Gardening & Cooking & Astronomy, Low Language Aptitude)

User

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. My hobbies include gardening, cooking, and astronomy and I have a low language aptitude. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

Gemini

Cześć! Witam cię na konwersacji po polsku. Widzę, że jesteś na poziomie średnio-zaawansowanym i uczysz się dalej, to świetnie! Rozumiem, że twoją pasją jest ogrodnictwo, gotowanie i astronomia – to wspaniałe tematy do konwersacji. Nie mart się, że masz niską predyspozycję językową, regularna nauka i konwersacja dużo dadzą, a przy takich ciekawych zainteresowaniach na pewno

nauka będzie przyjemniejsza. O czym chciałbyś dzisiaj porozmawiać? Może o twoim ogrodzie, albo o twoim ulubionym daniu do ugotowania?

User

Teach me some vocabulary you think I would find interesting.

Gemini

Świetnie! To na pewno przyda ci się w twoich pasjach. Zacznijmy od ogrodnictwa. Po polsku szklarnia to miejsce, gdzie hoduje się rośliny lub warzywa w kontrolowanym środowisku. Może słyszałeś o malinach (mah-lee-nah), popularnych polskich owocach? A co sadzisz o kompoście (kom-post), czyli naturalnym nawozie?

Po polsku gotowanie to gotowanie, ale pieczenie ciast to pieczenie. Masz może swój popisowy (po-pee-soh-vy) deser, czyli specjalne ciasto, które zawsze się udaje? Do pieczenia często używa się drożdży (dros-dzhy), a porządna kuchnia nie obejdzie się bez piekarnika (pieh-kar-ni-ka).

Astronomia po polsku to astronomia. Gwiazdy (gwiez-dy) to gwiazdy, a księżyc (kshyeh-ts) to księżyc. Czy jesteś bardziej zainteresowany (zah-ee-nter-e-soh-vah-ny) planetami (pla-ne-tah-mi) czy galaktykami (gah-lak-ty-kah-mi)?

Jak ci się podobają te słowa? Czy chciałbyś się nauczyć czegoś jeszcze o swoich zainteresowaniach?

User

Give me an example conversation I would find relevant.

Gemini

No problem! Here's an example conversation that combines your interests:

Ty (You): Dzień dobry! (Dzyen dobry!) Ostatnio pogoda się poprawiła, więc spędziłem dużo czasu w szklarni (shklarni). Moje pomidory (pomidory) zaczynają pięknie rosnać! (zaczynają pięknie rosnać! - zaczynają pięknie rosnać)

Ja (I): To wspaniale! (Wspaniale!) Pomidory to pyszne warzywa (pyszne warzywa). Używałeś do nich jakiegoś specjalnego nawozu (jakiegoś specjalnego nawozu)?

Ty (You): Tak, robię własny kompost (własny kompost) z resztkami jedzenia. Jest bardzo dobry dla roślin (dobry dla roślin).

Ja (I): To świetny pomysł (świetny pomysł)! A co ostatnio ugotowałeś (co ostatnio ugotowałeś)? Może wykorzystałeś coś z własnej szklarni?

Ty (You): Tak, zrobiłem pyszną sałatę (pyszna sałatka) z własnych pomidorów, ogórków (ogórków) i ziół (ziół). Na deser upiekłem (upiekłem) ciasto z truskawkami (ciasto z truskawkami) z mojego ogródka (z mojego ogródka).

Ja (I): Brzmi pysznie (Brzmi pysznie)! Uwielbiam domowe jedzenie (Uwielbiam domowe jedzenie). A propos (A propos) - czy interesujesz się astronomią (czy interesujesz się astronomią)? Wczoraj widziałem (wczoraj widziałem) niesamowite gwiazdy (niesamowite gwiazdy).

Ty (You): Tak, bardzo! (Tak, bardzo!) Uwielbiam patrzeć w niebo (Uwielbiam patrzeć w niebo) i obserwować gwiazdy (obserwować gwiazdy) i planety (planety).

Translation:

You: Good morning! The weather has improved lately, so I've spent a lot of time in the greenhouse. My tomatoes are starting to grow beautifully!

Me: That's wonderful! Tomatoes are delicious vegetables. Do you use any special fertilizer for them?

You: Yes, I make my own compost from leftover food. It's very good for the plants.

Me: That's a great idea! And what have you cooked recently? Maybe you used something from your own greenhouse?

You: Yes, I made a delicious salad with my own tomatoes, cucumbers, and herbs. For dessert, I baked a cake with strawberries from my garden.

Me: Sounds delicious! I love homemade food. Speaking of which (A propos) - are you interested in astronomy? Yesterday I saw some amazing stars.

You: Yes, very much! I love to look at the sky and observe the stars and planets.

User

Explain the Polish future tense based on this learner profile.

I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. My hobbies include gardening, cooking, and astronomy and I have a low language aptitude. Pretend you are a teacher and chat with me in Polish taking into account the details provided.

Gemini

Absolutely! The future tense in Polish can seem tricky at first, but it's actually quite logical once you break it down. There are two main ways to express the future in Polish, and they depend on the type of verb you're using: imperfective and perfective. Imperfective verbs describe ongoing actions or habits. These are the verbs you'll typically use for talking about your hobbies like gardening, cooking, and astronomy. To form the future tense with imperfective verbs, you combine the verb *będę* (*będę* - I will be, *będziesz* - you will be, etc.) with the past participle of the imperfective verb. Here are some examples:

- Sadzić (to plant) - *Będę sadić pomidory w mojej szklarni.* (*Będę sadić pomidory w mojej szklarni.* - I will be planting tomatoes in my greenhouse.)
- Gotować (to cook) - *Będę gotować pyszny obiad.* (*Będę gotować pyszny obiad.* - I will be cooking a delicious dinner.)
- Obserwować (to observe) - *Będziemy obserwować gwiazdy wieczorem.* (*Będziemy obserwować gwiazdy wieczorem.* - We will be observing the stars in the evening.)

Perfective verbs describe completed actions. These are often the verbs you'll use for making plans or giving instructions.

Perfective verbs use the present tense conjugation to express the future. Here are some examples:

- Posadzić (to plant - perfective) - *Posadzę pomidory w weekend.* (*Posadzę pomidory w weekend.* - I will plant tomatoes this weekend.)
- Ugotować (to cook - perfective) - *Ugotuję ciasto na twoje urodziny.* (*Ugotuję ciasto na twoje urodziny.* - I will bake a cake for your birthday.)
- Zrobić (to do - perfective) - *Co zrobimy jutro?* (*Co zrobimy jutro?* - What will we do tomorrow?)

Here are some additional tips for using the Polish future tense:

Intention: You can often use the future tense to talk about your intentions, even if the action might not be completed. For example, "*Będę pomagać w twoim ogrodzie.*" (*Będę pomagać w twoim ogrodzie.* - I will help you in your garden.)

Frequency: The future tense can also be used to talk about habits or repeated actions in the future. For example, "*Będę chodzić na spacer po lesie w każdą sobotę.*" (*Będę chodzić na spacer po lesie w każdą sobotę* - I will go for walks in the forest every Saturday.)

Remember, practice is key! As you speak and listen to more Polish, you'll get a better feel for when to use the imperfective and perfective future tenses. Now, would you like to try practicing those future tense verbs with a conversation about your hobbies?

User

Based on my low language aptitude, explain Polish past perfect to me.

Gemini

That's a great question! While Polish does have a past perfect tense (czas zaprzeszy), it's not as commonly used in everyday conversation as in some other languages, especially for learners at your level. Focusing on the more common past tense and the future tense will be most helpful for you right now.

Here's why:

Complexity: The past perfect tense requires using the past tense of the verb "być" (to be) and the passive participle of the main verb. This can be a bit confusing for learners who are still mastering the basic verb conjugations.

Less frequent: In everyday Polish, people often express the sequence of past events simply by using the past tense and time adverbs like "wcześniej" (wcześniej - earlier), "potem" (potem - then), or "przedtem" (przedtem - before).

However, if you're interested in understanding the basic structure, here's a quick breakdown:

Formula: był/była/było (past tense of "być") + passive participle of the main verb

Passive participle: This is formed differently depending on the verb type (perfective or imperfective) and needs to agree with the subject in gender and number.

For example:

Zrobiłem (I made - perfective) - Zrobiłem kanapkę, zanim poszedłem do pracy. (Zrobiłem kanapkę, zanim poszedłem do pracy. - I made a sandwich before I went to work.) (Here, "zrobiłem" is the past tense of the perfective verb "zrobić" and it doesn't require the past perfect tense.)

Przeczytałem (I read - perfective) - Przeczytałem książkę, którą mi poleciłeś. (Przeczytałem książkę, którą mi poleciłeś. - I read the book you recommended to me.) (Again, "przeczytałem" is the past tense and expresses the completed action.)

Here's what I recommend:

Focus on mastering the regular past tense for now. This will allow you to talk comfortably about past events in most situations. If you come across a situation where you'd like to express the past perfect idea, you can often use the past tense with a time adverb like in the examples above.

As your Polish progresses, you can revisit the past perfect tense and learn it in more detail.

Let me know if you have any other questions, or if you'd like to practice some past tense verbs related to your hobbies!

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile. I am a learner of Polish and I speak the language on the Upper-intermediate level. The other language I speak is English, and I mostly use the language in social contexts. My hobbies include gardening, cooking, and astronomy and I have a low language aptitude.

Gemini

7-Day Polish Study Plan (Upper-Intermediate, Low Language Aptitude)

Focus: This plan focuses on consolidating existing knowledge and expanding vocabulary related to your hobbies while introducing essential grammar points for smoother conversation.

Remember: Consistency is key! Aim for shorter, focused sessions daily rather than cramming information.

Day 1: Greetings & Introductions

Theme: Review basic greetings and introductions.

Grammar: Revisit verb conjugations (jestem, jesteś, jesteśmy etc.) and question formation (jak masz na imię? - what's your name?).

Activity: Practice greetings and introductions with a friend or online language partner. Discuss your hobbies and interests using simple phrases (lubię - I like, interesuję się - I'm interested in).

Day 2: Talking About Your Hobbies

Theme: Vocabulary related to gardening, cooking, and astronomy.

Grammar: Focus on using the present tense imperfective to describe ongoing actions and habits (np. sadzę pomidory - I plant tomatoes, gotuję obiad - I cook dinner).

Activity: Create flashcards with vocabulary related to your hobbies. Use online resources or dictionaries to find words and phrases. Write a short paragraph about your hobbies using the new vocabulary and present tense imperfective verbs.

Day 3: Describing Past Events

Theme: Review past tense verb conjugations (zrobiłem - I made, przeczytałem - I read).

Grammar: Introduce the concept of perfective vs. imperfective verbs and how they are used in the past tense (np. zrobiłem ciasto - I made a cake [completed action], czytałem książkę - I was reading a book [ongoing action]).

Activity: Find a short Polish news article or blog post related to your hobbies. Read it and underline past tense verbs. Try to identify if they are perfective or imperfective based on the context.

Day 4: Expressing Future Plans

Theme: Introduce the future tense using "będę" (I will be) with imperfective verbs for ongoing actions (np. Będę gotować jutro. - I will cook tomorrow.)

Grammar: Briefly touch upon the future tense with perfective verbs using the present tense conjugation (np. Upiekę ciasto na twoje urodziny. - I will bake a cake for your birthday.)

Activity: Write a short dialogue with a friend about your weekend plans. Use both the future tense with "będę" and some perfective future verbs to discuss activities related to your hobbies.

Day 5: Giving Instructions & Making Requests

Theme: Simple phrases for giving instructions and making requests

Grammar: Focus on the imperative mood (positive and negative commands) (np. Otwórz okno. - Open the window. Nie dotykaj tego. - Don't touch that.) and using "proszę" (please) for polite requests.

Activity: Watch a short Polish cooking video or gardening tutorial. Pay attention to how instructions are given. Try writing down a simple set of instructions for a basic task related to one of your hobbies using the imperative mood.

Day 6: Review & Comprehension

Theme: Review vocabulary and grammar learned throughout the week.

Activity: Do a mix of exercises from a Polish textbook or online resources focusing on the grammar points and vocabulary you covered. You can also try a short Polish listening comprehension exercise related to your hobbies.

Day 7: Conversation & Fun

Theme: Free conversation practice.

Activity: Find a language exchange partner or join a conversation group online. Discuss your hobbies with them using the vocabulary and grammar points learned throughout the week. You can also watch a Polish movie or TV show related to your hobbies for additional listening practice and cultural immersion.

Bonus Tips:

Use spaced repetition apps like Anki to help you memorize new vocabulary effectively.
Label objects in your house with Polish words to reinforce vocabulary learning.
Listen to Polish music or podcasts related to your hobbies for a fun and immersive learning experience.
Don't be afraid to make mistakes! Embrace them as part of the learning process.
This is just a sample plan, feel free to adjust it based on your learning style and interests. The key is to find a routine that works for you and to make Polish language learning enjoyable!

User

What advice would you give me considering my low language aptitude in learning Polish?

edit

Gemini

Here's some advice considering your lower language aptitude for learning Polish:

- Focus on communication, not perfection: Aim to be understood rather than getting every word grammatically perfect. This will build confidence and keep you motivated.
- Prioritize high-frequency vocabulary: Focus on learning the words and phrases you'll use most often related to your hobbies and daily life. This will give you a solid foundation for conversation.
- Break down learning into smaller chunks: Don't try to overwhelm yourself with too much grammar at once. Focus on learning a few key points at a time and practice using them in context.
- **Use visuals and mnemonics:** Flashcards with pictures or creating silly memory aids can help you remember new vocabulary.
- Practice regularly, but keep it short: Shorter, focused practice sessions are more effective than long, infrequent ones. Aim for 15-30 minutes a day, several times a week.
- Find a learning method you enjoy: Explore different resources like apps, games, podcasts, or online courses to find ways to make learning Polish fun and engaging.
- Celebrate small wins: Acknowledge your progress, no matter how small. This will help you stay motivated on your learning journey.
- Don't be afraid to make mistakes: Everyone makes mistakes while learning a language. View them as opportunities to learn and improve.
- Focus on spoken Polish first: While reading and writing are important, focus on speaking and listening comprehension initially. This will help you become more comfortable having conversations.
- Find a language exchange partner: Practicing with a native speaker can boost your confidence and improve your conversational skills.
- Don't compare yourself to others: Everyone learns languages at different paces. Focus on your own progress and celebrate your achievements.
- Be patient and persistent: Learning a language takes time and effort. Don't get discouraged if you don't see results immediately.

Remember, the most important thing is to keep practicing and to find ways to make learning Polish enjoyable. Powodzenia (powodzenia - good luck) with your studies!

Experiment 3.A. – Profile C (Korean, Intermediate)

User

I am a learner of Korean and I speak the language on the Intermediate level. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

Gemini

아주 반갑습니다! 중급 레벨이신가요? 훌륭하군요! 어떤 분야에 더 관심이 많으신가요? (Aju bangapseumnida! Junggeup level-ieosin-gayo? Hulg-you-deunyo! Eotteon bunyaya deo gwansimin manh-eoseu-gayo?)

Hello! So you're an intermediate learner? That's fantastic! What topics are you most interested in?

By knowing your interests, I can tailor our conversation to be both engaging and help you improve your Korean in specific areas.

User

I want to pretend I am booking a room at a hotel.

안녕하세요. 혹시 빈방 있으세요?

Gemini

네, 안녕하세요. 빈방은 있습니다. 어떤 방을 원하시나요?

(Yes, hello. We have rooms available. What type of room would you like?)

Here are some options you can choose from:

싱글룸 (Single room)

더블룸 (Double room)

트윈룸 (Twin room)

스위트룸 (Suite room)

You can also specify your preferred bed size, such as:

퀸사이즈 침대 (Queen-size bed)

킹사이즈 침대 (King-size bed)

Once you have chosen your room type, the hotel staff will ask you for your personal information, such as:

이름 (Name)

연락처 (Contact number)

이메일 주소 (Email address)

They will also ask you for your check-in and check-out dates.

User

Pretend you work at a cafe and chat with me.

안녕하세요. 혹시 추천한 메뉴 있어요?

Gemini

네, 물론입니다! 추천은 막국수와 닭갈비로 유명하지만, 그 외에도 맛있는 음식들이 많이 있습니다.

메뉴

- 막국수: 메밀로 만든 면을 시원한 국물에 버무려 먹는 음식입니다. 춘천에서는 동치미 육수를 사용하는 경우가 많습니다.
- 닭갈비: 매콤한 양념에 절인 닭고기를 철판에 구워 먹는 음식입니다. 춘천에서는 치즈 닭갈비와 고추잡채 닭갈비가 인기 있습니다.
- 막국수: 메밀로 만든 면을 시원한 국물에 버무려 먹는 음식입니다. 춘천에서는 동치미 육수를 사용하는 경우가 많습니다.
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- 막국수: 메밀로 만든 면을 시원한 국물에 버무려 먹는 음식입니다. 춘천에서는 동치미 육수를 사용하는 경우가 많습니다.
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- 막국수: 메밀로 만든 면을 시원한 국물에 버무려 먹는 음식입니다. 춘천에서는 동치미 육수를 사용하는 경우가 많습니다.
- 닭갈비: 매콤한 양념에 절인 닭고기를 철판에 구워 먹는 음식입니다. 춘천에서는 치즈 닭갈비와 고추잡채 닭갈비가 인기 있습니다.

추천 메뉴

- 명란젓 막국수: 특 쏘는 명란젓이 곁들여진 막국수입니다.
- 닭갈비 & 치즈 떡볶이: 닭갈비와 치즈 떡볶이를 함께 즐길 수 있는 메뉴입니다.
- 막국수 & 감자옹심이: 막국수와 감자옹심을 함께 즐길 수 있는 메뉴입니다.
- 기타

춘천에는 맛집이 많으니, 인터넷이나 여행 가이드북을 참고하여 방문하시는 것을 추천합니다. 춘천은 겨울에 눈이 많이 오므로, 겨울에 방문하시는 경우 따뜻하게 입고 가시기 바랍니다. 도움이 되었으면 좋겠습니다!

User

Let's have a conversation in Korean and you ask like a language teacher. My level is intermediate. 안녕하세요. 잘 지내요? 요즘 뭘 하고 있어요?

Gemini

안녕하세요! 잘 지내요. 요즘 한국어 공부하고 있어요. 저는 인공지능이지만 한국어를 배우는 데 도움을 드릴 수 있습니다. 어떤 주제에 대해 이야기하고 싶으신가요?

Here are some questions you can ask me in Korean:

- 어디에서 한국어를 배우셨나요? (Eodieseo hangugeo-reul baeu-syeossnayo?)
- 한국어를 배우는 데 어려움이 있나요? (Hangugeo-reul baeu-neun de eoryeum-i issnayo?)
- 한국어를 배우는 데 가장 도움이 된 것은 무엇인가요? (Hangugeo-reul baeu-neun de gajang do-eum-i 된 것은 무엇인가요?**) (Hangugeo-reul baeu-neun de gajang do-eum-i bon geon-i issnayo?)
- 한국어를 배우는 데 도움이 되는 팁을 알려주세요. (Hangugeo-reul baeu-neun de do-eum-i 되는 팁을 알려주세요.** (Hangugeo-reul baeu-neun de do-eum-i haneun tip-eun allyeo-ju세요.)
- 한국어로 가장 좋아하는 단어나 문구는 무엇인가요? (Hangugeo-ro gajang joh-ahaneun dan-eo-na mun-gu-neun mu-eosin-gayoyo?)

I hope this helps!

User

저는 요즘 드라마를 많이 봐요. 저는 사극 드라마 진짜 좋아요!

Gemini

저도 드라마를 좋아합니다! 요즘 어떤 사극 드라마를 보세요?

Here are some popular historical Korean dramas you might enjoy:

- The Red Sleeve: URL The Red Sleeve: This drama tells the love story between King Jeongjo and his concubine, Deok-im. It is a beautiful and heartbreaking story that will stay with you long after you finish watching it.
- Mr. Sunshine: URL Mr. Sunshine: This drama is set in the early 20th century and tells the story of a Korean-American man who returns to Korea and falls in love with a woman fighting for independence. It is a sweeping and romantic drama with stunning visuals.
- Moon Lovers: Scarlet Heart Ryeo: URL Moon Lovers: Scarlet Heart Ryeo: This drama is a fantasy historical drama that tells the story of a modern woman who travels back in time to the Goryeo Dynasty and falls in love with a prince. It is a fast-paced and exciting drama with a great cast.
- My Country: The New Age: URL My Country: The New Age: This drama is set in the late Goryeo Dynasty and tells the story of two friends who fight on opposite sides of a war. It is a tense and suspenseful drama with great performances.
- Kingdom: URL Kingdom: This drama is a zombie historical drama that tells the story of a prince who must save his kingdom from a zombie plague. It is a thrilling and action-packed drama with a unique twist.

I hope you find something you enjoy!

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile. I am a learner of Korean and I speak the language on the Intermediate level.

Gemini

7-Day Korean Study Plan (Intermediate Level) - Historical Drama Focus

This plan incorporates your love for historical dramas and focuses on relevant vocabulary and grammar points to enhance your understanding while watching.

Remember: Adjust the difficulty and workload based on your needs.

Day 1: Royal Court & Hierarchy

Vocabulary: 왕 (wang, king), 왕비 (wangbi, queen), 왕자 (wangja, prince), 공주 (gongju, princess), 신하 (sinha, subject), 대신 (daesin, minister), 궁 (gung, palace), 궁녀 (gungnyeo, court lady)

Grammar: Possessive constructions with ~(의) 거요 (ui) geoyo

Activity: Watch the first episode of your chosen drama (with subtitles) and pay attention to vocabulary related to the royal court and characters' hierarchy. Note down any unfamiliar words and practice using them in sentences about the drama's plot.

Day 2: Dialogue & Conversation

Vocabulary: 안녕하세요 (annyeonghasseyo, hello), 감사합니다 (gamsahamnida, thank you), 죄송합니다 (joesonghamnida, I'm sorry), 네 (ne, yes), 아니오 (anio, no), 부디 (budi, please), 하지만 (haejiman, but)

Grammar: Formal sentence endings with ~습니다/습시다 (seumnida/seumnida) and informal sentence endings with ~요 (yo)

Activity: Practice basic greetings and polite speech using the vocabulary above. Role-play a conversation between two characters from the drama.

Day 3: Clothing & Customs

Vocabulary: 옷 (ot, clothes), 한복 (hanbok, traditional Korean clothing), 모자 (moja, hat), 신발 (sinbal, shoes), 인사 (insa, greeting), 절 (jol, bow)

Grammar: Adjectives with 입니다/습니다 (imnida/seumnida) and 입니다/습니다 (imnida/seumnida) + (이)예요 (ieyo)

Activity: Research traditional Korean clothing and customs depicted in the drama. Describe the characters' clothing using the learned adjectives and grammar points.

Day 4: Food & Meals

Vocabulary: 음식 (eumsik, food), 밥 (bap, rice), 국 (guk, soup), 김치 (kimchi, fermented vegetables), 막국수 (makguksu, buckwheat noodles), 비빔밥 (bibimbap, mixed rice with vegetables)

Grammar: Verbs with 입니다/습시다 (imnida/seumnida) + 주시다 (jusi da, to give)

Activity: Research traditional Korean meals and dishes. Write a dialogue between characters ordering food at a restaurant in the drama's setting.

Day 5: War & Conflict

Vocabulary: 전쟁 (jeonjaeng, war), 싸움 (ssaum, fight), 승리 (seungri, victory), 패배 (paebae, defeat), 무기 (wugi, weapon), 군대 (gundae, army)

Grammar: Past tense with 았/였/였습니다 (asseoss/eotteoss/yeosseumnida)

Activity: Watch a fight scene or a war-related scene from the drama. Describe the events using the vocabulary and past tense grammar point.

Day 6: Love & Emotions

Vocabulary: 사랑 (sarang, love), 행복 (haengbok, happiness), 슬픔 (seulpeum, sadness), 미안하다 (mianhada, I'm sorry (informal)), 좋아하다 (joh-ahada, to like)

Grammar: Adverbs with ~게 (ge)

Activity: Write a short monologue from the perspective of a character expressing their emotions and desires using the vocabulary and adverbs.

Day 7: Review & Reflection

Review all the vocabulary and grammar points learned throughout the week.

Watch another episode of your chosen drama, focusing on how well you understand the dialogue and story using the newly learned vocabulary and grammar.

Reflect on your progress and identify areas where you want to improve.

Bonus: Throughout the week, try listening to the Korean soundtrack of your chosen drama or watch short clips without subtitles to challenge your listening comprehension.

Remember: Consistency is key! Continue practicing Korean outside of

User

Based on this learner profile:

I am a learner of Korean and I speak the language on the Intermediate level.

Do you think I would know vocabulary that describes topics such as political events?

Gemini

Based on your learner profile (intermediate level), you might have some basic vocabulary related to political events, but it's unlikely you'd be familiar with a wide range of advanced terms.

Here's a breakdown:

Intermediate Level: At this level, you should be comfortable with everyday conversations, basic grammar structures, and common vocabulary related to hobbies, work, and social situations.

Political Vocabulary: Political vocabulary often includes complex terms related to government structures, ideologies, and current events. While some basic terms like "대통령" (daetongnyeong, president) or "선거" (seongeo, election) might be familiar, more nuanced vocabulary like "외교 정책" (oegyo jeongchaek, foreign policy) or "정치 개혁" (jeongchi gaebyeong, political reform) might be new.

Here's what you can do:

- Focus on building a foundation: Continue practicing your current vocabulary and grammar skills. This strong foundation will help you learn new, more complex terms later.
- Targeted Learning: Start with basic political vocabulary related to elections, government positions, and common political concepts.
- Use authentic materials: Watch Korean news (with subtitles) or listen to political podcasts to gradually expose yourself to political vocabulary in context.

Here are some resources for learning Korean political vocabulary:

News websites in Korean (with English versions): KBS World (<http://world.kbs.co.kr/>), Yonhap News

(<https://www.yonhapnews.co.kr/>)

Talk shows or documentaries about Korean politics (with subtitles): YouTube channels like "한국 정치 이해하기"

(Understanding Korean Politics)

Korean vocabulary flashcards with a political theme: Apps like Anki or Memrise

By incorporating these resources into your learning, you can gradually build your political vocabulary alongside your general Korean skills.

User

Based on this learner profile:

I am a learner of Korean and I speak the language on the Intermediate level.

Do you think I would know the grammatical structure "~르/을 리가 없다"?

Gemini

There's a good chance you might be familiar with the grammar structure "~르/을 리가 없다" at an intermediate level, but it's not guaranteed. Here's why:

Intermediate Level: This level focuses on everyday conversations, common grammar structures, and frequently used vocabulary. Complexity of "~르/을 리가 없다": This structure expresses "there's no way" or "it's impossible" and requires understanding of verb conjugation (르/을) and the modal verb "리가 없다."

While intermediate learners typically learn basic verb conjugations and some modal verbs, "~르/을 리가 없다" combines these elements in a slightly less common way.

Here's what you can do:

Review modal verbs: Look back at your learning materials on modal verbs like ~(으)르 수 있다 (sureul su itda, can) or ~(으)르 거예요 (sureul geoyo, will).

Test yourself: Try forming sentences with "~르/을 리가 없다" using simple verbs like 가다 (gada, to go) or 먹다 (meokda, to eat). If you can understand the construction and create grammatically correct sentences, you might already know it.

Ask your teacher: If you're unsure, consult your Korean teacher or a grammar reference book to clarify the usage of "~르/을 리가 없다".

Here are some additional factors to consider:

Your Learning Focus: If your learning has focused heavily on grammar, there's a higher chance you've encountered "~르/을 리가 없다".

Exposure to Native Materials: Learners who consume Korean media (dramas, music) might have picked up this structure even without formal instruction.

Overall, while an intermediate learner might be familiar with "~르/을 리가 없다", it's not a guaranteed concept at this level. Don't hesitate to clarify with your teacher or resources if you're unsure!

User

Based on this learner profile:

I am a learner of Korean and I speak the language on the Intermediate level.

Do you think I would know how to form sentences involving conditional speech?

Gemini

There's a chance you might have some basic understanding of conditional speech at an intermediate level, but it's unlikely you'd be familiar with all the different forms. Here's why:

Intermediate Level: This level focuses on everyday conversations, common grammar structures, and frequently used vocabulary. Complexity of Conditional Speech: Conditional speech involves various grammatical structures like "-(으)면" (-eu)myeon, if), "-(으)르 거예요" (-eu)l geoyo, will), and "-(으)르 것이다" (-eu)l geosida, would). While some learners might be exposed to basic "if-then" sentences at this stage, conditional speech encompasses various nuances.

Here's what you can do:

Review Your Resources: Look back at your learning materials on conditional speech (if you've covered it). Common structures include:

Present tense conditional: 만약에 비가 오면, 우산을 가져갈 거예요. (Man-yak-e bi-ga o-myeon, usan-eul gajang-gal geoyo. = If it rains, I will bring an umbrella.)

Past tense conditional: 비가 왔으면, 우산을 가져왔어야 했어요. (Bi-ga wasseumyeon, usan-eul gajang-wasseo haess-eoyo. = If it had rained, I should have brought an umbrella.)

Future tense conditional: 내일 비가 오겠으면, 집에 머물 거예요. (Nae-il bi-ga o-kkaet-gemyeon, jibe meomul geoyo. = If it rains tomorrow, I will stay home.)

Test yourself: Try forming simple sentences using these basic conditional structures. If you feel comfortable, you might have a grasp of the concept.

Explore Further: If you're interested in learning more about conditional speech, consult your teacher or a Korean grammar reference book.

Here are some additional factors to consider:

Your Learning Focus: If your learning has focused heavily on grammar, there's a higher chance you might have encountered conditional speech.

Exposure to Native Materials: While less common, some learners might pick up basic conditional structures from Korean media (dramas with subtitles) where characters discuss hypothetical situations.

Overall, an intermediate learner might have some exposure to conditional speech, but it's not a guaranteed concept at this level. Don't hesitate to explore further resources or ask your teacher if you want to solidify your understanding!

User

Based on this learner profile:

I am a learner of Korean and I speak the language on the Intermediate level.

Do you think I would know the vocabulary necessary to talk about nature?

edit

Gemini

Yes, there's a good chance you would know some basic vocabulary for talking about nature at an intermediate level. Here's why:

Intermediate Level: This level focuses on everyday conversations and frequently used vocabulary, which often includes basic descriptions of the environment. Nature Vocabulary: Common words for nature, like 산 (san, mountain), 바다 (bada, sea), 하늘 (haneul, sky), 강 (gang, river), and 꽃 (kkot, flower) are frequently encountered during learning.

Here's a breakdown of what you might know:

Basic Nouns: You likely know vocabulary for common natural features like mountains, rivers, oceans, sky, clouds, sun, moon, stars, trees, flowers, and grass.

Simple Adjectives: You might be familiar with adjectives describing nature, such as 크다 (keuda, big), 작다 (jakda, small), 높다 (nopda, high), 낮다 (nadtta, low), 맑다 (malda, clear), 낫다 (gorigida, cloudy), 차갑다 (chagapda, cold), and 따뜻하다 (ttattahapda, warm).

However, your knowledge might be limited to:

More Specific Vocabulary: Words for specific types of animals, plants, or natural phenomena might be less familiar at this stage. Descriptive Nuance: You might struggle to express complex details or use advanced vocabulary related to nature.

Here's what you can do to improve your nature vocabulary:

Review Basic Nature Words: Make sure you have a solid foundation in the most common vocabulary for nature.

Expand your Vocabulary: Look for resources focused on nature vocabulary, like picture flashcards or Korean children's books about nature.

Focus on Context: Pay attention to how nature vocabulary is used in Korean media (dramas, documentaries) to understand its usage in context.

Overall, with your intermediate Korean level, you should have a decent foundation for talking about nature using basic vocabulary. However, there's always room for improvement by actively expanding your knowledge in this area.

Experiment 3.B. – Profile C (Korean, Intermediate, English & Japanese, Travel)

User

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

Gemini

안녕하세요! 반갑습니다. 중급 레벨이신가요? 저는 선생님이에요. 영어와 일본어도 하시다니 厲害 (厲害해 -厲害 (hyeohwidae) -厲害 (厲害해 - hyeowidae) means厲害 (厲害 -厲害 (hyeohwidae) -厲害 (厲害해 - hyeowidae) "amazing" or "impressive")네요! 여행 가실 때 주로 한국어를 쓰신다면, 대화 능력에 많이 집중할 필요가 있을 거예요. 무엇에 대해 이야기하고 싶으신가요? (Hello! Nice to meet you! You're at the intermediate level, right? I'm your teacher. That's amazing that you also speak English and Japanese! Since you mainly use Korean for travel, we should focus a lot on conversation skills. What would you like to talk about?)

User

Pretend to be my teacher.

카페에서 음료 시키고 싶어요

Gemini

카페에서 음료 시키는 방법

카페에서 음료를 시키는 방법은 간단합니다. 다음 단계를 따르세요.

1. 메뉴 확인

카페에 들어가면 메뉴판을 확인하세요. 대부분의 카페는 벽에 메뉴판을 게시하거나 테이블 위에 메뉴 책자를 놓아둡니다. 메뉴판에는 커피, 차, 주스, 스무디 등 다양한 음료가가 나와 있습니다.

2. 음료 선택

마시고 싶은 음료를 선택하세요. 음료를 선택할 때는 다음과 같은 사항을 고려하세요.

취향: 자신이 좋아하는 맛과 향의 음료를 선택하세요.

계절: 여름에는 시원한 음료, 겨울에는 따뜻한 음료를 선택하는 것이 좋습니다.

가격: 음료의 가격을 확인하고 예산에 맞는 음료를 선택하세요.

3. 주문

음료를 선택했다면 카운터에 가서 주문하세요. 주문할 때는 다음과 같은 정보를 알려야 합니다.

음료 이름: 음료의 정확한 이름을 알려야 합니다.

옵션: 음료에 옵션이 있다면 선택하세요. 예를 들어, 커피의 경우 우유나 설탕을 추가할 수 있습니다.

결제 방식: 현금, 카드, 모바일 결제 등 원하는 결제 방식을 선택하세요.

4. 음료 받기

주문 후에는 음료를 받을 때까지 기다리세요. 음료를 받으면 컵 받침을 사용하여 테이블까지 가져오세요.

5. 즐기기

음료를 받았다면 편안하게 앉아서 즐기세요.

다음은 카페에서 음료를 시킬 때 사용할 수 있는 한국어 표현입니다.

음료 주문하기:

"음료 주문할게요."

"커피 한 잔 주세요."

"아메리카노 아이스로 주세요."

옵션 선택하기:

"우유 넣어 주세요."

"설탕 좀 덜어 주세요."

결제하기:

"현금으로 주세요."

"카드로 주세요."

"모바일 페이로 주세요."

팁

카페에 처음 가는 경우, 직원에게 추천 메뉴를 물어볼 수 있습니다.

음료를 주문할 때는 예의 바르게 말하세요.

음료를 마시고 나면 컵을 버리는 것을 잊지 마세요.

연습

다음 상황을 상상해 보세요. 당신은 친구와 함께 카페에 있습니다. 당신은 친구에게 어떤 음료를 마시고 싶은지 물어봅니다.

친구: "나 커피 마실래."

당신: "어떤 커피 좋아?"

친구: "아메리카노 좋아."

당신: "아메리카노 아이스로 주문할까?"

친구: "응, 그래."

이제 당신은 카페에서 음료를 시키는 방법을 알았습니다. 다음 번에 카페에 가면 자신있게 음료를 주문해 보세요!

User

안녕하세요! 어떤 커피 있어요?

Gemini

안녕하세요! 어떤 커피를 원하시나요?

저희는 다양한 종류의 커피를 제공합니다:

에스프레소 기반 커피:

에스프레소: 농축된 커피로, 다른 커피 음료의 기본으로 사용됩니다.

아메리카노: 에스프레소에 뜨거운 물을 넣어 만든 커피입니다.

카페라테: 에스프레소에 우유 거품을 얹은 커피입니다.

카푸치노: 에스프레소, 우유, 우유 거품을 섞어 만든 커피입니다.

마키아토: 에스프레소에 약간의 우유 거품을 얹은 커피입니다.

드립 커피:

드립 커피: 필터에 분쇄한 커피 가루를 넣고 뜨거운 물을 붓어 만든 커피입니다.

콜드 브루: 차가운 물에 커피 가루를 우려낸 커피입니다.

기타 커피 음료:

카페 모카: 에스프레소, 초콜릿 시럽, 우유를 섞어 만든 커피입니다.

아이스 커피: 차가운 커피입니다.

플레이버 커피: 바닐라, 카라멜, 헤이즐넛 등의 시럽을 첨가한 커피입니다.

어떤 커피가 마음에 드시나요?

Tip:

커피를 주문할 때, 원하는 맛 (부드러운, 강렬한, 달콤한 등) 을 알려주시면 추천해 드릴 수 있습니다.

우유 또는 설탕을 추가할지 여부를 알려주시면 주문에 반영하겠습니다.

User

Teach me some relevant vocabulary based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

Gemini

시뮬레이션군요! (Daen-chat-gun-yo! - That's great!) intermediate 레벨이신데 여행 한국어에 필요한 어휘를 잘 알고 계시네요. (intermediate level-ieosin-de yeohaeng hangugeo-e piryo-han eohui-reul jal al-go gyesieoyo - You already know a lot of vocabulary relevant to travel Korean for your intermediate level!).

하지만 (Hajiman - But) 여행 중에는 메뉴판 읽기, 주문하기, 길 찾기 등의 상황에 따라 더 유용한 표현들이 많이 있어요. (yeohaeng junge dde menu-pan ilggi, jumun-hagi, gil chatgi deung-eul 따라 da yu-yong-han pyo-hyeon-deul-i mani issseoyo - There are many more useful expressions depending on the situation, like reading menus, ordering, and asking for directions).

메뉴판 읽기 (Menu-pan ilggi - Reading menus):

뜨거운 (tteugeonteu - hot) & 차가운 (chagaweun - cold): 따뜻하거나 차가운 음료를 구분할 때 (ttat-teuth-hara-거나 chagaweun eumryo-reul gubun-hal 때 - to differentiate between hot or cold drinks)

หวาน (hwan - wan [Thai word for sweet]) (hwann - sweet), 지루한 (jiruhan - bitter), 짠 (jjan - salty): 맛에 따라 선택 (made 따라 seon-taek - choose according to taste)

사이즈 (saizeu - size): 음료의 분량을 나타냄 (eumryo-ui bun-ryang-eul 나타냄 - indicates the quantity of the drink)

옵션 (upsun - option): 예를 들어 우유, 시럽, 크림 등 추가 선택 사항 (ye-reul ddae-ro yu, sireop, keurim deung geudae sasang - additional options like milk, syrup, cream)

주문하기 (Jumun-hagi - Ordering):

주세요 (juseyo - please): 공손하게 요청 (gongson-hae yochong - polite request)

추가로 (chugaro - additionally): 뭔가 더 주문하고 싶을 때 (meon-ga deo jumun-hago sip-eul 때 - when you want to order something more)

계산할게요 (gyesanhaegeyo - I would like to pay): 계산을 요청 (gyesan-eul yochong - request for the bill)

길 찾기 (Gil chatgi - Asking for directions):

실례합니다 (sillyehamnida - excuse me): 길을 물어볼 때 (gireul mureob-bol 때 - when asking for directions)

여기 (yeogi - here) & 저기 (jeogi - there): 위치를 표시 (wichi-reul pyosi - indicate location)

~역 (yeok - station), ~정류장 (jeongnyu-jang - bus stop): 장소를 명확하게 하기 위해 (jangso-reul myeongkhal-hae haji wihae - to clarify the location)

예시 대화 (yesi daehwa - Example conversation):

당신 (dangsin - you): 실례합니다. 저는 아메리카노 아이스 한 스타칸 주세요. (sillyehamnida. jeoneun amerikano aiseu han guk-kan juseyo. - Excuse me, I'd like an iced Americano, one cup please.)

직원 (jikwon - staff): 뜨거운 우유 추가하시겠어요? (tteugeonteu yu chugahasyegetesseoyo? - Would you like hot milk added?)

당신: 네, 감사합니다. (ne, gamsahamnida. - Yes, thank you.)

위와 같은 표현을 활용하여 여행 중 더욱 편하게 커피를 주문하고 길을 찾아볼 수 있습니다. (wiwa gateun pyo-hyeon-eul hwaldong-hayeo yeohaeng junge deu-rok pyeon-hae keopi-reul jumun-hago gireul chat-a-bol 수 있습니다 - By using expressions like these, you

User

Give me an example of a conversation in Korean that would be relevant for me

Gemini

커피 주문 대화 (Keopi Jumun Daehwa - Coffee Ordering Conversation)

상황 (Sangwang - Situation): 스웨덴 Gothenburg에 있는 카페에 들어갔습니다. (seu-weden Gothenburg-e issneun kafe-deureogattseumnida. - You walk into a cafe in Gothenburg, Sweden)

당신 (Dangsin - You): 안녕하세요! 메뉴판 좀 주세요. (Anyeonghaseyo! Menyu-pan jom juseyo. - Hello! May I please see the menu?)

직원 (Jikwon - Staff): 네, 여기 있습니다. (Ne, yeogi issseumnida. - Yes, here it is.)

(메뉴판을 살펴봅니다. - Menyu-pan-eul salpyeobomnida. - You look at the menu)

당신: 아이스 카페라테 주문할 수 있나요? (Aiseu kafeurate jumunhal su issneunayo? - Can I order an iced latte?)

직원: 네, 물론이예요. (Ne, mulroniyeyo. - Yes, of course.)

당신: 사이즈는 어떻게 되나요? (Saizeu-neun eotteohke donaeyo? - What sizes do you have?)

직원: Tall, Grande, Venti 세 가지 사이즈가 있습니다. (Tall, Grande, Venti se gajang saizeu-ga issseumnida. - We have three sizes: Tall, Grande, and Venti.)

당신: 그럼 Grande 주세요. (Geureom Grande juseyo. - Then I'll have a Grande, please.)

직원: 추가로 우유, 시럽 넣을까요? (Chugaro yu, sireop neuhtkka-yo? - Would you like any milk or syrup added?)

당신: 아니요, 그냥 주세요. (Aniyo, geu-nyang juseyo. - No, I'll have it plain.)

직원: 알겠습니다. 곧 만들어 드리겠습니다. (Algesseumnida. Ggot mandeureo dregeseumnida. - Understood. I'll get that right up for you.)

당신: 감사합니다. (Gamsahamnida. - Thank you.)

(주문을 기다립니다. - Jumun-eul gidalibnida. - You wait for your order.)

직원: 여기 Grande 아이스 카페라테 주문입니다. (Yeogi Grande aiseu kafeurate jumun입니다. - Here is your Grande iced latte.)

당신: 고마워요. (Gomawoyo. - Thank you.)

(카페를 즐기세요! - Kafe-reul jeulgisyeo! - Enjoy your coffee!)

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

Gemini

7일 한국어 여행 스테디 플랜 (7-il Hanguk-eo Yeohaeng Seudei Peulraen - 7-Day Korean Travel Study Plan)
안녕하세요! 중급 레벨이신가요? 여행에 필요한 한국어 실력을 기를 수 있는 일주일 스테디 플랜을 만들어 봤습니다.
(Anyeonghaseyo! Junggeup level-ieosin-gayo? Yeohaenge piryo-han Hanguk-eo sillyeok-eul gireul su inneun iljuseo seudei peulraen-eul mandeureo bogosseumnida. - Hello! I created a one-week study plan to help you improve your Korean skills for travel.)

테마 (Tema - Theme):

일상 대화 (Ilsang Daehwa - Daily Conversation)
여행 상황 (Yeohaeng Sangwang - Travel Situations)
음식 주문 (Eumsig Jumun - Food Ordering)
길 찾기 (Gil Chatgi - Asking for Directions)
스터디 방법 (Seudei Bangbeop - Study Method):
매일 30분~1시간 정도 공부 (Maeil 30-bun~1sigan jeongdo gongbu - Study for 30 minutes to 1 hour daily)
각 주제별로 단어장 만들기 (Gak jеوضو별로 dan-eojang mandeulgi - Create flashcards for each topic)
예시 문장 외우기 (Yesi munjang eougi - Memorize example sentences)
롤 플레이 연습 (Role Playing yeonsyeop - Practice role-playing)
온라인 자료 활용 (Online jaryo hwal-yong - Utilize online resources)
일일 스케줄 (Il-il Seukejul - Daily Schedule):

1일째 (1-iljjae - Day 1):

주제 (Juje): 인사말 (Insamal - Greetings) & 자기 소개 (Jagi Sogae - Self-Introduction)
문법 (Munbeop - Grammar): 입니다/입니다 (imnida/ibnida - polite copula)
예시 문장 (Yesi Munjang - Example Sentence):
안녕하세요? (Anyeonghaseyo? - Hello?)
저는 [이름]입니다. (Jeoneun [ireum]입니다. - My name is [name].)
반갑습니다. (Banapseumnida. - Nice to meet you.)

2일째 (2-iljjae - Day 2):

주제: 숙박 (Sukbak - Accommodation)
단어 (Dan-eo): 호텔 (hoteleu - hotel), 객실 (gaeksil - room), 예약 (yeyak - reservation), 가격 (gageok - price)
문법: ~이/가 있어요 (i/ga isseoyo - there is/are) & ~을/를 주세요 (eul/reul juseyo - please give me)
예시 문장:
싱글 룸 한 개 있어요? (Singgel rum han gae isseoyo? - Do you have a single room?)
이 방을 예약하고 싶어요. (I bang-eul yeyak-hago sip-eoyo. - I'd like to reserve this room.)

3일째 (3-iljjae - Day 3):

주제: 교통 (Gyotong - Transportation)
단어: 버스 (beoseu - bus), 지하철 (jihacheol - subway), 택시 (taeksi - taxi), 티켓 (tiket - ticket)
문법: 어디로 가요? (Eodiro gayo? - Where are you going?) & ~까지 가는 (kkaji ganeun - going to)
예시 문장:
버스 정류장 어디 있어요? (Beoseu jeongnyu-jang eodi isseoyo? - Where is the bus stop?)
이 지하철은 시청역까지 가요? (I jihacheoleun sicheong-yeok kkaji gayo? - Does this subway go to City Hall Station?)

**4일째 (4-iljjae

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.
I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

Gemini

7일 한국어 여행 스테디 플랜 (7-il Hanguk-eo Yeohaeng Seudei Peulraen - 7-Day Korean Travel Study Plan)
안녕하세요! 중급 레벨이신가요? 여행에 필요한 한국어 실력을 기를 수 있는 일주일 스테디 플랜을 만들어 봤습니다!
(Anyeonghaseyo! Junggeup level-ieosin-gayo? Yeohaenge piryo-han Hanguk-eo sillyeok-eul gireul su inneun iljuseo seudei peulraen-eul mandeureo bogosseumnida. - Hello! I'm your teacher and I created a one-week study plan to help you improve your Korean skills specifically for travel!)

테마 (Tema - Theme):

일상 대화 (Ilsang Daehwa - Daily Conversation)
여행 상황 (Yeohaeng Sangwang - Travel Situations)
음식 주문 (Eumsig Jumun - Food Ordering)
쇼핑 (Shopping - Shopping)
스터디 방법 (Seudei Bangbeop - Study Method):
매일 30분~1시간 정도 공부 (Maeil 30-bun~1sigan jeongdo gongbu - Study for 30 minutes to 1 hour daily)
각 주제별로 단어장 만들기 (Gak jеوضو별로 dan-eojang mandeulgi - Create flashcards for each topic)
예시 문장 외우기 (Yesi munjang eougi - Memorize example sentences)
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온라인 자료 활용 (Online jaryo hwal-yong - Utilize online resources like conversation cafes or apps like HelloTalk)
일일 스케줄 (Il-il Seukejul - Daily Schedule):

1일째 (1-iljjae - Day 1):

주제: 인사말 & 기본 표현 (Insamal & Gibon Pyo-hyeon - Greetings & Basic Expressions)
문법 (Munbeop - Grammar): 입니다/입니다 (imnida/ibnida - polite copula) & 요청 (yocheong - request)
예시 문장 (Yesi Munjang - Example Sentence):
안녕하세요? (Anyeonghaseyo? - Hello?)
감사합니다. (Gamsahamnida. - Thank you.)
미안합니다. (Mianhamnida. - Excuse me.)
도와주세요. (Dowajuseyo. - Please help me.)

2일째 (2-iljjae - Day 2):

주제: 길 찾기 (Gil Chatgi - Asking for Directions)
단어 (Dan-eo): 길 (gil - way), 지도 (jido - map), 왼쪽 (oeneut-jjok - left), 오른쪽 (oreun-jjok - right)

문법: ~ 어디에 있어요? (~ eodi-e isseoyo? - Where is it?) & ~까지 가는 길 (kkaji ganeun gil - way to go to)
예시 문장:
화장실 어디예요? (Hwajangsil eodi-e isseoyo? - Where is the restroom?)
이 지하철역은 어디입니까? (I jihacheol-yeok-eun eodi-immnida? - Which subway station is this?)
은행까지 가는 길을 가르쳐 주세요. (Eunhaeng-kkaji ganeun gireul gaeorchyeo juseyo. - Please show me the way to the bank.)

3일째 (3-iljjae - Day 3):

주제: 레스토랑에서 (Restoredang-eseo - At the Restaurant)

단어: 메뉴 (menyu - menu), 주문 (jumun - order), 계산 (gyesan - bill), 매콤하다 (maekomhada - spicy)

문법: ~ 주세요 (juseyo - please) & ~을/를 줄 수 있어요? (eul/reul jul su isseoyo? - Can I give you...?)

예시 문장:

메뉴판

User

Explain Korean past tense based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling.

알 right (Alright)! 중급 레벨이신데 여행 한국어에 필요한 문법을 잘 알고 계시네요. (junggeup level-ieosin-de yeohaeng hanguk-eoseo piryo-han munbeop-eul jal al-go gyesieoyo. - You're at an intermediate level and you already know a lot of grammar relevant to travel Korean!).

Korean past tense is pretty straightforward and shouldn't be too difficult for you to learn! Here's a breakdown:

Korean Past Tense Conjugation

There are two main ways to conjugate verbs and adjectives into the past tense in Korean. They are very similar, so let's break them down:

Verbs and Adjectives ending in -ㅏ or -ㅓ:

Add 았다 (았어요 - asseoyo) to the verb or adjective stem (the verb without the ending 다 -da).

Example: 먹다 (meokda - to eat) -> 먹었다 (meogsseo - ate), 바Hapana (balhada - expensive) -> 바웠어요 (balhaotteoyo - was expensive)

Verbs and Adjectives ending in any other vowel or consonant:

Add 었다 (었어요 - eosseoyo) to the verb or adjective stem.

Example: 갔다 (gatda - to go) -> 갔어요 (gasseoyo - went), 재미있다 (jaemiissda - fun) -> 재미있었다 (jaemiisseosso - was fun)

Irregular Verbs:

There are a few irregular verbs in Korean that don't follow these rules. These are common verbs like 하다 (hada - to do), 가다 (gada - to go), and 오다 (oda - to come). You can find a list of irregular verbs online or in a Korean grammar book.

Using Past Tense in Travel Situations:

Here are some examples of how you can use the past tense when traveling:

Talking about past experiences: "어제 한국 음식을 먹었어요. (eoje hanguk eumsig-eul meogsseoyo. - I ate Korean food yesterday.)"

Asking about someone's plans: "어디에 갔어요? (eodi-e gasseoyo? - Where did you go?)"

Describing a place you visited: "궁전은 너무 멋졌어요. (gungjeon-eun neomu meotjeosseoyo. - The palace was so beautiful.)"

Tips:

When using the past tense with adjectives, the adjective comes before the noun it describes.

You can also use the past tense with the verb 였다 (yeotda) to talk about things that were true in the past but are no longer true in the present.

Practice:

Try conjugating these verbs and adjectives into the past tense:

보다 (보다 - boda - to see)

적다 (적다 - jeokda - to write)

친절하다 (chinjeolhada - kind)

맛있다 (mat-issda - delicious)

여행 한국어 공부 파이팅! (yeohaeng hanguk-eo gongbu paiting! - Good luck with your travel Korean studies!)

User

Give me some cognates between Korean and Japanese

Gemini

While Korean and Japanese are not closely related languages, there are some cognates (words with a common ancestor) to be found due to historical borrowing. Here are a few examples:

Korean (Hangul) | Japanese (Hiragana) | English Gloss

----- | ----- | -----

물 (mul) | 水 (mizu) | water

새 (sae) | 鳥 (tori) | bird

길 (gil) | 道 (michi) | road/way

집 (jib) | 家 (ie) | house

크다 (keuda) | 大きい (ookii) | big

Important Note: While these words a similar sound and meaning, be aware that pronunciation and grammar can differ between the two languages.

Here are some additional points to consider:

Many cognates between Korean and Japanese are related to basic vocabulary.

The majority of cognates are believed to have entered Korean from Middle Japanese, during a period of cultural exchange.

There are also some cognates from Chinese that both Korean and Japanese borrowed.

While cognates can be helpful for learning purposes, it's important to remember that Korean and Japanese have distinct grammatical structures and a significant number of words with no etymological connection.

User

Explain the counters in Korean based on my knowledge of Japanese.

Absolutely! Since you already know Japanese counters, understanding Korean counters will be much easier. Here's a breakdown:

Similarities between Korean and Japanese Counters:

Both languages use counters to indicate the quantity of nouns.

Counters are specific to the type of noun being counted.

Similar to Japanese, some Korean counters are classifiers, indicating the shape or form of the noun.

Differences between Korean and Japanese Counters:

Korean has a smaller set of counters compared to Japanese.

The pronunciation and spelling of counters can be quite different.

Common Korean Counters:

Here are some commonly used Korean counters and their similarities/differences to Japanese:

Korean Counter	Japanese Counter	English Gloss	Example Sentence (Korean)	Example Sentence (Japanese)
개 (gae)	個 (ko)	things in general (similar)	책 세 개 (chae se gae) - three books	本 (hon) 三冊 (san satsu)
명 (myeong)	名 (mei)	people (similar)	사람 다섯 명 (saram daseot myeong) - five people	人 (nin) 五人 (go nin)
권 (gwon)	권 (kan)	books, notebooks (similar)	책 두 권 (chae du gwon) - two books	
장 (jang)	枚 (mai)	flat objects (similar)	종이 열 장 (jongi yeol jang) - ten sheets of paper	枚 (mai)
마리 (mari)	匹 (hiki)	long, thin objects (somewhat similar)	연필 세 마리 (yeonpil se mari) - three pencils	
대 (dae)	台 (dai)	vehicles, large machines (similar)	차 두 대 (cha du dae) - two cars	

Learning Tip:

Focus on learning the most common counters like 개 (gae), 명 (myeong), 권 (gwon), 장 (jang) first.

There are many other counters used for specific nouns (e.g., 사람 (saram) - person uses 명 (myeong) counter, but 학생 (haengsaeng) - student uses 명 (myeong) or 명 (in) counter). You can learn them gradually as you encounter them.

Remember: While Japanese counters can provide a good starting point, Korean counters have their own unique characteristics.

예시 대화 (Yesi Daehwa - Example Conversation):

당신 (Dangsin - You): 안녕하세요! 책방 어디 있어요? (Anyeonghaseyo! Chaebang eodi isseoyo? - Hello! Where is the bookstore?)

직원 (Jikwon - Staff): 저기 건너편에 있어요. 책 두 권 사고 싶어요? (Jeogi geonneopiene isseoyo. Chae du gwon sago sip-eoyo? - It's over there. Do you want to buy two books?)

당신: 네, 제가 소설 두 권 주세요. (Ne, jega seseol du gwon juseyo. - Yes, please give me two novels.)

직원: 네, 알겠습니다. (Ne, algetseumnida. - Yes, understood.)

User

Explain the future tense in Korean based on my knowledge of Japanese.

Certainly! Knowing Japanese future tense will definitely give you a head start with Korean future tense. Here's a breakdown:

Similarities between Korean and Japanese Future Tense:

Both languages use verb conjugations to indicate future actions.

The future tense markers are similar sounding and placed at the end of the verb stem.

Differences between Korean and Japanese Future Tense:

Korean future tense has two main forms: simple future and polite future. Japanese has a similar concept with plain and polite future forms.

The specific conjugation markers differ slightly between the two languages.

Korean Simple Future Tense:

For verbs ending in 하다 (hada): Add 겠어요 (getseoyo) to the verb stem (remove 다 -da).

Example: 먹다 (meokda - to eat) -> 먹겠어요 (meokgetseoyo - will eat)

For all other verbs: Add 을/르 거예요 (eul/lr geoyo) to the verb stem.

Example: 가다 (gada - to go) -> 갈 거예요 (gal geoyo - will go)

Korean Polite Future Tense:

For verbs ending in 하다 (hada): Add 겠습니다 (geumnida) to the verb stem (remove 다 -da).

Example: 배울 거예요 (baeugetseoyo - will learn) -> 배우겠습니다 (baeugesseumnida - will learn (polite))

For all other verbs: Add 을/르 럽니다 (eul/lr ryeopnida) to the verb stem.

Example: 먹을 거예요 (meogeol geoyo - will eat) -> 먹을 럽니다 (meogeol ryeopnida - will eat (polite))

Comparison with Japanese:

Korean simple future tense (겠어요/거예요 - getseoyo/geoyo) is similar to Japanese plain future tense (る - ru).

Korean polite future tense (겠습니다/룹니다 - geumnida/ryeopnida) is similar to Japanese polite future tense (でしょう - deshou).

Learning Tip:

Start by practicing the simple future tense with common verbs.

Once comfortable, practice the polite future tense for more formal situations.

예시 대화 (Yesi Daehwa - Example Conversation):

당신 (Dangsin - You): 저녁에 한국 영화 볼래요? (Jeonyeoge hanguk yeonghwa bollaeyo? - Want to watch a Korean movie tonight?)

친구 (Chingu - Friend): 좋아요! 영화 어디서 볼 거예요? (Joahamnida! Yeonghwa eodiso bol geoyo? - Sounds good! Where are we going to watch the movie?)

당신: 인터넷으로 예약할 거예요. 저녁 7시에 괜찮아요? (Inteneteo-ro yeyakhal geoyo. Jeonyeok 7si-e gwaenchanaoyo? - I'll book it online. Is 7 pm okay?)

친구: 네, 좋아요! (Ne, joahamnida! - Yes, sounds good!)

User

Explain the continuous tense in Korean based on my knowledge of English.

While English and Korean both have ways to express ongoing actions, there isn't a direct equivalent to the English continuous tense (present continuous or past continuous) in Korean. However, Korean uses several grammatical structures to convey similar meanings:

1. 하고 있다 (hago itda):

Literally translates to "doing and being."

Used to indicate an action that is currently happening or ongoing over a period of time.

Similar to the English present continuous tense.

Example: 지금 저는 한국어 공부를 하고 있어요. (Jigeum jeoneun hanguk-eo gongbu-reul hago isseoyo. - I am studying Korean right now.)

2. ~고 있다 (~go itda):

Attaches to the verb stem (without 다 -da).

Indicates an action that started in the past and continues up to the present moment.

Similar to the idea of a present perfect continuous tense in English (have been doing).

Example: 한국어를 3년째 배우고 있어요. (Hanguk-coreul 3nyeonha belajarago isseoyo. - I have been learning Korean for 3 years.)

3. ~ㄴ/는 중이다 (~n/neun jungeuda):

Attaches to the adjective stem (without ㄴ/는 -n/neun).

Indicates that something is currently in a certain state.

Example: TV가 켜져 있어요. (TV-ga kyeojyeo isseoyo. - The TV is on.)

4. Adverbs:

Adverbs like 지금 (jigeum - now), 계속 (gyesok - continuously), and 항상 (haengsang - always) can be used to emphasize the ongoing nature of an action.

Example: 저는 지금 한국어를 배우고 있어요. (Jeoneun jigeum hanguk-eoreul 배우고 있어요. - I am learning Korean now.)

Remember:

The appropriate way to express an ongoing action in Korean depends on the specific context and nuance you want to convey.

Unlike English, Korean doesn't require the continuous tense for all present or past ongoing actions. Simple present or past tense can often suffice.

Here's a table summarizing the structures:

Structure	English Gloss	Example	Similar to English Tense
하고 있다 (hago itda)	Doing and being	지금 저는 한국어 공부를 하고 있어요. (Jigeum jeoneun hanguk-eo gongbu-reul hago isseoyo.)	Present continuous
~고 있다 (~go itda)	Having been doing	한국어를 3년째 배우고 있어요. (Hanguk-eoreul 3nyeonha belajarago isseoyo.)	Present perfect continuous
~ㄴ/는 중이다 (~n/neun jungeuda)	Being in a state	TV가 켜져 있어요. (TV-ga kyeojyeo isseoyo.)	N/A

I hope this explanation helps!

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling.

Do you think I would need the Korean past perfect?

Gemini

Based on your learner profile, the Korean past perfect tense (가정법 - gajeongbeop) might not be essential for your immediate travel needs. Here's why:

Focus on Travel: The past perfect is used to describe actions that happened before another point in the past. While it can be useful, it's not crucial for basic travel conversations.

Intermediate Level: You're already at an intermediate level, so you can likely express yourself well enough without it. You can focus on mastering past tense and other core grammar structures for travel situations.

However, there are some situations where the past perfect could be helpful:

Explaining past experiences or regrets: "한국어를 더 열심히 배웠어야 했어요. (Hanguk-eoreul deo yeolsimi baeugetseoyo. - I should have studied Korean harder.)"

Expressing hypothetical situations: "비가 오지 않았으면 산책을 했을 거예요. (Biga oji anheundeushan sanchaek-eul haesseol geoyo. - If it hadn't rained, I would have gone for a walk.)"

Here's what I recommend:

Focus on mastering the past tense first. This will allow you to talk about past actions and experiences effectively.

Learn some basic past perfect expressions. If you encounter situations where you'd like to express something that happened before another past event, you'll have some tools at your disposal.

Don't overload yourself. It's okay not to know every single grammar point in Korean, especially if you're focusing on travel.

Ultimately, the decision of whether to learn the Korean past perfect is yours. But for your travel needs, you can probably get by just fine without it for now.

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling.

Do you think I would need the vocabulary needed to discuss socioeconomics?

edit

Gemini

No, you likely wouldn't need vocabulary related to in-depth socioeconomics for your travel needs. Here's why:

Focus on Travel: Socioeconomic discussions are complex and involve specialized vocabulary. While traveling, you'll primarily interact with everyday situations where such vocabulary wouldn't be necessary.

Intermediate Level: As an intermediate learner, your focus should be on mastering core travel-related vocabulary like directions, food, shopping, and basic greetings.

However, there might be situations where some basic socioeconomic understanding could be helpful:

Understanding Prices: Discussing prices and potential haggling might involve basic terms like "expensive" (비싸다 - bissada) or "cheap" (싸다 - ssada).

General Observations: You might make casual observations about infrastructure, development, or living standards. Basic vocabulary like "developed" (발전된 - baljeon-doen) or "developing" (개발중인 - gaebeoljung-in) could be useful.

Here's what I recommend:

Prioritize travel-specific vocabulary: Focus on learning words and phrases related to transportation, accommodation, dining, shopping, and basic conversation.

Learn a few basic socioeconomic terms selectively: If there's a specific area of interest, like understanding development levels, you can learn a few relevant words.

Use a translator app for unexpected situations: If you encounter a situation where socioeconomic vocabulary would be helpful, a translator app can assist you.

In conclusion, for your travel goals, prioritize vocabulary relevant to everyday interactions and basic observations. You can save the deeper dive into socioeconomics for future learning if you choose to.

Experiment 3.C. – Profile C (Korean, Intermediate, English & Japanese, Travel, Fitness & Travel & Photography, Average Language Aptitude)

User

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. My hobbies include fitness, travel, and photography and I have an average language aptitude. Pretend you are a teacher and chat with me in Korean taking into account the details provided.

Gemini

안녕하세요! 반가워요. 선생님은 미스 김이라고 해요. intermediate 레벨이신가요? 인상적이에요! 영어와 일본어도 하시다니 굉장하네요.

(Annyeonghaseyo! Bangawayo. Seonsaengnim-eun Miss Kim-ie라고 haeyo. Intermediate level-ieosin-gayo? Insangjeog-ieyoyo! Yeongeowo wa Nippon-eodo hashidani gwangjanghaeyo.)

Hello! It's nice to meet you. I'm Ms. Kim. You're at the intermediate level? That's impressive! It's amazing that you also speak English and Japanese.

한국어를 여행할 때 주로 사용한다고 했는데, 어떤 종류의 여행을 좋아하세요?

(Hangugeo-reul yeohaeng-hal 때 주로 sayonghaenda-go haetteotdeon, eotteon jeonghui yeohaengeul joahaseyo?)

You mentioned you mainly use Korean for travel. What kind of travel do you enjoy?

저는 촬영도 취미라 하셨는데, 한국 사진 찍어보셨나요?

(Jeoneun saemyeongdo chwimi-ra hasyeotteoneun-de, Hanguk sasineul jjikkeoboseo-sseoyo?)

I see you also have photography as a hobby. Have you taken any photos in Korea?

물론 피트니스도 좋아하시죠? 한국 음식 맛있지만 좀 매울 수도 있어요. 운동은 계속 잘 하고 계신가요?

(Mulleon pitneoseudo joahaseyo? Hanguk eumsik matjisseo jom maeuil sudo isseoyo. Undong-eun gyesok jal hago 계신가요?)

Of course, you like fitness too, right? Korean food is delicious, but it can also be a bit spicy. Have you been keeping up with your exercise?

User

Teach me some vocabulary you think I would find interesting.

Gemini

물론이에요! 여행, 사진, 피트니스와 관련된 재미있는 단어가 몇 있어요. (Mulleoni-eyo! Yeohaeng, sasineul, pitneoseu-wa gwanlyeon된 jaemidun dandeureu-ga몇 있어요.)

Sure thing! Here are some interesting vocabulary words related to travel, photography, and fitness:

Travel

- 전통 시장 (jeontong sijang): traditional market
- 백packer (baekpakeoseu): backpacker
- 홈스테이 (homesetei): homestay
- 찜질방 (jjimjilbang): Korean spa

Photography

- 명소 (myeongso): famous place (good for photos!)
- 어안 렌즈 (eoan rensu): fisheye lens
- 노란 하늘 (noran haneul): yellow sky (popular for sunset photos in Korea)
- 인물 사진 (inmul sasineul): portrait photo

Fitness

- 몸짱 (momjjang): someone with a great physique
- 헬트 여행 (hellteu yeohaeng): fitness travel (traveling to a place specifically for fitness activities)
- 페달리 (pedali): to pedal (useful for cycling enthusiasts)
- 몸매 관리 (mommae gwanli): body management

These are just a few examples, and there are many more words you could learn!

Tip: Since you mentioned you also know Japanese, you might find some Korean vocabulary familiar because they some Chinese characters. For instance, 写真 (shashin) in Japanese and 사진 (sasineul) in Korean both mean "photo."

I hope this helps!

User

Give me an example conversation I would find relevant.

Gemini

안녕합니다! 이번 주말에 친구와 함께 서울 여행을 가는 상황을 예시로 해 볼게요. (daennoneunhamnida! Ibeon jumale 친구와 hamkke Seoul yeohaengeul ganeun sang Hwang-eul yesiro hae bolgeyo.)

Sure! Let's use an example conversation for this weekend where you're traveling to Seoul with a friend.

You: 안녕하세요! 이 가게 전통 시장이 맞나요? (Annyeonghaseyo! I gaegae jeontong sijang-i 맞나요?)

Hello! Is this shop a traditional market?

Shopkeeper: 네, 맞아요! 무엇을 찾으세요? (Ne, majayo! Mugeos-eul jodahaseyo?)

Yes, it is! What are you looking for?

You: 저는 선물 사고 싶어요. 뭔가 한국다운 기념품이 있나요? (Jeoneun sonsul sago sipeoyo. Mwoeungeon Hangu gedaun kinyeopum-i inayo?)

I'd like to buy a gift. Do you have any souvenirs that are quintessentially Korean?

Shopkeeper: 물론이에요! 저기 한복 (hanbok) 저고리 (jeogori)도 예쁘고, 치마 (chima) 도 있어요. (Mulleoni-eyo! Jeogi hanbok jeogori-do yeppeogo, chima-do isseoyo.)

Of course! Over there, those hanbok jeogori (jackets) are pretty, and we have chima (skirts) too.

Later, at Gyeongbokgung Palace

Friend: 와! 이 경복궁 (Gyeongbokgung) 정말 멋지네요. 꼭 사진 찍어야겠어요! (Wa! I Gyeongbokgung jeongmal멋지네요. Kkok sasineul jjikkeoyagesseoyo!)

Wow! This Gyeongbokgung Palace is amazing! I definitely need to take a photo!

You: 맞아요! 저기 노란 하늘도 예쁘고, 명소랑 같이 찍으면 완벽하겠어요. (Majayo! Jeogi noran haneul-do yeppeogo, myeongsorang gattchi jjikkeumeon wanbyeokhagetsseoyo.)

You're right! The yellow sky over there is pretty too. It would be perfect if we took a photo with both the palace and the sky.

Friend: 좋은 생각이에요! 제 카메라 어디 갔나...? (Joeun saenggakieyo! Je kamera eodi gatna...?)

That's a good idea! Where did I put my camera...?

You: 걱정 마세요. 저도 카메라 가져왔어요. 어떻게 찍을까요? (Geokjeong maseyo. Jeodo kamera gajawasseoyo. Eotteohke jjikkeolkkaeyo?)

Don't worry. I brought my camera too. How should we take it?

This conversation incorporates vocabulary related to travel (전통 시장, 기념품), photography (노란 하늘, 명소, 카메라), and even a little fitness (걱정 마세요! - Don't worry! - which literally translates to "Don't worry your body"). Hopefully, it feels relevant to your interests!

User

안녕하세요! 혹시 빈방 있으세요?

Gemini

Google 지도

저는 언어 모델일 뿐이라서 그것을 도와드릴 수가 없습니다.

User

I want to practice my Korean. Converse with me.

안녕하세요! 혹시 빈방 있으세요?

Gemini

네, 물론입니다! 어서오세요. 빈방은 많이 있습니다. 어떤 방을 원하시나요? (Yes, of course! Welcome. We have many empty rooms. What kind of room would you like?)

Here are some options you can choose from:

- 싱글룸 (singgeulrum): single room
- 더블룸 (deobeulrum): double room
- 트윈룸 (teuwinrum): twin room
- 스위트룸 (seuwitrum): suite room
- 펜트하우스 (penteuhauseu): penthouse

You can also ask about the following:

- 가격 (gaeg): price
- 시설 (siseol): facilities
- 위치 (wichi): location
- 예약 (yeyak): reservation

For example:

- 싱글룸은 얼마나 되나요? (Singgeulrum-eun eolmana dwenayo?) - How much is a single room?
- 욕실은 깨끗하나요? (Yoksil-eun kkaekkathana-yo?) - Is the bathroom clean?
- 지하철역에서 가까운 방이 있나요? (Jihacheolyeok-eseo gakkau bangeun innayo?) - Is there a room close to the subway station?
- 오늘 예약 가능한 방이 있나요? (Oneul yeyak ganeunghan bangeun innayo?) - Is there a room available for reservation today?

I hope this helps!

User

Explain the Korean future tense based on this profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. My hobbies include fitness, travel, and photography and I have an average language aptitude.

Gemini

Based on your profile, here's an explanation of the Korean future tense that might be relevant to you:

The most common way to express the future tense in Korean is with the ending ~(으)ㄹ 거예요 ((eu)l geoyeyo). This is similar to how you might use "will" or "be going to" in English.

Here's how it works:

For verbs ending in a vowel: Add -ㄹ 거예요 (r geoyeyo) to the verb stem.

Example: 가다 (gada) - to go becomes 갈 거예요 (gal geoyeyo) - I will go / I'm going to go.

For verbs ending in a consonant: Add -을 거예요 (eul geoyeyo) to the verb stem.

Example: 먹다 (meokda) - to eat becomes 먹을 거예요 (meokeul geoyeyo) - I will eat / I'm going to eat.

Here's how this future tense can be helpful for you as an intermediate learner traveling in Korea:

Making plans and requests:

저는 (제가) 내일 서울에 갈 거예요. (Jeoneun (Jega) naeil Soule-e gal geoyeyo) - I will go to Seoul tomorrow.

저는 (제가) 이 셔츠를 사려고 해요. (Jeoneun (Jega) i syeuseul sar-ieo haeyo) - I'm going to buy this shirt. (Literally: I think I will buy this shirt.)

Talking about intentions and goals:

여행 가서 좋은 사진 많이 찍을 거예요. (Yeohaeng gaseo joh-eun sasine mani jjik-eul geoyeyo) - I'm going to take a lot of good photos while traveling.

Asking questions about the future:

이 버스는 언제 출발할 거예요? (I beoseu-neun eonje chulbalhal geoyeyo) - When will this bus depart?

Additional points to consider:

You might encounter other ways to express the future in Korean, but this is the most common and beginner-friendly.

As you travel and speak more Korean, you'll get a better feel for when to use the future tense and other ways to talk about the future.

Here are some resources that might be helpful for further practice:

How to Use the Korean Future Tense: <https://m.youtube.com/watch?v=UZjxikHNOds>

Korean Verb Conjugation: Rules, Examples and Usage: <https://www.busuu.com/en/korean/beginners>

I hope this explanation is helpful! Good luck with your Korean studies and travels!

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. My hobbies include fitness, travel, and photography and I have an average language aptitude.

Gemini

7-Day Korean Study Plan for Intermediate Learner (Travel, Fitness, Photography Focus)

This plan incorporates your interests and aims to strengthen your Korean grammar and vocabulary related to travel, fitness, and photography. Remember to adjust the difficulty and time spent based on your needs.

****Day 1: Review & Planning**

Theme: Review & Planning

Grammar: Review sentence structure (subject-object-verb)

Vocabulary: Review basic travel verbs (가다 - gada - to go, 오다 - oda - to come, 보다 - boda - to see)

Activity:

Spend 15 minutes reviewing basic sentence structure.

Write down your travel itinerary for the next trip (real or imaginary) using simple sentences.

Use a dictionary or flashcard app to review basic travel verbs.

****Day 2: Transportation & Accommodation**

Theme: Transportation & Accommodation

Grammar: Learning about location particles (에 -e - at, 에서 -eseo - in, 까지 -kkaji - until)

Vocabulary: Transportation (버스 - beoseu - bus, 지하철 - jihacheol - subway, 택시 - taeksi - taxi), Accommodation (호텔 - hotel - hotel, 모텔 - motel - motel, 민박 - minbak - guesthouse)

Activity:

Learn about location particles (에, 에서, 까지) and practice using them in sentences related to travel.

Create a dialogue between yourself and a hotel receptionist, asking about room availability and location using location particles.

****Day 3: Activities & Sightseeing**

Theme: Activities & Sightseeing

Grammar: Learning about the present progressive tense (-(으)ㄴ/는 + 있다 -issda/neun issda - to be doing)

Vocabulary: Activities (쇼핑 - shopping - shopping, 관광 - gwanggyong - sightseeing, 먹다 - meokda - to eat), Sightseeing spots (궁전 - gungjeon - palace, 박물관 - bangmulgwan - museum, 시장 - sijang - market)

Activity:

Learn about the present progressive tense structure and practice using it to describe what you are doing on your trip.

Write a short paragraph describing your plans for sightseeing and activities on your trip, using the present progressive tense.

****Day 4: Fitness & Health**

Theme: Fitness & Health

Grammar: Learning about adjectives and adverbs

Vocabulary: Body parts (몸 - mom - body, 다리 - dari - leg, 배 - bae - stomach), Fitness activities (운동 - undong - exercise, 헬스장 - hellsu jang - gym, 요가 - yoga - yoga)

Activity:

Learn about basic Korean adjectives and adverbs.

Create a dialogue between yourself and a friend discussing your fitness routine and goals while traveling, using adjectives and adverbs.

****Day 5: Photography & Shopping**

Theme: Photography & Shopping

Grammar: Learning about the verb 하다 (hada) - to do, with different nouns

Vocabulary: Photography equipment (카메라 - kamera - camera, 렌즈 - renseu - lens, 사진 - sasineul - photo), Shopping (사다 - sada - to buy, 옷 - os - clothes, 기념품 - kinyeopum - souvenir)

Activity:

Learn about how the verb 하다 (hada) changes form when used with different nouns.

Practice asking shopkeepers questions about products and using 하다 (hada) in your sentences.

Write a short blog post describing the photos you took on your trip and the things you bought.

****Day 6: Review & Reflection**

Theme: Review & Reflection

Grammar: Review all grammar points covered throughout the week

Vocabulary: Review all vocabulary covered throughout the week

Activity:

Spend time reviewing the grammar points and vocabulary you learned throughout the week.

Reflect on your strengths and areas for improvement.

Consider watching a short Korean travel vlog or listening to a Korean podcast related to your hobbies.

****Day 7: Bonus Day!**

Theme: Free Choice!

Grammar & Vocabulary: Review or learn something new related to your interests

Activity:

Choose a Korean song, movie, or TV show related to

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the Intermediate level. The other languages I speak include English and Japanese, and I mostly use the language when I am traveling. My hobbies include fitness, travel, and photography and I have an average language aptitude.

Do you think I would know the vocabulary necessary to describe socioeconomics?

Gemini

Based on your learner profile, it's unlikely you would know the full range of vocabulary necessary to describe socioeconomics in detail. Here's why:

Focus on Travel: Your profile indicates you primarily use Korean for travel. Socioeconomic vocabulary isn't typically encountered in travel situations.

Intermediate Level: While intermediate learners may have a decent vocabulary base, socioeconomics involves some complex terms.

No prior exposure: The profile doesn't mention any prior exposure to socioeconomic topics in Korean.

However, there's a chance you might recognize some basic terms related to socioeconomics due to:

English & Japanese knowledge: Some socioeconomic terms have cognates (related words) in English and Japanese, which you might find familiar.

Intermediate Korean: Intermediate learners often pick up some vocabulary related to living standards (expensive, cheap) which could be loosely connected to socioeconomics.

Here's what you can do:

Test your knowledge: Try searching online for basic Korean socioeconomic vocabulary lists and see if anything seems familiar. Focus on travel-related inequality: While not a complete picture, you might be able to describe basic observations of inequality you encounter while traveling (e.g., expensive neighborhoods vs. less fortunate areas). Overall, while you might recognize some basic terms, for in-depth discussions about socioeconomics, you'd likely need to dedicate some focused learning to this specific vocabulary set.

User

What advice would you give me considering my average language aptitude in learning Korean?
edit

Gemini

Here's some advice for learning Korean considering your average language aptitude and interests:

Focus on Strategies that Work for You:

Targeted Learning: Since your primary goal is travel-related Korean, focus on vocabulary and grammar relevant to your hobbies (travel, fitness, photography) and travel situations (booking hotels, asking directions). This will keep you motivated and engaged.

Utilize Existing Knowledge: Leverage your knowledge of English and Japanese. Many Korean words similar roots with these languages, making them easier to learn and remember.

Spaced Repetition: Employ spaced repetition techniques through flashcards or spaced repetition apps to solidify your learning and combat forgetting.

Make Learning Enjoyable:

Integrate with Hobbies: Watch Korean travel vlogs or listen to Korean fitness podcasts. This combines learning with your interests.

Find a Language Partner: Connect with a native speaker online or in your community for conversation practice.

Set Realistic Goals: Don't overwhelm yourself. Set achievable daily or weekly goals to track your progress and stay motivated.

Additional Tips:

Focus on Pronunciation: While grammar is important, having a good grasp of pronunciation will drastically improve your comprehension and communication.

Immerse Yourself: Try surrounding yourself with Korean as much as possible, even if it's just changing your phone language or listening to Korean music.

Don't Fear Mistakes: Making mistakes is part of the learning process. Embrace them and use them as opportunities to improve.

Considering Average Language Aptitude:

People with average language aptitude might take longer to reach fluency compared to others. However, with consistent effort and the right strategies, you can definitely achieve a good level of Korean for traveling and basic conversations.

Here are some resources that might be helpful:

Talk To Me In Korean (TTMK): <https://talktomeinkorean.com/> (website and app) offers a structured approach to learning Korean.

Howtostudykorean.com: <https://www.howtostudykorean.com/unit1/unit-1-lessons-1-8/> provides free lessons and resources for learners of all levels.

Korean Drama/Movies with subtitles: Watching shows you enjoy with subtitles can be a fun and engaging way to learn.

Remember, consistency is key. Studying a little bit every day is more effective than cramming before a trip. Good luck with your Korean learning journey!

Experiment 4.A. – Profile D (Italian, Beginner)

User

I am a learner of Italian and I speak the language on the Beginner level. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

Gemini

Buongiorno! Come ti chiami? È sempre bello conoscere nuovi studenti di italiano.

User

Mi chiamo Sara. Come va?

Gemini

Piacere di conoscerti, Sara! Come va? Stai imparando l'italiano da molto tempo?

(Nice to meet you, Sara! How are you doing? Have you been learning Italian for a long time?)

User

Ho iniziata a imparare l'italiano l'anno scorso.

Gemini

Ah, capisco! Quindi sei ancora agli inizi del tuo percorso di apprendimento dell'italiano. Non preoccuparti, è una lingua bellissima e gratificante da imparare. Sono qui per aiutarti a migliorare le tue abilità e a farti sentire a tuo agio con la lingua. Cosa ti piacerebbe fare oggi? Potremmo conversare su un argomento a tua scelta, fare esercizi di grammatica o vocabolario, oppure leggere un testo semplice insieme.

Raccontami un po' di te e dei tuoi interessi, così posso adattare il nostro apprendimento alle tue esigenze.

User

Voglio fare esercizi di grammatica

Gemini

Ottimo! Vediamo insieme alcuni esercizi di grammatica per principianti. Per iniziare, focalizziamoci sui verbi al presente indicativo. Ecco alcuni verbi comuni coniugati alla prima persona singolare:

- Essere: io sono, tu sei, lui/lei/essi è, noi siamo, voi siete, loro sono
- Avere: io ho, tu hai, lui/lei/essi ha, noi abbiamo, voi avete, loro hanno
- Parlare: io parlo, tu parli, lui/lei/essi parla, noi parliamo, voi parlate, loro parlano
- Mangiare: io mangio, tu mangi, lui/lei/essi mangia, noi mangiamo, voi mangiate, loro mangiano
- Vedere: io vedo, tu vedi, lui/lei/essi vede, noi vediamo, voi vedete, loro vedono

Prova a coniugare questi verbi alle altre persone (seconda e terza persona singolare, plurale) e poi passiamo ad altri verbi più specifici.

Ricorda che per le forme interrogative e negative, dovrai utilizzare le particelle "-e" e "non" rispettivamente. Ad esempio:

Parli italiano? (Do you speak Italian?)

Non ho tempo. (I don't have time.)

Oltre ai verbi, ci sono altri argomenti grammaticali importanti per i principianti, come gli articoli, i pronomi, gli aggettivi e le preposizioni. Se hai delle domande specifiche su questi o altri argomenti, non esitare a chiedere.

User

Voglio leggere un testo semplice insieme.

Gemini

Certo, con piacere! Ecco un breve testo semplice che possiamo leggere insieme:

La mia famiglia

Mi chiamo Sara e ho una famiglia numerosa. Ho due genitori, mamma Maria e papà Roberto, e due fratelli maggiori, Luca e Marco. Viviamo in una piccola città vicino al mare.

Mia mamma è una donna gentile e premurosa. Le piace cucinare e ci prepara sempre piatti deliziosi. Mio papà è un uomo divertente e attivo. Ama fare sport e giocare con noi.

I miei fratelli sono entrambi molto intelligenti. Luca studia medicina all'università e Marco è un ingegnere informatico. Ci sono molti anni di differenza tra noi, ma andiamo comunque d'accordo e ci vogliamo bene.

Amiamo trascorrere del tempo insieme in famiglia. Durante il fine settimana, spesso andiamo al parco, facciamo passeggiate sulla spiaggia o ci riuniamo a casa per giocare a giochi da tavolo.

Domande di comprensione:

Come si chiama la protagonista del testo?

Quanti fratelli ha Sara?

Dove vive la famiglia di Sara?

Cosa le piace fare alla mamma di Sara?

Di cosa si occupa il fratello maggiore di Sara?

Come trascorre la famiglia di Sara il tempo libero?

Mentre leggiamo il testo, puoi fermarmi per chiarire qualsiasi dubbio o parola che non conosci.

User

Voglio parlare della mia famiglia

Gemini

Ottimo! Raccontami pure della tua famiglia. Aspetto con impazienza di conoscere la tua storia e le persone speciali che fanno parte della tua vita.

Ecco alcune domande per aiutarti a iniziare:

- Quanti siete in famiglia?
- Come si chiamano i tuoi familiari?
- Dove vivete?
- Come descriveresti i tuoi familiari? Quali sono le loro personalità e i loro interessi?
- Quali sono le vostre attività preferite da fare insieme in famiglia?
- C'è un aneddoto o un ricordo particolare che vuoi condividere sulla tua famiglia?
- Cosa rende la tua famiglia speciale per te?

Più dettagli fornirai, più ricca e interessante sarà la nostra conversazione. Non aver paura di usare parole semplici o di chiedere aiuto se hai bisogno di me. Sono qui per supportarti e aiutarti a esprimerti al meglio in italiano.

Ricorda che puoi utilizzare le seguenti strutture per descrivere le persone:

Nome + età + professione/occupazione (se applicabile)

Caratteristiche fisiche (se vuoi)

Carattere e personalità

Interessi e hobby

Esempi:

Mia sorella si chiama Chiara. Ha 25 anni ed è un'infermiera. È una ragazza solare e altruista, a cui piace prendersi cura degli altri. Nel tempo libero ama leggere e fare jogging.

Mio nonno, che ha 80 anni, era un ingegnere. È un uomo saggio e paziente, con una grande passione per la storia. Adesso si diverte a fare giardinaggio e a giocare a scacchi con i suoi amici.

Aspetto con ansia di conoscere la tua famiglia!

User

Nella mia famiglia ci sono mi madre, mio padre e due fratelli più piccoli - ci sono 5 persone. I miei genitori si chiamano Anna e John.

Gemini

Interessante! Quindi la tua famiglia è composta da cinque persone: tu, i tuoi genitori e due fratellini più piccoli. Sembra una famiglia molto unita e numerosa.

Ecco alcune domande per approfondire:

Quanti anni hanno i tuoi fratelli? Come si chiamano?

Dove vivete? Com'è la vostra casa?

Come descriveresti i tuoi genitori? Quali sono le loro professioni?

Quali sono le vostre attività preferite da fare insieme in famiglia?

C'è un aneddoto o un ricordo particolare che vuoi condividere sulla tua famiglia?

Cosa rende la tua famiglia speciale per te?

In base alle tue risposte, possiamo utilizzare le strutture che hai menzionato per creare una descrizione più dettagliata della tua famiglia. Ad esempio, potremmo dire:

La mia famiglia è composta da cinque persone: io, mia madre Anna, mio padre John e i miei due fratelli più piccoli, [Nome del fratello 1] e [Nome del fratello 2].

Viviamo in una [descrizione della casa] a [luogo].

Mia madre Anna ha [età] anni ed è una [professione]. È una donna [caratteristiche e personalità]. Le piace [interessi e hobby].

Mio padre John ha [età] anni ed è un [professione]. È un uomo [caratteristiche e personalità]. Gli piace [interessi e hobby].

I miei fratelli [Nome del fratello 1] e [Nome del fratello 2] hanno rispettivamente [età] e [età] anni. Sono due bambini

[caratteristiche e personalità]. Amano [interessi e hobby].

Ci piace trascorrere del tempo insieme facendo [attività preferite].

Un ricordo speciale che ho della mia famiglia è [aneddoto o ricordo].

Per me la mia famiglia è speciale perché [cosa la rende speciale].

Più dettagli fornisci, più la descrizione sarà ricca e vivace. Non esitare a raccontarmi tutto ciò che desideri condividere sulla tua famiglia. Sono qui per ascoltarti e aiutarti a esprimerti al meglio in italiano.

User

What mistakes did I make in this conversation? List all of them please.

Gemini

There were a few minor mistakes in your conversation, but overall it was great! Here's a breakdown:

Number agreement: You said "ci sono 5 personi" instead of "ci sono 5 persone". "Persone" is a feminine plural noun, so the verb "ci sono" (they are) should also be plural feminine "ci sono."

Possessive adjectives: You said "miei fratellini" which is grammatically correct, but a more natural way to say "my little brothers" would be "i miei fratelli più piccoli" ("the" + "my" + "brothers" + "little").

These were very minor mistakes and completely understandable for a beginner. Keep practicing and you'll be a pro in no time!

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Italian and I speak the language on the Beginner level.

Gemini**7-Day Study Plan for Beginner Italian Learner**

This plan focuses on essential grammar structures and common vocabulary themes to build a strong foundation. Remember to adjust the difficulty based on your progress.

Day 1: Greetings & Introductions

Grammar: Greetings ("Buongiorno", "Ciao", etc.), Present tense "essere" (to be)

Vocabulary: Numbers (1-10), Family members, Basic greetings ("Come stai?", "Piacere di conoscerti", etc.)

Activities: Learn greetings and introductions. Practice introducing yourself and others. Use flashcards or create a dialogue with greetings and basic information exchange.

Day 2: Daily Routine

Grammar: Present tense "avere" (to have), Verbs related to daily routine (dormire - to sleep, mangiare - to eat, etc.)

Vocabulary: Days of the week, Months, Time expressions (mattina - morning, pomeriggio - afternoon, etc.)

Activities: Create a daily routine schedule using the learned verbs and vocabulary. Practice asking and answering questions about daily routines. Listen to a simple audio dialogue about a daily routine and answer comprehension questions.

Day 3: Describing Yourself & Others

Grammar: Adjectives (e.g., bello/bella - beautiful, simpatico/simpatica - nice), Present tense "piacere" (to like)

Vocabulary: Physical descriptions (alto/alta - tall, basso/bassa - short, etc.), Colors, Clothes

Activities: Describe yourself and others using adjectives. Play a guessing game where you describe someone and others guess who it is. Practice saying what you like using "piacere."

Day 4: Numbers & Shopping

Grammar: Numbers (11-20), Prices, Asking questions with "Quanto costa?" (How much is it?)

Vocabulary: Food and drinks, Numbers (21+), Shopping-related verbs (comprare - to buy, vendere - to sell)

Activities: Practice counting from 1-20 and beyond. Do a role-playing activity simulating buying groceries, using numbers and asking prices.

Day 5: Places in the City

Grammar: Prepositions "in", "a" (in, to)

Vocabulary: Places in the city (piazza - square, parco - park, etc.), Verbs related to location (andare - to go, abitare - to live)

Activities: Label a map of a city with the learned vocabulary. Practice giving directions using prepositions and location verbs.

Day 6: Review & Free Practice

Activities: Review the week's grammar and vocabulary. Do a mix of exercises: flashcards, quizzes, writing a short text about your daily routine or family using the learned structures. Watch a short and easy Italian video with subtitles and try to understand the main points.

Day 7: Free Talk & Planning for Next Week

Activities: Have a conversation with your teacher (or another learner) about a topic you're comfortable with using the learned language. Reflect on your progress this week and identify areas you want to focus on next week. Choose 2-3 new grammar structures and vocabulary themes for the upcoming week.

Additional Tips:

Use spaced repetition apps like Anki to learn and review vocabulary effectively.

Find an Italian learning partner to practice conversation.

Listen to Italian music or podcasts to improve your listening comprehension.

Label objects in your house with Italian words to reinforce vocabulary.

Most importantly, have fun and celebrate your progress!

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level.

Do you think I would know congiuntivo imperfetto?

Gemini

No, based on this learner profile, it's unlikely you would know the congiuntivo imperfetto (imperfect subjunctive) yet. The congiuntivo imperfetto is a more advanced grammatical concept typically introduced after learners have mastered the basics of verb conjugations, present tense, and simpler subjunctive uses.

Your 7-day study plan focuses on core structures like greetings, daily routine, descriptions, and basic interactions, which is a great foundation for beginners. The congiuntivo imperfetto usually comes later in learning journeys.

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level.

Do you think I would know vocabulary that describes topics such as hobbies?

Gemini

It's possible you might know some basic vocabulary related to hobbies, but it wouldn't be an extensive range. Here's why:

- **Beginner Focus:** At the beginner level, the focus is typically on acquiring essential vocabulary for everyday situations and communication. This includes greetings, introductions, daily routine, family, numbers, and basic descriptions.
- **Hobbies can be diverse:** Hobbies cover a wide range of activities, from sports and music to reading and cooking. A beginner curriculum might not cover all these specific areas yet.

However, there's a chance you might recognize some basic hobby vocabulary, especially if they're related to common activities like:

Sports: giocare a calcio (play soccer), correre (run), nuotare (swim)
Arts & Crafts: leggere (read), disegnare (draw), ascoltare musica (listen to music)
Social Activities: vedere gli amici (meet friends), andare al cinema (go to the cinema)
Here's what you can do:

Review your existing vocabulary. You might be surprised how some words can be applied to hobbies. For example, "leggere" (to read) can be used for reading books but also for reading magazines about a particular hobby.

Explore resources for beginners focused on hobbies. Some textbooks or online courses might introduce basic hobby vocabulary alongside greetings and daily routine topics.

Your 7-day study plan focused on core structures, but learning some basic hobby vocabulary can be a fun way to expand your knowledge beyond the daily routine.

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level.

Do you think I would vocabulary describing socioeconomics?

edit

Gemini

It's very unlikely you would know much vocabulary describing socioeconomics at a beginner level. Here's why:

Complexity: Socioeconomic terms often involve complex concepts like income inequality, social mobility, and economic systems. These are not typically covered in beginner lessons that focus on building basic communication skills.

Vocabulary Focus: Beginner lessons prioritize practical vocabulary for everyday situations. This includes greetings, introductions, daily routine, family, numbers, and basic descriptions. Socioeconomic vocabulary requires understanding abstract concepts beyond these basics.

However, there's a slight chance you might encounter a very basic term like "ricco/ricca" (rich) or "povero/povera" (poor) in a beginner course. But understanding the nuances of socioeconomic discussions would require a more advanced learning stage.

Here's what you can do:

If you're interested in learning socioeconomic vocabulary, you can find resources geared towards intermediate or advanced learners.

Look for materials or courses specifically focused on "socioeconomia" (socioeconomics) in Italian.

You can build a foundation for this vocabulary by focusing on related areas:

Jobs and professions (lavoro/i - work, insegnante - teacher, dottore/dottoressa - doctor)

Basic economic terms (denaro - money, comprare - to buy, vendere - to sell)

Remember, focusing on the core structures and vocabulary in your beginner plan is a great first step. As you progress, you can explore more complex topics like socioeconomics and expand your Italian knowledge!

Experiment 4.B. – Profile D (Italian, Beginner, Polish & English, Social)

User

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

Gemini

Ciao! Benvenuto in classe di italiano! Sono felice di averti come studente. Come ti chiami?

Anche se parli inglese e polacco, so che imparare una nuova lingua può essere un po' difficile. Non preoccuparti, andiamo piano e usiamo parole semplici per parlare di cose divertenti, come la vita sociale. Cosa ti piace fare con gli amici in Polonia e in Inghilterra?

User

Quando sono in Polonia, mi piace incontrare i miei amici e mangiare cibo polacco

Gemini

Capisco! È fantastico che tu ti diverta a stare con i tuoi amici in Polonia. Il cibo polacco è davvero delizioso, vero? Quali sono i tuoi piatti polacchi preferiti?

Anche in Italia ci sono tante specialità culinarie da scoprire. Sai già nominare qualche piatto tipico italiano?

Nel frattempo, proviamo a fare una semplice conversazione in italiano. Cosa ti piacerebbe chiedere o raccontare sui tuoi amici polacchi?

User

Insegnami un po' di vocabolario rilevante

Gemini

Vocabolario utile per parlare di cibo e socialità:

Cibo:

- Piatto: un singolo tipo di cibo servito in tavola (es. "un piatto di pasta")
- Portata: una serie di piatti serviti durante un pasto (es. "la prima portata", "la portata principale", "il dolce")
- Ingredienti: i componenti di un piatto (es. "farina, uova, burro")
- Ricetta: le istruzioni per preparare un piatto
- Cucina: l'arte di preparare i cibi
- Tipico: caratteristico di una specifica regione o cultura (es. "un piatto tipico italiano")
- Delizioso: molto buono da mangiare
- Saporito: che ha un sapore deciso
- Gustoso: piacevole da mangiare
- Fresco: appena raccolto o preparato
- Stagionale: tipico di una stagione

Socialità:

- Amico/a: una persona con cui si ha un legame di affetto e frequentazione
- Incontrare: vedere e stare in compagnia di qualcuno
- Divertirsi: trascorrere il tempo in modo piacevole
- Passare del tempo: stare in compagnia di qualcuno
- Condividere: fare o usare qualcosa insieme ad altre persone
- Raccontare: narrare qualcosa a qualcuno

- Parlare: comunicare verbalmente con qualcuno
- Conversazione: uno scambio di parole tra due o più persone
- Storia: un racconto di eventi passati
- Esperienza: un avvenimento vissuto direttamente
- Aneddoto: un racconto breve e curioso

Esempi di frasi:

- Ho mangiato un piatto delizioso al ristorante.
- Questa ricetta è tipica della mia regione.
- Mi piace cucinare con ingredienti freschi.
- Ci vediamo stasera per una pizza?
- Ci siamo divertiti molto a parlare con gli amici.
- Raccontami una storia divertente della tua infanzia.
- È stata un'esperienza indimenticabile.

Esercizio:

Prova a usare il nuovo vocabolario per descrivere un tuo pasto preferito o un incontro recente con i tuoi amici. Raccontami cosa hai mangiato, con chi eri e cosa avete fatto.

User

Fammi un esempio di conversazione che potrei avere

Gemini

Esempio di conversazione:

Tu: Ciao! Ho mangiato un piatto delizioso ieri sera con i miei amici.

Insegnante: Davvero? Che tipo di piatto era?

Tu: Era un piatto tipico polacco chiamato "pierogi". Sono dei ravioli di pasta ripieni di patate, cipolle e formaggio.

Insegnante: Sembra davvero gustoso! E come li avete cucinati?

Tu: Abbiamo seguito una ricetta tradizionale della nonna di una mia amica. Era un po' complicata, ma il risultato era davvero squisito.

Insegnante: Che bello cucinare insieme agli amici! E dopo aver mangiato, cosa avete fatto?

Tu: Abbiamo parlato per un po', raccontato storie divertenti e scherzato. È stata una serata davvero piacevole.

Insegnante: Sembra una bella esperienza. Mi fa piacere che ti sia divertito con i tuoi amici.

Tu: A me anche! Adoro stare in loro compagnia.

Insegnante: E in Italia, hai già provato qualche piatto tipico?

Tu: Sì, ho mangiato la pizza e la pasta, che sono buonissime! Ma non vedo l'ora di scoprire altre specialità culinarie.

Insegnante: L'Italia è piena di piatti deliziosi da assaggiare. Sono sicuro che ne apprezzerai molti!

Tu: Non vedo l'ora!

Insegnante: Fantastico! Allora, la prossima volta che ci vediamo, potresti raccontarmi qual è il tuo piatto italiano preferito.

Tu: Certo che sì! A presto!

Insegnante: A presto!

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile.

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts.

Gemini

7-Day Study Plan for Beginner Italian Learner (Social Focus)

This plan focuses on greetings, introductions, talking about yourself and friends, and expressing likes and dislikes. It integrates your knowledge of English and Polish (assuming similarities in sentence structure).

Remember: This is a suggestion, feel free to adjust the order or spend more time on topics you find challenging.

Day 1: Greetings & Introductions

Theme: Greetings, introductions, nationalities

Grammar: Present tense of "essere" (to be)

Vocabulary: Ciao (Hi), Buongiorno (Good morning), Buonasera (Good evening), Arrivederci (Goodbye), Mi chiamo (My name is), Sono (I am), Piacere (Nice to meet you), Come ti chiami? (What is your name?), Di dove sei? (Where are you from?), Sono polacco/a (I am Polish), Sono inglese (I am English)

Activity: Practice greetings with a friend or record yourself introducing yourself in Italian.

Day 2: Describing Yourself

Theme: Adjectives (basic descriptions)

Grammar: Adjective placement, articles (il, la, i, le)

Vocabulary: Giovane (young), Vecchio/a (old), Simpatico/a (nice), Antipatico/a (unpleasant), Alto/a (tall), Basso/a (short), Biondo/a (blonde), Moro/a (brunette)

Activity: Write a short description of yourself in Italian using the new vocabulary.

Day 3: Talking About Friends

Theme: Family and friends vocabulary, possessive pronouns (mio/mia/miei/mie, tuo/tua/tuoi/tue)

Grammar: Possessive pronouns, basic sentence structure (subject-verb-object)

Vocabulary: Amico/a (friend), Fratello/sorella (brother/sister), Genitori (parents), Figlio/figlia (son/daughter), Ho (I have), Ha (he/she has), Abbiamo (we have)

Activity: Create a conversation with a friend (real or imaginary) asking about their family and friends. Use possessive pronouns to describe them (e.g., Ho un fratello alto e simpatico).

Day 4: Likes & Dislikes

Theme: Verbs "piacere" (to like) and "non piacere" (to not like), food vocabulary

Grammar: Present tense conjugation of "piacere" and "non piacere" with "mi" (I), "ti" (you), "gli" (he), "le" (she)

Vocabulary: Mi piace (I like), Non mi piace (I don't like), Pizza (pizza), Pasta (pasta), Carne (meat), Verdure (vegetables), Gelato (ice cream)

Activity: Roleplay a conversation at a restaurant with a friend. Ask each other what you like and dislike to order.

Day 5: Review & Practice

Theme: Review all learned vocabulary and grammar structures

Activity: Do a quick online quiz on beginner Italian vocabulary and grammar. Revisit any points that need clarification.

Day 6: Numbers & Ordering

Theme: Numbers 1-10, ordering food/drinks

Grammar: Numbers 1-10 + basic sentence structure for ordering

Vocabulary: Uno (one), Due (two), Tre (three), Quattro (four), Cinque (five), Sei (six), Sette (seven), Otto (eight), Nove (nine), Dieci (ten), Vorrei (I would like), Per favore (please), Un caffè (a coffee), Un bicchiere d'acqua (a glass of water)

Activity: Practice ordering at a cafe or restaurant using numbers and polite phrases.

Day 7: Fun & Culture

Theme: Learn a simple Italian song or watch a short Italian video clip with subtitles

Activity: Find a song or video you enjoy that is beginner-friendly. Listen/watch it a few times, focusing on understanding basic phrases and pronunciation.

Bonus Tip: Throughout the week, try to find opportunities to practice your Italian in a social context, even if it's just small greetings or phrases. This will help solidify your learning and make it more fun!

User

Explain past tense in Italian based on this learner profile.

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

Gemini

Ciao! Oggi parliamo del passato in italiano, ma andiamo con calma. So che sei agli inizi e passeremo a strutture più complesse in futuro.

Come sai in inglese, anche in italiano abbiamo il passato per parlare di cose che sono già successe. Per ora, concentrati su una cosa semplice: il passato prossimo (present perfect) che si usa spesso anche in inglese per azioni completate nel passato.

Vediamo un esempio con qualcosa di sociale: "Ieri ho incontrato i miei amici" (Yesterday I met my friends). In italiano è "Ieri sono andato/a a incontrare i miei amici" (Yesterday I went to meet my friends).

Vedi la differenza? In italiano usiamo il verbo "essere" (to be) come ausiliare (helping verb) con la maggior parte dei verbi al passato. Però, non traduciamo direttamente "ho incontrato" (I met). Usiamo il passato participio del verbo "incontrare" (to meet) che è "incontrato/a".

Vediamo altri esempi semplici:

Oggi ho mangiato la pizza. (Today I ate pizza.)

Ieri sono uscito/a con la mia famiglia. (Yesterday I went out with my family.)

Questa settimana ho studiato italiano. (This week I studied Italian.)

Capito? È come raccontare qualcosa che è già successa usando "essere" + passato participio.

Ricorda che ci sono altri modi di parlare del passato in italiano, ma per ora concentriamoci su questo. Vuoi provare a fare qualche frase sul tuo weekend usando il passato prossimo?

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

Do you think I would know vocabulary that describes topics such as hobbies?

Gemini

Based on your learner profile, it's possible you might know some basic vocabulary related to hobbies, but it's not guaranteed.

Here's why:

- **Beginner Level:** At the beginner level, the focus is usually on greetings, introductions, basic needs, and everyday activities. Hobbies might not be a priority topic at this stage.
- **Social Context:** Since you focus on Italian in social contexts, you might have picked up some vocabulary related to common hobbies through conversation (e.g., "guardare la televisione" - watching television).
- **English & Polish Knowledge:** Knowing English might give you an advantage if some hobby vocabulary is similar (e.g., "giocare a calcio" - playing soccer sounds similar to "play soccer"). Polish vocabulary for hobbies might not directly translate to Italian, but the sentence structure might be similar, making it easier to learn related vocabulary.

Here's what you can do:

Test Yourself: Try making a list of hobbies you enjoy. See if you can find any Italian words for them using a beginner's dictionary or online resources.

Focus on Common Hobbies: Many hobbies are common across cultures. Learn basic vocabulary for these, such as:

- leggere (to read)
- ascoltare musica (to listen to music)
- guardare film (to watch movies)
- uscire con gli amici (to go out with friends)
- praticare sport (to play sports)

Ask Your Teacher: In our previous conversation, I didn't introduce hobby vocabulary because we were focusing on past tense. However, if you're interested, I can definitely help you learn some basic words related to your hobbies!

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

Do you think I would know congiuntivo imperfetto?

edit

Gemini

No, based on your learner profile, it's highly unlikely you would know the congiuntivo imperfetto (subjunctive imperfect tense) at this point. Here's why:

Beginner Level: The congiuntivo imperfetto is a more advanced grammatical concept. At the beginner level, the focus is on building a foundation with basic sentence structures, present tense verbs, and common vocabulary.

Social Context: While social contexts might expose you to various verb conjugations, the congiuntivo imperfetto is less common in everyday conversations compared to present tense or passato prossimo (present perfect).

Even though you might not be familiar with the congiuntivo imperfetto yet, that's perfectly normal for a beginner! We'll get there step by step. For now, let's focus on mastering the building blocks of Italian communication. Is there anything else you'd like to ask or practice today?

Experiment 4.C. – Profile D (Italian, Beginner, Polish & English, Social, Dancing & Hiking, Crafts, High Language Aptitude)

User

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. My hobbies include dancing, hiking, and crafts and I have a high language aptitude. Pretend you are a teacher and chat with me in Italian taking into account the details provided.

Gemini

Ciao! Incanta di conoscerti! Mi chiamo Insegna e sono la tua insegnante di italiano. Vedo che sei un principiante ma che hai un'attitudine alta per le lingue, questo è fantastico! Parli anche polacco e inglese e usi l'italiano principalmente in contesti sociali. È interessante! Mi racconti un po' di te? Quali sono i tuoi hobby?

Anche a me piace ballare! Che tipo di ballo ti piace?

User

Teach me some vocabulary you think I would find interesting.

Gemini

Beh, dato che ti piace stare in compagnia e sei creativo/a (creative), penso che ti potrebbero piacere queste parole per i tuoi hobby e la vita sociale:

- Freestyle (freestyle): Improvvisazione, come nella danza o in altri campi artistici. (This describes improvisation, like in dance or other artistic fields)
- Comitiva (group of friends): Un gruppo di amici con cui si esce spesso. (A group of friends you often go out with)
- Scarpe da ballo (dance shoes): Le calzature specifiche per ballare. (Shoes specifically designed for dancing)
- Escursione (hike): Un'uscita a piedi in un ambiente naturale, come in montagna o in campagna. (A walk in a natural environment, like mountains or countryside)
- Laboratorio artigianale (craft workshop): Un luogo dove si creano oggetti fatti a mano. (A place where handmade objects are created)
- Scambiarsi idee (to exchange ideas): Condividere i propri pensieri e punti di vista con gli altri. (To your thoughts and perspectives with others)

Inoltre, dato che sei all'inizio del tuo percorso di italiano, ecco alcune parole "simpatiche" (cute/fun) che puoi usare nelle conversazioni:

- Fortissimo (great): Fantastico, eccezionale! (Fantastic, exceptional!)
- Davvero? (really?): Seramente? (Seriously?)
- Fantastico! (amazing!): Stupefacente, incredibile! (Amazing, incredible!)
- Accidenti! (darn it!): Maledetto! (Drat!)

Le proviamo con una frase? Come potresti descrivere il tuo hobby preferito usando una di queste parole?

User

Give me an example conversation I would find relevant.

Gemini

Scenario: You meet someone new at a dance class.

Tu: Ciao! Io sono (Your name). Piacere di conoscerti! (Hi! I'm (Your name). Nice to meet you!)

Nuovo amico/a (New friend): Ciao (Your name), io sono (New friend's name). Anche piacere! (Hi (Your name), I'm (New friend's name). Nice to meet you too!)

Tu: Che bello! Anche tu balli? (That's cool! Do you dance too?)

Nuovo amico/a: Sì, mi piace un sacco! Lo faccio da un po'. (Yes, I love it! I've been doing it for a while.)

Tu: Che stile ti piace? (What style do you like?)

Nuovo amico/a: Beh, a dire il vero mi piace provare un po' di tutto. In questo corso stiamo facendo salsa, ma a me piace anche il freestyle. (Well, actually I like to try a bit of everything. In this course we're doing salsa, but I also like freestyle.)

Tu: Wow, il freestyle è fortissimo! (Wow, freestyle is great!) Io sono alle prime armi, ma spero di imparare a improvvisare un po'. (I'm a beginner, but I hope to learn how to improvise a bit.)

Nuovo amico/a: Non ti preoccupare, all'inizio è normale! Magari possiamo provare a fare qualche passo insieme dopo la lezione? (Don't worry, it's normal at the beginning! Maybe we could try some steps together after class?)

Tu: Fantastico! (Amazing!)

User

Explain the Italian future tense based on this learner profile.

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. My hobbies include dancing, hiking, and crafts and I have a high language aptitude.

Gemini

Absolutely! Since you're a beginner comfortable with social situations, let's focus on the most common future tense in Italian, the "Futuro semplice" (Simple future). This will help you talk about plans and upcoming events with your new friends in Italian! Here's the breakdown:

Verbs: The future tense works differently than English. Instead of using "will" or "shall," we modify the verb itself.

Regular Verbs: Luckily, most verbs follow a pattern. We take the infinitive (the "to do" form) of the verb and remove the ending (-are, -ere, or -ire). Then, we add a new ending based on who or what is doing the action (I, you, he/she, we, they).

For example, let's use the verb "parlare" (to speak):

Infinitive: parlare (to speak)

You (singular) want to say "I will speak": Parliamo = Parl- (verb stem) + -erò (ending for "I") = Parlerò (I will speak)

- Practice Makes Perfect! Here are some common verbs in the future tense you can use in social situations:
- Parlare (to speak): Parlerò (I will speak), Parlerai (you will speak)
- Mangiare (to eat): Mangerò (I will eat), Mangerai (you will eat)
- Andare (to go): Andrò (I will go), Andrai (you will go)

- Vedere (to see): Vedrò (I will see), Vedrai (you will see)
- Fare (to do): Farò (I will do), Farai (you will do)

Bonus Tip: There are some irregular verbs in the future tense, like "essere" (to be) which becomes "sarò" (I will be). But don't worry about those for now. Focus on the regular verbs you'll use most often!

How to Use It: Now that you know the basics, here's how to use the future tense in conversation:

Making Plans: "domani con i miei amici." (Domani mangerò la pizza con i miei amici - I will eat pizza with my friends tomorrow)

Talking about Events: "la settimana prossima!" (Vado in montagna la settimana prossima! - I'm going hiking next week!)

Expressing Intentions: "un po' di salsa dopo la lezione!" (Proveremo un po' di salsa dopo la lezione! - Let's try some salsa after class!)

Remember, practice is key! Don't be afraid to make mistakes. Your Italian friends will appreciate your effort to communicate, and the more you use the future tense, the more comfortable you'll become.

Buon divertimento (Have fun)!

User

Give me a 7-day study plan including specific grammatical structures and themes of vocabulary based on this learner profile. I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. My hobbies include dancing, hiking, and crafts and I have a high language aptitude.

Gemini

7-Day Italian Study Plan for Beginners (Social Focus)

This plan incorporates your interests and focuses on greetings, introductions, social interactions, and hobbies.

Remember:

Aim for 20-30 minutes of focused study daily, with additional exposure throughout the day (watching Italian videos, listening to music).

Use flashcards or spaced repetition apps to memorize vocabulary.

Practice speaking by talking to yourself or recording yourself.

Find a language exchange partner to practice conversation.

Day 1: Greetings & Introductions

Grammar: Greetings ("Ciao," "Buongiorno," "Buonasera"), "piacere di conoscerti" (nice to meet you), basic questions ("Come stai?" - How are you?, "Come ti chiami?" - What's your name?)

Vocabulary: Names of common places (scuola - school, biblioteca - library, ristorante - restaurant)

Activity: Practice introducing yourself and greeting others. Write a short dialogue introducing yourself to a new classmate.

Day 2: Making Plans

Grammar: Future tense with regular verbs (see Day 6 explanation)

Vocabulary: Days of the week, verbs related to making plans (andare - to go, mangiare - to eat, vedere - to see)

Activity: Role-play making plans with a friend for the weekend. Use the future tense to discuss activities (es. "Sabato andiamo in pizzeria?" - Do we go to a pizzeria on Saturday?)

Day 3: Talking About Yourself

Grammar: Present tense of "essere" (to be) and basic adjectives (bello/bella - beautiful, simpatico/simpatica - nice)

Vocabulary: Describing yourself (alto/alta - tall, basso/bassa - short, biondo/bionda - blonde) & hobbies (ballare - to dance, camminare - to hike, creare - to create)

Activity: Write a short paragraph describing yourself and your hobbies. Use adjectives to describe yourself.

Day 4: Numbers

Grammar: Numbers 1-10 (important for basic conversation)

Vocabulary: Numbers 1-10, prices (euro), age (anni - years old)

Activity: Practice counting 1-10. Role-play asking someone their age and the price of something at a store.

Day 5: Review & Practice

Activity: Review all the vocabulary and grammar learned so far.

Speaking Practice: Find a language exchange partner online or record yourself having a conversation using the phrases and vocabulary learned.

Day 6: Social Media & Technology

Vocabulary: Social media platforms (Facebook, Instagram), technology (telefono - phone, computer)

Activity: Write a short social media post in Italian about your hobbies.

Day 7: Free Day!

Activity: Watch an Italian movie or listen to Italian music related to your hobbies (dancing, hiking, etc.). Look up any unfamiliar words and add them to your flashcards.

Bonus: Throughout the week, immerse yourself in Italian culture. Watch Italian Youtube videos about your hobbies or listen to Italian podcasts about social life.

Remember: Consistency is key! By dedicating a short amount of time each day and incorporating your interests, you'll be surprised at how quickly you progress in your Italian language journey.

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. My hobbies include dancing, hiking, and crafts and I have a high language aptitude.

Do you think I would know congiuntivo imperfetto?

Gemini

No, based on this learner profile, it's unlikely you would know the congiuntivo imperfetto (imperfect subjunctive) yet. Here's why:

- Beginner Level: Congiuntivo imperfetto is a more advanced grammatical concept typically introduced after learners have mastered basic sentence structures, verb conjugations, and common tenses like present and future.
- Social Context Focus: Your learning focuses on social interactions, greetings, and basic plans, which typically don't require the subjunctive mood.

However, with your high language aptitude, you might grasp the concept quicker if introduced. But for a solid foundation, focusing on beginner topics and tenses like the future tense (Futuro semplice) would be more appropriate at this stage.

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. My hobbies include dancing, hiking, and crafts and I have a high language aptitude.

Do you think I would know vocabulary to speak about natural disasters?

Gemini

It's possible you might know some basic vocabulary related to natural disasters, but it's unlikely you'd have a comprehensive understanding. Here's why:

- Beginner Level: Natural disaster vocabulary isn't typically covered in the very first stages of learning Italian.
- Social Context Focus: Your learning has focused on greetings, introductions, and social interactions, which wouldn't necessarily involve natural disasters.

However, with your high language aptitude, you might recognize some cognates (words with similar origins across languages) based on your knowledge of English or Polish.

For example:

- Terremoto (earthquake): Sounds similar to "earthquake" in English
- Alluvione (flood): Similar to "flood" in English
- Tempesta (storm): Similar to "storm" in English
- Tornado (tornado): The same word is used in English

Here's what you can do:

If you're interested in learning natural disaster vocabulary, you can explore resources focused on that topic.

Since you're a beginner, it might be best to start with the most common disasters in Italy, such as terremoto (earthquake), alluvione (flood), and incendio (fire).

I can help you get started! Here are some common natural disasters in Italian:

- Terremoto (earthquake)
- Alluvione (flood)
- Incendio (fire)
- Tempesta (storm)
- Uragano (hurricane)
- Valanga (avalanche)
- Eruzione vulcanica (volcanic eruption)

User

Give me some cognates based on my knowledge of Polish

Gemini

Absolutely! Here are some cognates between Polish and Italian that you might find useful, considering your hobbies and social interests:

General Vocabulary

- Tak (yes): Sì (si)
- Nie (no): No (no)
- Dziękować (to thank): Grazie (grazie)
- Proszę (please): Per favore (per favore)
- Cześć (hello): Ciao (ciao)
- Kawa (coffee): Caffè (caffè)
- Restauracja (restaurant): Ristorante (ristorante)
- Szkoła (school): Scuola (scuola)
- Biblioteka (library): Biblioteca (biblioteca)
- Telefon (phone): Telefono (telefono)
- Komputer (computer): Computer (computer)

Social Vocabulary

- Fajny (cool): Bello/Bella (beautiful) - Can also mean cool in Italian
- Zabawa (fun): Divertimento (divertimento)
- Przyjaciół (friend): Amico/Amica (friend)
- Spotkanie (meeting): Incontro (incontro)

Hobbies

- Taniec (dance): Ballo (ballo)
- Piesze wędrówki (hiking): Escursione (escursione)
- Rękodzieło (crafts): Artigianato (artigianato)
- Tworzyć (to create): Creare (creare)

Remember that pronunciation might differ between Polish and Italian, so it's always a good idea to listen to native speakers. These cognates should give you a good starting point for using your existing language knowledge to learn Italian! Buon apprendimento (happy learning)!

User

Based on this learner profile:

I am a learner of Italian and I speak the language on the Beginner level. The other languages I speak include Polish and English, and I mostly use the language in social contexts. My hobbies include dancing, hiking, and crafts and I have a high language aptitude.

Do you think I would know vocabulary to speak about my family?

edit

Gemini

Yes, it's very likely you would know some basic vocabulary to speak about your family at a beginner level. Here's why:

Family is a common topic: Family is a fundamental unit in most cultures, and basic family vocabulary is typically introduced early in language learning.

Social context: Since your learning focuses on social interactions, talking about family is a natural conversation topic.

Here's some basic family vocabulary you likely know or can learn quickly:

Immediate Family:

- Padre (father)
- Madre (mother)
- Figlio/Figlia (son/daughter)
- Fratello/Sorella (brother/sister)
- Other Family:
- Nonno/Nonna (grandfather/grandmother)
- Zio/Zia (uncle/aunt)
- Cugino/Cugina (cousin)

Bonus: With your high language aptitude, you might even pick up more complex terms like "genitori" (parents) or "nipote" (nephew/niece) through context clues.

Here's what you can do:

Practice using this vocabulary in greetings or introductions.

Esempio (Example): "Buongiorno! Mi chiamo (Your name) e ho due fratelli." (Hello! My name is (Your name) and I have two brothers.)

Ask questions about someone else's family.

Esempio (Example): "Quanti figli hai?" (How many children do you have?)

Remember, the more you use this vocabulary, the more comfortable you'll become talking about your family in Italian.

Appendix C: CEFR levels experiment (ChatGPT)

Experiment 1 – English C2

User

Uczę się języka angielskiego i posługuję się tym językiem na C1. Jakie konstrukcje gramatyczne powinienem znać?

ChatGPT

Gratuluję osiągnięcia poziomu C1 w języku angielskim! Na tym poziomie znajomości języka angielskiego, Twoja gramatyka powinna być już dość zaawansowana. Oto kilka kluczowych konstrukcji gramatycznych, które powinieneś znać na poziomie C1:

- Złożone zdania podrzędne:
- Zdania podrzędne czasowe (czasowe, przyczynowe, celowe, skutkowe).
- Zdania podrzędne warunkowe (typu 1, 2, 3 oraz mieszane).
- Zdania podrzędne względne.

Zdolność do stosowania różnych czasów i aspektów czasowników:

- Czasy teraźniejsze (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).
- Czasy przeszłe (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).
- Czasy przyszłe (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).
- Konstrukcje warunkowe (Zero Conditional, First Conditional, Second Conditional, Third Conditional).

Tryb warunkowy i konstrukcje hipotetyczne:

- Użycie "wish", "if only" w odniesieniu do życzeń i żalów.
- Użycie "were to" w konstrukcjach hipotetycznych.
- Bezokoliczniki i gerundy:
- Użycie bezokoliczników i gerundów jako podmiotów, dopełnień i uzupełnień w zdaniu.
- Różnice w użyciu "to" + bezokolicznik vs. gerund.
- Zdolność do stosowania modalności:
- Modalności sugerujące możliwość (can, could, may, might).
- Modalności sugerujące konieczność (must, have to, need to).
- Modalności sugerujące pozwolenie (may, might, can, could).
- Modalności sugerujące prawdopodobieństwo (will, would, should).

Konstrukcje bezosobowe:

- Użycie "it" jako podmiotu w konstrukcjach bezosobowych.
- Użycie "there" w konstrukcjach wprowadzających zdania bezosobowe.
- Konstrukcje bezpośredniego i pośredniego pytania:
- Pytania w trybie bezpośrednim i pośrednim (wh-questions, yes/no questions).
- Użycie zaimków pytających jako podmiotów i dopełnień.
- Konstrukcje czasownika modalnego z bezokolicznikiem:
- Użycie modalności z bezokolicznikami w celu wyrażenia rad, sugestii, pozwolenia, zakazu, itp.
- Konstrukcje z użyciem partykuły "if" i "unless":
- Wyrażanie warunków za pomocą "if" oraz negatywnych warunków za pomocą "unless".
- Konstrukcje z użyciem zaimków względnych:
- Użycie "who", "whom", "whose", "which", "that" jako zaimków względnych.

Konstrukcje modalne w przeszłości:

Użycie konstrukcji modalnych w odniesieniu do przeszłości (should have, could have, might have, must have).

Tryb podrzędny:

- Użycie trybu podrzędnego w celu wyrażenia mówienia, myślenia, życzenia, itp. (say, think, wish, etc.).
- Konstrukcje warunkowe z użyciem "as long as", "provided that", "assuming that", itp.

Konstrukcje przysłówkowe:

- Użycie przysłówków w różnych miejscach w zdaniu w celu modyfikowania czasowników, przymiotników i innych przysłówków.

Pamiętaj, że oprócz znajomości samej gramatyki, kluczowe jest również praktykowanie jej poprzez aktywne stosowanie w mówieniu, pisaniu, słuchaniu i czytaniu. Im więcej będziesz praktykował, tym lepiej opanujesz te konstrukcje gramatyczne. Powodzenia w dalszej nauce!

User

Na podstawie tego profilu ucznia:

Uczę się języka angielskiego i posługuję się tym językiem na poziomie C1.

Czy myślisz, że znałbym słownictwo niezbędne do rozmawiania o mojej rodzinie?

ChatGPT

Tak, na poziomie C1 w języku angielskim możesz oczekiwać, że znasz wystarczająco dużo słownictwa, aby opowiedzieć o swojej rodzinie. W tym poziomie zaawansowania powinieneś być w stanie wyrażać się płynnie i szczegółowo na różne tematy, w tym o rodzinie. Oto kilka przykładowych słów i zwrotów, które mogą być przydatne w rozmowie na temat rodziny:

Rodzina:

- Parents (rodzice)
- Siblings (rodzeństwo)
- Children (dzieci)
- Spouse (małżonek/małżonka)
- Relatives (krewni)
- Członkowie rodziny:
- Mother (matka)
- Father (ojciec)
- Brother (brat)
- Sister (siostra)
- Son (syn)
- Daughter (córka)
- Grandparents (dziadkowie)
- Grandmother (babcia)
- Grandfather (dziadek)
- Grandson (wnuk)
- Granddaughter (wnuczka)
- Uncle (wujek)
- Aunt (ciotka)
- Cousin (kuzyn/kuzynka)
- Niece (siostrzenica)
- Nephew (bratanek)
- Wyrażenia związane z rodziną:
- Family gathering (spotkanie rodzinne)
- Family reunion (zjazd rodzinny)
- Family tree (drzewo genealogiczne)
- Family traditions (tradycje rodzinne)
- Family values (wartości rodzinne)
- Family bonding (powiązania rodzinne)
- Opisujące relacje rodzinne:
- Close-knit family (zwarta rodzina)
- Dysfunctional family (dysfunkcyjna rodzina)
- Extended family (rodzina wielopokoleniowa)
- Nuclear family (rodzina dwupokoleniowa)

Powyższe słownictwo pozwoliłoby Ci opowiedzieć o członkach swojej rodziny, ich relacjach oraz różnych aspektach życia rodzinnego. Oczywiście istnieje znacznie więcej słownictwa związane z rodziną, ale te przykłady powinny zapewnić Ci solidną bazę do komunikacji na ten temat na poziomie C1.

User

Na podstawie tego profilu ucznia:

Uczę się języka angielskiego i posługuję się tym językiem na poziomie C1.

Czy myślisz, że znałbym past perfect?

ChatGPT

Tak, na poziomie C1 w języku angielskim można oczekiwać znajomości past perfect. Past perfect jest czasem przeszłym używanym do określania czynności, która miała miejsce przed inną czynnością w przeszłości. Jest to ważny czas w języku angielskim, szczególnie na poziomie zaawansowanym, ponieważ pozwala wyrazić kolejność zdarzeń w przeszłości.

Przykładowe konstrukcje past perfect to:

Pozytyw:

She had finished her work before he arrived. (Ona skończyła pracę, zanim on przyjechał.)

They had already eaten dinner when we got to the restaurant. (Oni już zjedli obiad, gdy dotarliśmy do restauracji.)

Negatyw:

I hadn't seen that movie before last night. (Nie widziałem tego filmu wcześniej, niż wczoraj wieczorem.)

She hadn't visited her hometown for many years before she went back last summer. (Ona nie odwiedziła swojego rodzinnego miasta od wielu lat, zanim wróciła tam w zeszłym lecie.)

Pytanie:

Had you ever been to Paris before your trip last month? (Czy kiedykolwiek byłeś w Paryżu przed swoją wycieczką w zeszłym miesiącu?)

Had they finished the project by the time the deadline approached? (Czy oni skończyli projekt do czasu, gdy zbliżał się termin?)

Znając past perfect, będziesz w stanie dokładnie wyrazić, co zdarzyło się wcześniej w kontekście innych wydarzeń w przeszłości. Jest to kluczowa umiejętność na poziomie C1, więc warto zaznajomić się z tym czasem i umieć go stosować w mowie i piśmie.

Experiment 2 – Polish C1

User

Based on this learner profile.

I am a learner of Polish and I speak the language on the C1 level.

What grammatical constructions and grammar should I already know?

ChatGPT

If you're at a C1 level in Polish, you should have a solid grasp of grammar and be able to understand and produce complex sentences with relative ease. Here are some of the grammatical constructions and concepts you should already be familiar with:

- Cases: Polish is a highly inflected language with seven cases: nominative, genitive, dative, accusative, instrumental, locative, and vocative. You should be comfortable using nouns, pronouns, and adjectives in all of these cases.
- Verb conjugation: You should be able to conjugate verbs in various tenses including present, past, future, conditional, imperative, and subjunctive. Additionally, you should understand the concept of aspect (perfective and imperfective verbs) and be able to use verbs in both aspects appropriately.
- Word order: While Polish has more flexibility in word order compared to English, you should understand the basic word order patterns in declarative, interrogative, and imperative sentences.
- Subordinate clauses: You should be able to form and understand complex sentences with subordinate clauses, including relative clauses, purpose clauses, result clauses, and time clauses.
- Adverbs and adverbial phrases: You should know how to use adverbs and adverbial phrases to modify verbs, adjectives, and other adverbs, as well as their placement in sentences.
- Negation: You should be familiar with negating verbs, nouns, adjectives, and adverbs using various negation words and particles.
- Conjunctions: You should know how to use coordinating and subordinating conjunctions to connect clauses and phrases.
- Comparison: You should be able to form and understand comparisons of equality, inequality, and superiority using adjectives and adverbs.
- Particles and interjections: You should know how to use particles and interjections to express various meanings and emotions in sentences.
- Conditional sentences: You should be able to form and understand conditional sentences (both real and unreal) using conditional conjunctions and verb forms.

These are just some of the key grammatical constructions and concepts you should know at a C1 level in Polish. Keep practicing and exposing yourself to the language to further solidify your understanding and proficiency.

User

Based on this learner profile.

I am a learner of Polish and I speak the language on the C1 level.

What vocabulary should I already know?

ChatGPT

At a C1 level in Polish, you should have a broad vocabulary that enables you to understand and discuss a wide range of topics with fluency and accuracy. Here are some categories of vocabulary that you should be familiar with:

- Everyday life: You should know vocabulary related to daily routines, activities, household items, and personal interactions.
- Work and professions: You should be familiar with vocabulary related to different occupations, industries, and workplace environments.
- Education: You should know vocabulary related to schooling, subjects, academic disciplines, and learning processes.
- Technology: You should be familiar with vocabulary related to computers, the internet, smartphones, and other digital devices.
- Health and wellness: You should know vocabulary related to healthcare, medical conditions, treatments, and healthy living habits.
- Travel and transportation: You should be familiar with vocabulary related to travel, tourism, transportation modes, and directions.
- Culture and arts: You should know vocabulary related to literature, music, film, visual arts, traditions, and cultural events.
- Politics and society: You should be familiar with vocabulary related to government, politics, social issues, and current events.
- Science and nature: You should know vocabulary related to scientific fields, natural phenomena, environment, and ecology.
- Business and economics: You should be familiar with vocabulary related to finance, commerce, entrepreneurship, marketing, and economic principles.
- Languages and communication: You should know vocabulary related to languages, linguistics, communication methods, and media.
- Food and cuisine: You should be familiar with vocabulary related to cooking, ingredients, dishes, culinary traditions, and dining etiquette.
- Sports and leisure: You should know vocabulary related to different sports, recreational activities, hobbies, and entertainment.
- Relationships and emotions: You should be familiar with vocabulary related to human relationships, emotions, feelings, and social interactions.

- **Environment and sustainability:** You should know vocabulary related to environmental issues, conservation efforts, renewable energy, and sustainability practices.

These categories cover a wide range of topics that you might encounter in various contexts, and having a strong vocabulary in these areas will greatly enhance your ability to communicate effectively in Polish at a C1 level.

User

Based on this learner profile.

I am a learner of Polish and I speak the language on the C1 level.

Do I know vocabulary necessary to describe politics?

ChatGPT

At a C1 level in Polish, you should indeed have a vocabulary that allows you to describe politics and engage in discussions about political issues with fluency and accuracy. Here are some examples of the types of political vocabulary you should be familiar with:

- **Political institutions:** You should know the names and functions of key political institutions such as parliament (parliament), rząd (government), senat (senate), prezydent (president), ministerstwo (ministry), etc.
- **Political parties:** You should be familiar with the names of major political parties and their ideologies, such as Platforma Obywatelska (Civic Platform), Prawo i Sprawiedliwość (Law and Justice), Polskie Stronnictwo Ludowe (Polish People's Party), etc.
- **Elections and voting:** You should know vocabulary related to elections, voting, and electoral processes, including głosowanie (voting), wybory (elections), kampania wyborcza (election campaign), kandydat (candidate), urna wyborcza (ballot box), etc.
- **Political ideologies and movements:** You should be familiar with vocabulary related to various political ideologies and movements, such as liberalizm (liberalism), konserwyzm (conservatism), socjalizm (socialism), komunizm (communism), anarchizm (anarchism), etc.
- **Political activism:** You should know vocabulary related to political activism and protest movements, including demonstracja (demonstration), protest (protest), strajk (strike), obywatelski (civil), aktywista (activist), etc.
- **Political discourse:** You should be able to discuss political issues and debates using vocabulary related to public policy, governance, diplomacy, legislation, and political discourse.
- **International relations:** You should know vocabulary related to international relations, including państwo (state), sojusz (alliance), dyplomacja (diplomacy), traktat (treaty), konflikt (conflict), negocjacje (negotiations), etc.
- **Political terminology:** You should understand and use specific political terminology such as prawo (law), konstytucja (constitution), administracja (administration), polityka zagraniczna (foreign policy), polityka wewnętrzna (domestic policy), etc.

Having a strong grasp of political vocabulary will enable you to participate in political discussions, debates, and analyses in Polish at a C1 level. Keep practicing and expanding your vocabulary in this area to further enhance your proficiency.

Experiment 3 – Korean B2

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the B2 level.

What grammatical constructions and grammar should I already know?

ChatGPT

At the B2 level of Korean proficiency, you should have a good grasp of various grammatical constructions and grammar rules. Here's a rundown of some key grammatical constructions and concepts you should be familiar with:

- **Verb conjugation:** You should be able to conjugate verbs in various tenses including past, present, and future, as well as honorific forms and casual forms.
- **Sentence structure:** You should understand basic sentence structure in Korean, including subject-object-verb order, as well as the use of particles to indicate grammatical relationships between words.
- **Honorifics:** You should be familiar with honorific speech levels and know when and how to use them appropriately in different social contexts.
- **Conjunctions:** You should know how to use conjunctions to connect sentences and clauses, such as "그리고" (and), "그래서" (so), "하지만" (but), etc.
- **Adjectives and adverbs:** You should understand how to use descriptive words to modify nouns (adjectives) and verbs/adjectives (adverbs).
- **Question forms:** You should be able to form questions using question words like "누구" (who), "무엇/뭐" (what), "어디" (where), "어떻게" (how), etc., and understand the appropriate question endings.
- **Comparison:** You should know how to make comparisons using comparative and superlative forms, as well as using particles like "보다" (than).
- **Conditional sentences:** You should understand how to form and use conditional sentences, both real and unreal conditionals.
- **Passive voice and causative constructions:** You should be familiar with passive voice constructions and how to form them, as well as causative constructions.
- **Complex sentences:** You should be able to form and understand complex sentences with multiple clauses, using conjunctions and appropriate sentence endings.

These are just some of the grammatical constructions and concepts you should already know at the B2 level in Korean. Keep practicing and exposing yourself to the language to further solidify your understanding and fluency!

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the B2 level.

What vocabulary should I already know?

ChatGPT

At the B2 level of Korean proficiency, you should have a broad vocabulary that allows you to express yourself fluently on a variety of topics. Here's a list of vocabulary topics and themes you should be familiar with:

- Everyday Life: Common nouns related to everyday life such as household items, food and drinks, clothing, transportation, etc.
- Work and Education: Vocabulary related to professions, workplaces, school subjects, academic disciplines, etc.
- Travel: Words related to travel and tourism, such as places, modes of transportation, accommodation, etc.
- Health and Wellness: Vocabulary related to health, illnesses, medical conditions, body parts, etc.
- Entertainment: Words related to entertainment and leisure activities, such as movies, music, sports, hobbies, etc.
- Technology: Vocabulary related to technology and digital devices, including computers, smartphones, internet terminology, etc.
- Nature and Environment: Words related to nature, weather, animals, plants, environmental issues, etc.
- Culture and Society: Vocabulary related to cultural practices, traditions, festivals, social issues, etc.
- Language and Communication: Words related to language learning, communication, writing, speaking, listening, etc.
- Emotions and Feelings: Vocabulary to express emotions, feelings, attitudes, moods, etc.
- Relationships: Words related to family members, friendships, romantic relationships, social interactions, etc.
- Business and Economics: Vocabulary related to business, finance, economics, commerce, entrepreneurship, etc.
- Politics and Government: Words related to politics, government institutions, laws, elections, etc.
- Science and Technology: Vocabulary related to scientific fields, experiments, research, inventions, discoveries, etc.
- Arts and Culture: Vocabulary related to art forms, literature, theater, dance, visual arts, cultural events, etc.

These are just some examples of the vocabulary you should know at the B2 level in Korean. It's important to continue expanding your vocabulary by actively reading, listening, and engaging with Korean language materials on various topics.

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the B2 level.

Do you think I know the vocabulary needed to describe transport?

ChatGPT

Yes, at the B2 level of Korean proficiency, you should be familiar with vocabulary related to transport. Here are some examples of transportation-related vocabulary you should know:

Modes of Transport:

- 자동차 (car)
- 버스 (bus)
- 지하철 (subway)
- 기차 (train)
- 비행기 (airplane)
- 자전거 (bicycle)
- 오토바이/오토바이 (motorcycle)
- 배 (boat/ship)
- 택시 (taxi)

Transportation Facilities:

- 공항 (airport)
- 역 (station)
- 정류장 (bus stop)
- 지하철역 (subway station)
- 차고 (garage)
- 주차장 (parking lot)

Directions and Locations:

- 위 (above)
- 아래 (below)
- 앞 (in front of)
- 뒤 (behind)
- 오른쪽 (right)
- 왼쪽 (left)
- 직진 (straight)
- 우회전 (right turn)
- 좌회전 (left turn)

Travel-related Vocabulary:

- 여행 (travel)
- 티켓 (ticket)
- 출발 (departure)
- 도착 (arrival)
- 탑승하다 (to board)
- 하차하다 (to disembark)
- 여권 (passport)
- 비자 (visa)
- 수하물 (luggage)

Traffic Signs and Symbols:

- 정지 (stop)
- 주의 (caution)
- 신호등 (traffic light)
- 반사등 (reflector)
- 차선 (lane)

Having a good grasp of transportation-related vocabulary will enable you to effectively communicate about travel plans, directions, and experiences in Korean. Keep practicing and expanding your vocabulary to enhance your proficiency further!

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the B2 level.

Do you think I know the vocabulary needed to describe politics?

ChatGPT

At the B2 level of Korean proficiency, you should have a reasonable grasp of vocabulary related to politics. Here are some examples of political vocabulary you might be expected to know at this level:

Political Institutions and Offices:

- 정부 (government)
- 대통령 (president)
- 국회 (parliament)
- 국회의원 (member of parliament)
- 정당 (political party)
- 정치인 (politician)
- Political Processes and Activities:
- 선거 (election)
- 후보자 (candidate)
- 투표 (vote)
- 정책 (policy)
- 입법 (legislation)
- 행정 (administration)
- 국제정치 (international politics)
- Political Ideologies and Movements:
- 보수 (conservatism)
- 진보 (progressivism)
- 사회주의 (socialism)
- 자유주의 (liberalism)
- 민주주의 (democracy)
- 독재 (dictatorship)
- 공산주의 (communism)
- Political Issues and Topics:
- 인권 (human rights)
- 경제 (economy)
- 국방 (national defense)
- 환경 (environment)
- 교육 (education)
- 보건 (healthcare)
- 외교 (diplomacy)
- Political Events and Concepts:
- 혁명 (revolution)
- 개혁 (reform)
- 정치적인 (political)
- 선거 운동 (election campaign)
- 정부 부패 (government corruption)
- 정치적 갈등 (political conflict)

While this list isn't exhaustive, having familiarity with these terms should allow you to discuss political topics and issues at a B2 level. However, continue to engage with political news, articles, and discussions in Korean to further expand your political vocabulary and understanding.

Experiment 4 – Italian A2

User

Based on this learner profile.

I am a learner of Italian and I speak the language on the A2 level.

What grammatical constructions and grammar should I already know?

ChatGPT

At the A2 level of Italian proficiency, you would typically be familiar with basic grammar constructions and be able to understand and produce simple sentences. Here's an overview of some key grammatical concepts you should already know:

Articles (Articoli):

- Definite articles (il, lo, la, i, gli, le) and indefinite articles (un, uno, una, dei, delle).
- Nouns (Sostantivi):
- Gender (masculine and feminine) and number (singular and plural) agreement.
- Basic vocabulary for common nouns.

Adjectives (Aggettivi):

Agreement in gender and number with the nouns they modify.

Verbs (Verbi):

- Present tense (presente indicativo) of regular verbs and common irregular verbs (essere, avere, fare, etc.).
- Basic reflexive verbs (verbs that require reflexive pronouns).
- Modal verbs (potere, dovere, volere) in the present tense.
- Some common regular and irregular verbs in the past tense (passato prossimo).

Pronouns (Pronomi):

- Subject pronouns (io, tu, lui/lei, noi, voi, loro).
- Object pronouns (mi, ti, lo/la, ci, vi, li/le).

Prepositions (Preposizioni):

Basic prepositions and their usage in simple phrases and sentences.

Adverbs (Avverbi):

Basic adverbs of frequency, time, place, and manner.

Conjunctions (Congiunzioni):

Simple coordinating conjunctions (e.g., e, ma, o).

Sentence Structure:

Basic word order in simple sentences (subject-verb-object).

Question Formation:

Basic question words (chi, che, cosa, dove, quando, come) and their usage.

Negation:

Basic negation using non and other negative words.

At the A2 level, you would be expected to use these grammar points to communicate in familiar everyday situations, such as introducing yourself, describing your routine, talking about your interests, ordering food, and asking for directions. Keep practicing these concepts to strengthen your Italian skills and progress to higher proficiency levels!

User

Based on this learner profile.

I am a learner of Italian and I speak the language on the A2 level.

What vocabulary should I already know?

ChatGPT

At the A2 level of Italian proficiency, you would typically have a vocabulary repertoire that allows you to communicate in everyday situations and understand basic written and spoken texts. Here's a selection of vocabulary topics and common words you should already know:

Greetings and Basic Phrases:

Ciao (hello/goodbye), buongiorno (good morning), buonasera (good evening), arrivederci (goodbye), grazie (thank you), prego (you're welcome), per favore (please), scusa (excuse me/sorry), sì (yes), no (no).

Numbers:

- Numbers 1-100 and multiples of 10.
- Ordinal numbers (primo, secondo, terzo, etc.).
- Days, Months, and Seasons:
 - Giorno (day), settimana (week), mese (month), anno (year).
 - Days of the week (lunedì, martedì, etc.), months (gennaio, febbraio, etc.), and seasons (primavera, estate, etc.).
 - Time:
 - Ora (hour), minuto (minute), mezzogiorno (noon), mezzanotte (midnight), mattina (morning), pomeriggio (afternoon), sera (evening).
 - Asking and telling the time (Che ore sono? Sono le due. È mezzogiorno.).
 - Family:
 - Famiglia (family), genitori (parents), madre (mother), padre (father), fratello (brother), sorella (sister), figlio (son), figlia (daughter).
 - Food and Drink:
 - Cibo (food), bevanda (drink), acqua (water), pane (bread), pasta (pasta), pizza (pizza), frutta (fruit), verdura (vegetable), carne (meat), formaggio (cheese), vino (wine), caffè (coffee), tè (tea).
 - Clothing:
 - Abbigliamento (clothing), maglietta (t-shirt), pantaloni (pants), gonna (skirt), vestito (dress), scarpe (shoes), cappello (hat), giacca (jacket), maglione (sweater).
 - Locations and Directions:
 - Casa (house/home), città (city), strada (street), piazza (square), stazione (station), ospedale (hospital), ristorante (restaurant), banca (bank), negozio (shop/store), ufficio (office).
 - Directions (destra, sinistra, diritto).
 - Travel and Transportation:
 - Viaggio (trip/travel), biglietto (ticket), treno (train), autobus (bus), aeroporto (airport), macchina/auto (car), bicicletta (bicycle), taxi (taxi).
 - Common Activities and Hobbies:
 - Sport (sport), musica (music), lettura (reading), cinema (cinema/movies), nuoto (swimming), cucina (cooking), shopping (shopping), passeggiata (walk/stroll).

This vocabulary will enable you to engage in basic conversations, understand simple texts, and navigate everyday situations in Italian-speaking environments. Keep expanding your vocabulary through exposure to authentic materials and regular practice.

User

Based on this learner profile.

I am a learner of Italian and I speak the language on the A2 level.

Do you think I know the vocabulary needed to describe hobbies?

ChatGPT

At the A2 level of Italian proficiency, you should have a basic understanding of vocabulary related to hobbies and leisure activities. Here's a list of common hobbies and leisure pursuits that you may already be familiar with:

Sport:

Calcio (soccer/football), tennis (tennis), nuoto (swimming), pallavolo (volleyball), basket (basketball), corsa (running), ciclismo (cycling), yoga (yoga), ginnastica (gymnastics).

Music:

Musica (music), suonare (to play), chitarra (guitar), pianoforte (piano), violino (violin), batteria (drums), cantare (to sing), ascoltare (to listen), concerto (concert).

Reading:

Lettura (reading), libro (book), romanzo (novel), giornale (newspaper), rivista (magazine), fumetto (comic book), biblioteca (library), leggere (to read).

Movies and TV:

Cinema (cinema/movies), film (film/movie), serie TV (TV series), attore (actor), attrice (actress), regista (director), commedia (comedy), dramma (drama), azione (action), fantascienza (science fiction).

Cooking and Food:

Cucina (cooking), cucinare (to cook), ricetta (recipe), piatto (dish), cucina italiana (Italian cuisine), ristorante (restaurant), mangiare (to eat), bevanda (drink).

Outdoor Activities:

Escursione (hike), campeggio (camping), pesca (fishing), giardinaggio (gardening), picnic (picnic), fotografia (photography), birdwatching (birdwatching).

Art and Crafts:

Arte (art), pittura (painting), disegno (drawing), scultura (sculpture), artigianato (craft), cucito (sewing), lavorare il legno (woodworking), ceramica (pottery).

Travel and Exploration:

Viaggio (trip/travel), esplorare (to explore), vacanza (vacation), turismo (tourism), avventura (adventure), visita (visit), luogo (place), mappa (map).

If you're comfortable expressing your interests and describing your hobbies in Italian, you likely have a good grasp of vocabulary related to this topic at the A2 level. Keep practicing and expanding your vocabulary to discuss more specific aspects of your hobbies and interests.

User

Based on this learner profile.

I am a learner of Italian and I speak the language on the A2 level.

Do you think I know the vocabulary needed to describe transportation?

ChatGPT

At the A2 level of Italian proficiency, you should have a basic understanding of vocabulary related to transportation and travel. Here's a list of common transportation-related words and phrases that you may already be familiar with:

Public Transportation:

Autobus (bus), tram (tram), metropolitana (subway/metro), treno (train), stazione (station), fermata dell'autobus (bus stop), biglietto (ticket), orario (schedule), tariffa (fare).

Vehicles:

Macchina/auto (car), motocicletta/moto (motorcycle), bicicletta/bici (bicycle), taxi (taxi), camion (truck), autobus (bus), tram (tram), treno (train).

Travel:

Viaggio (trip/travel), volo (flight), aeroporto (airport), partenza (departure), arrivo (arrival), valigia (suitcase), bagaglio (luggage), bagaglio a mano (carry-on luggage).

Directions and Locations:

Destinazione (destination), direzione (direction), via (street), strada (road), autostrada (highway), uscita (exit), entrata (entrance), destra (right), sinistra (left), dritto (straight), dietro (behind), davanti (in front of).

Services:

Benzina (gasoline), stazione di servizio (gas station), parcheggio (parking), noleggio auto (car rental), servizio di taxi (taxi service), noleggio biciclette (bike rental).

Travel Documents:

Passaporto (passport), visto (visa), documento d'identità (ID card), carta d'imbarco (boarding pass), permesso di guida (driver's license).

Appendix D: CEFR levels experiment (Gemini)

Experiment 1 – English C2

User

Uczę się języka angielskiego i posługuję się tym językiem na C1. Jakie konstrukcje gramatyczne powinienem znać?

Gemini

Na poziomie C1 znajomość języka angielskiego jest już bardzo zaawansowana. Osoby na tym poziomie powinny swobodnie posługiwać się językiem w różnych kontekstach, zarówno ustnie, jak i pisemnie. Obejmuje to znajomość szerokiego zakresu struktur gramatycznych, w tym:

Czasy:

Wszystkie czasy gramatyczne, w tym czasy złożone i ciągłe, oraz umiejętność ich stosowania w różnych kontekstach.

Umiejętność rozróżniania subtelnych różnic w znaczeniu czasów, takich jak Present Perfect Simple i Present Perfect Continuous.

Znajomość czasów modalnych i umiejętność ich stosowania do wyrażania różnych funkcji, takich jak możliwość, prawdopodobieństwo i przymus.

Zdania:

- Umiejętność tworzenia różnego rodzaju zdań, w tym zdań złożonych i wielokrotnie złożonych.
- Znajomość różnych typów zdań podrzędnych i umiejętność ich stosowania do wyrażania różnych relacji między zdaniami.
- Umiejętność używania różnych stylów zdań, takich jak zdania wykrzyknikowe, pytające i rozkazujące.

Słownictwo:

- Szeroki zakres słownictwa, obejmujący słownictwo formalne i nieformalne, idiomy i wyrażenia idiomatyczne.
- Umiejętność dobierania odpowiedniego słownictwa do kontekstu.
- Umiejętność używania synonimów i antonimów do wyrażania się precyzyjnie i unikania powtórzeń.

Gramatyka:

- Dokładna znajomość zasad gramatycznych języka angielskiego.
- Umiejętność stosowania zasad gramatycznych poprawnie w mowie i piśmie.
- Umiejętność rozpoznawania i poprawiania błędów gramatycznych.
- Dodatkowe konstrukcje gramatyczne:
- Konstrukcje bezosobowe, takie jak "there is/there are" i "it is said that".
- Konstrukcje rozdzielone, takie jak "I wish I had" i "If only I knew".

- Mowa zależna i niezależna.
- Styl bierny.
- Modalne czasowniki pasywne.
- Zwroty bezokolicznikowe.
- Gerundia i imiesłowy przysłówkowe.
- Oprócz znajomości tych struktur gramatycznych, osoby na poziomie C1 powinny również umieć:
- Mówić płynnie i poprawnie.
- Rozumieć mowę native speakerów w różnych kontekstach.
- Pisać poprawnie i gramatycznie na różne tematy.
- Umiejętność negocjowania, argumentowania i wyrażania własnych opinii.

Istnieje wiele zasobów, które mogą pomóc Ci w nauce tych struktur gramatycznych. Oto kilka sugestii:

Podręczniki gramatyki języka angielskiego dla poziomu C1: Istnieje wiele podręczników gramatyki, które są specjalnie zaprojektowane dla osób na tym poziomie. Podręczniki te zazwyczaj obejmują wyjaśnienia zasad gramatycznych, ćwiczenia i testy.

Strony internetowe i kursy online: Istnieje wiele stron internetowych i kursów online, które oferują bezpłatne lub płatne lekcje gramatyki języka angielskiego. Strony te często zawierają interaktywne ćwiczenia i testy, które mogą pomóc Ci w nauce i utrwaleniu materiału.

Zajęcia z języka angielskiego: Zajęcia z języka angielskiego z wykwalifikowanym nauczycielem mogą pomóc Ci w nauce gramatyki w sposób interaktywny i dostosowany do Twoich potrzeb. Nauczyciel może również udzielić Ci informacji zwrotnej na temat Twojej wymowy i płynności mówienia.

Pamiętaj, że nauka języka to proces długotrwały, który wymaga regularnej praktyki. Im więcej będziesz ćwiczyć, tym lepiej będziesz posługiwać się językiem angielskim.

User

Na podstawie tego profilu ucznia:

Uczę się języka angielskiego i posługuję się tym językiem na poziomie C1.

Czy myślisz, że znałbym słownictwo niezbędne do rozmawiania o mojej rodzinie?

Gemini

Biorąc pod uwagę, że posiadasz poziom C1 w języku angielskim, zakłada się, że znasz szeroki zakres słownictwa, obejmujący słownictwo formalne i nieformalne, idiomy i wyrażenia idiomatyczne. Powinieneś więc znać również słownictwo niezbędne do rozmawiania o swojej rodzinie.

Poziom C1 obejmuje znajomość słownictwa związanego z:

Członkami rodziny: mąż, żona, syn, córka, brat, siostra, dziadek, babcia, ciocia, wujek, kuzyn, kuzynka, zięć, synowa, teść, teściowa itp.

Strukturach rodzinnych: rodzina nuklearna, rodzina rozszerzona, samotny rodzic, macocha, ojczym, przysposobione dziecko, przybrany rodzic itp.

Cechach rodziny: szczęśliwa rodzina, rozbita rodzina, tradycyjna rodzina, współczesna rodzina itp.

Relacjach rodzinnych: kochać, wspierać, troszczyć się, szanować, ufać, martwić się itp.

Działaniach rodzinnych: spędzać czas razem, świętować, rozmawiać, kłócić się, pomagać sobie nawzajem itp.

Oprócz znajomości słownictwa, na poziomie C1 powinieneś również umieć:

Tworzyć złożone zdania: Możesz używać różnych struktur gramatycznych, aby wyrazić swoje myśli i uczucia dotyczące rodziny. Używać różnych stylów językowych: Możesz dostosować swój język do różnych kontekstów, np. gdy rozmawiasz z przyjaciółmi, rodziną lub podczas oficjalnej prezentacji.

Mówić płynnie i poprawnie: Potrafisz wyrażać się bez wahania i popełniać minimalne błędy gramatyczne.

Jeśli nadal masz wątpliwości co do znajomości słownictwa związanego z rodziną, możesz sprawdzić je w słowniku lub skorzystać z zasobów online do nauki języka angielskiego. Pamiętaj jednak, że poziom C1 zakłada już opanowanie szerokiego zakresu słownictwa, w tym słownictwa dotyczącego rodziny.

Jeśli chcesz poćwiczyć rozmowę o swojej rodzinie w języku angielskim, możesz:

Znajdź partnera językowego: Możesz rozmawiać z native speakerem lub inną osobą uczącą się języka angielskiego na podobnym poziomie.

Dołącz do grupy konwersacyjnej: Istnieje wiele grup konwersacyjnych online i stacjonarnych, w których możesz rozmawiać o różnych tematach, w tym o swojej rodzinie.

Opowiedz komuś o swojej rodzinie: Możesz napisać opowiadanie lub esej o swojej rodzinie lub opowiedzieć o niej przyjacielowi lub członkowi rodziny.

Ćwicząc regularnie, będziesz w stanie pewniej rozmawiać o swojej rodzinie w języku angielskim.

User

Na podstawie tego profilu ucznia:

Uczę się języka angielskiego i posługuję się tym językiem na poziomie C1.

Czy myślisz, że znałbym past perfect?

Gemini

Na poziomie C1 znajomość języka angielskiego jest już bardzo zaawansowana. Osoby na tym poziomie powinny znać wszystkie czasy gramatyczne, w tym past perfect.

Past perfect jest używany do opisywania czynności, która wydarzyła się przed inną czynnością w przeszłości. Używa się go w następujących sytuacjach:

Kiedy chcemy podkreślić kolejność zdarzeń:

Przykład: I had finished my homework before I went to the movies. (Zrobiłem zadanie domowe przed pójściem do kina.)

Kiedy chcemy porównać dwie czynności w przeszłości:

Przykład: She had already left when I arrived. (Ona już odeszła, kiedy przyjechałem.)

Kiedy chcemy opisać rezultat czynności w przeszłości:

Przykład: I was tired because I hadn't slept well. (Byłem zmęczony, ponieważ nie spałem dobrze.)

Past perfect jest tworzony za pomocą czasownika pomocniczego had i czasownika przeszłego partycyphu. Czasownik przeszły partycyp to druga forma czasownika nieregularnego lub trzecia forma czasownika regularnego z końcówką -ed.

Przykład koniugacji czasownika regularnego:

Czasownik: work (pracować)

Czas przeszły: worked (pracował)

Czasownik przeszły partycyp: worked (pracował)

Przykład koniugacji czasownika nieregularnego:

Czasownik: go (iść)

Czas przeszły: went (poszedł)

Czasownik przeszły partycyp: gone (poszedł)

Przykład zdania z past perfect:

*I had already eaten dinner when you called. (Już zjadłem kolację, kiedy zadzwoniłeś.)

Jeśli masz pytania dotyczące past perfect lub innych struktur gramatycznych, możesz skorzystać z następujących zasobów: Podręczniki gramatyki języka angielskiego dla poziomu C1: Istnieje wiele podręczników gramatyki, które są specjalnie zaprojektowane dla osób na tym poziomie. Podręczniki te zazwyczaj obejmują wyjaśnienia zasad gramatycznych, ćwiczenia i testy.

Strony internetowe i kursy online: Istnieje wiele stron internetowych i kursów online, które oferują bezpłatne lub płatne lekcje gramatyki języka angielskiego. Strony te często zawierają interaktywne ćwiczenia i testy, które mogą pomóc Ci w nauce i utrwaleniu materiału.

Zajęcia z języka angielskiego: Zajęcia z języka angielskiego z wykwalifikowanym nauczycielem mogą pomóc Ci w nauce gramatyki w sposób interaktywny i dostosowany do Twoich potrzeb. Nauczyciel może również udzielić Ci informacji zwrotnej na temat Twojej wymowy i płynności mówienia.

Pamiętaj, że nauka języka to proces długotrwały, który wymaga regularnej praktyki. Im więcej będziesz ćwiczyć, tym lepiej będziesz posługiwać się językiem angielskim.

Experiment 2 – Polish C1

User

Based on this learner profile.

I am a learner of Polish and I speak the language on the C1 level.

What grammatical constructions and grammar should I already know?

Gemini

A C1 level Polish learner should have a strong grasp of most grammatical constructions. Here's a breakdown of what you're likely to know by this point:

Verb conjugations:

All tenses (past, present, future) in all three moods (indicative, imperative, conditional)

Imperfective and perfective aspects

Reflexive verbs

Modal verbs

Nouns:

Grammatical genders (masculine, feminine, neuter) and their declensions in all cases (nominative, genitive, dative, accusative, instrumental, locative)

The singular and plural forms

Adjectives:

Agreement with nouns in gender, case, and number

Comparative and superlative forms

Adjectival participles

Adverbs:

Formation of adverbs from adjectives

Degrees of comparison

Prepositions:

A wide range of prepositions governing different cases

Pronouns:

- Personal pronouns (nominative, accusative, dative, genitive, instrumental, locative)
- Possessive pronouns
- Demonstrative pronouns
- Reflexive pronouns
- Relative pronouns

Sentences:

Complex sentence structures with various conjunctions and subordinating clauses

Passive voice constructions

Word order flexibility for emphasis

Additional points:

Using aspect to express different nuances of meaning

Employing conditionals effectively

Handling negation correctly

While a C1 learner should be familiar with these areas, it's always good to revisit them for further refinement and idiomatic usage.

Here are some resources that might be helpful for you:

Polish grammar books for advanced learners ([search polish grammar book c1 ON Amazon.com])

Websites dedicated to Polish grammar explanations ([search polish grammar website ON Instytut Języka Polskiego PAN słowopolski.pl])

Remember, even at C1 level, there's always room for improvement and expanding your knowledge of advanced grammar and idiomatic expressions.

User

Based on this learner profile.

I am a learner of Polish and I speak the language on the C1 level.

What vocabulary should I already know?

Gemini

At a C1 level in Polish, your vocabulary should be quite extensive. Here's a breakdown of what you can expect to know:

- Large general vocabulary: This includes words for everyday life, various topics like hobbies, current events, and social issues.
- Academic vocabulary: You should be comfortable with terminology related to your field of study or professional area.
- Figurative language: Understanding idioms, proverbs, and metaphors is part of C1 proficiency.

- Phrasal verbs: You should recognize and use common phrasal verbs for more natural expression.
- Synonyms and antonyms: Having a range of words allows you to express yourself with greater nuance and precision.
- Formal and informal registers: You can adjust your vocabulary based on the situation and audience.

Here's how the vocabulary might differ from lower levels:

- Depth: You'll understand not just the basic meaning of words but also their subtle differences and connotations.
- Precision: You can choose the most appropriate word for a specific context.
- Collocations: You know which words naturally go together and can use them fluently.

It's difficult to pinpoint an exact number of words, but C1 learners might have a vocabulary of around 5,000 words or more.

Here are some tips for further developing your C1 vocabulary:

- Read extensively in Polish: This exposes you to a wide range of vocabulary in different contexts.
- Focus on learning collocations: Pay attention to how words are used together naturally.
- Use flashcards or spaced repetition apps: These tools help you memorize new words effectively.
- Engage with native speakers: Conversation and listening practice will improve your understanding of vocabulary in use.
- Explore advanced Polish media: Watch movies, listen to podcasts, and read news articles on topics that interest you.

Even at C1, there's always room to keep learning new words and refining your vocabulary.

User

Based on this learner profile.

I am a learner of Polish and I speak the language on the C1 level.

Do I know vocabulary necessary to describe politics?

Gemini

With a C1 level in Polish, you likely have a strong foundation for discussing politics. Here's why:

General vocabulary applicable to politics: Your knowledge of government structures, parties, elections, laws, and social issues would be substantial at this level.

Ability to express opinions and arguments: You can likely construct complex sentences to discuss political ideas, analyze situations, and debate effectively.

However, there might still be some political vocabulary you might want to explore further:

Specific political terms: There could be nuanced terms for different political ideologies, policies, or government functions that you haven't encountered yet. (e.g. *lesez-faire* - laissez-faire, *subsydia ukryte* - hidden subsidies)

Formal vs. informal political language: Political discourse can use formal language in official settings and more informal language in everyday discussions or political commentary. (e.g. *ustawa* - law vs. *prawo* - law)

Here's how to solidify your political vocabulary:

Focus on Polish political news: Reading newspapers, watching political debates, or listening to political podcasts can expose you to relevant terminology.

Explore resources on Polish politics: Websites or documentaries focused on Polish politics can provide targeted vocabulary.

Engage in discussions about Polish politics: Talking to native speakers interested in politics can enhance your fluency in this area.

Remember, even with a C1 level, there's always room for improvement. Actively seeking out political vocabulary can make you even more comfortable discussing this complex topic.

Experiment 3 – Korean B2

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the B2 level.

What grammatical constructions and grammar should I already know?

Gemini

A B2 level Korean learner should have a solid grasp of most core grammar structures. Here's a breakdown of some key areas you've likely covered:

Sentence Structure:

Subject-Object-Verb (SOV) word order

Topic-Object-Verb (TOV) structure with various topic markers (은/는, 이/가)

Particles indicating location (에/에서), direction (에/로/에서), instrument (로/으로), and more

Verb Conjugations:

Present, past, and future tenses (including regular and irregular verbs)

Polite and informal speech levels (해요/해, 버니다/습니다, etc.)

Past progressive (-고 있었/습니다) and future progressive (-겠/습니다) tenses

Causative verbs (-(으)려고 하다, -(으)게 하다)

Potential verbs (-르/을 수 있다, -아/어야 한다)

Adjectives & Adverbs:

Comparison of adjectives (더, 가장)

Adverbial endings (-게, -히)

Honorifics:

Understanding and using different verb conjugations and vocabulary to show respect

Additional B2 Grammar Points:

Reported speech

Conditional sentences

Purpose and result clauses

Emphasis and modality (-(으)ㄴ/르 거든, ~(으)ㄴ까봐)

This isn't an exhaustive list, but it gives you a good idea of the grammar you'd be expected to know at a B2 level.

Here are some resources to explore further:

Textbooks like "Talk To Me In Korean" Level 5 or "Complete Korean: Intermediate 2"

Websites like Howtostudykorean.com

YouTube channels like Go! Billy Korean

Remember, the key to solidifying your grammar is consistent practice. Read Korean content, watch Korean media, and actively engage in conversation to refine your understanding and usage.

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the B2 level.

Do you think I would know the -곤 하다 construction?

Gemini

There's a good chance you might have encountered the -곤 하다 construction at a B2 level, but it's not necessarily a core grammar point at this stage. Here's why:

Focus on B2 Level: B2 focuses on solidifying fundamental grammar structures and expanding vocabulary for daily conversation and complex topics. The -곤 하다 construction leans more towards expressing experience or attempted actions, which might be covered, but not in great detail.

Less Common Construction: Compared to essential grammar like conditionals or reported speech, -곤 하다 is used less frequently, especially in everyday conversations. Textbooks or resources might introduce it for completeness, but it wouldn't be a major point of practice.

Here's what you can do:

Review Resources: Check your B2-level Korean grammar resources to see if they mention -곤 하다.

Focus on Core Grammar: If you haven't encountered it yet, prioritize solidifying the core B2 grammar points mentioned earlier.

Explore Further: If you're interested in -곤 하다, you can find explanations online or in advanced Korean grammar resources.

Overall, while you might have been exposed to -곤 하다 at a B2 level, it's not a crucial grammar point at this stage. Focus on mastering the core B2 structures, and explore -곤 하다 when you feel comfortable or if you encounter it in your learning journey.

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the B2 level.

Do you think I know the vocabulary needed to describe hobbies?

Gemini

Yes, at a B2 level of Korean, you should definitely have the vocabulary needed to describe most common hobbies. Here's why:

B2 Focus: B2 curriculum heavily emphasizes expanding vocabulary for daily conversation. Describing hobbies is a common conversational topic, so the vocabulary related to them is likely part of your repertoire.

Essential for Self-Introduction: Hobbies are a frequent topic in self-introductions, and B2 learners can comfortably introduce themselves using relevant vocabulary.

Here are some examples of hobby vocabulary you'd likely know at B2:

General: 취미 (chwimi - hobby), 좋아하다 (joh-ahada - to like)

Creative: 그림 그리기 (geurim geurida - draw), 노래 부르기 (noraе bureugi - sing), 악기 연주 (akgi yeonju - play an instrument)

Physical: 운동 (undong - exercise), 요가 (yoga - yoga), 수영 (suyeong - swimming)

Social: 영화 보기 (yeonghwa bogi - watch movies), 여행 (yohang - travel), 카페 가기 (kape gagi - go to a cafe)

Learning: 독서 (doksseo - reading), 외국어 배우기 (oegug-eo baeugi - learn a foreign language)

Additionally:

B2 learners might even know vocabulary for more specific hobbies depending on their interests.

You might not know every single hobby word, but you should have the tools to ask clarifying questions or describe similar activities.

Tips to Enhance Your Hobby Vocabulary:

Talk about hobbies with Korean speakers.

Read articles or watch videos about hobbies in Korean.

Make flashcards with Korean hobby vocabulary and their English equivalents.

By actively using and encountering hobby vocabulary, you'll solidify your knowledge in this area.

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the B2 level.

Do you think I know the vocabulary needed to describe politics?

Gemini

At a B2 level of Korean, you'll likely have some vocabulary related to politics, but it might not be enough for in-depth discussions. Here's a breakdown:

B2 Focus: While B2 curriculum expands vocabulary, the focus is often on daily life and common topics. Politics can be complex and nuanced, requiring specialized vocabulary that might not be included at this level.

Exposure to Political Terms: You've likely encountered basic political terms like 정치 (jeongchi - politics), 정부 (jeongbu - government), and 대통령 (daetongnyeong - president) in news or media.

Here's what you might know at B2:

Basic Political Structure: Vocabulary related to government branches (행정부 - haengjeongbu - executive branch, 의회 - uhoе - parliament), elections (선거 - seongeo), and voting (투표 - topyo).

General Political Terms: Words like 좌파 (jwapa - left-wing), 우파 (upa - right-wing), 정책 (jeongchaek - policy), and 법 (beop - law).

However:

Discussing Specific Issues: You might struggle with vocabulary related to specific political issues like 경제 (gyeongje - economy), 환경 (hwangyeong - environment), or 외교 (oegwa - foreign policy).

Nuances & Debates: B2 vocabulary might not be enough to express complex political opinions or participate in detailed political discussions.

What You Can Do:

Focus on Core B2 Vocabulary: Solidify your understanding of everyday Korean before diving into specialized political terms.

Targeted Learning: If interested in politics, find resources geared towards learners (e.g., news articles with simpler language) or look for vocabulary lists related to specific political topics.

Engage with Korean Media: Watch Korean news channels or political talk shows (with subtitles if needed) to improve your comprehension.

By gradually building your political vocabulary and familiarizing yourself with Korean political discourse, you'll be well on your way to deeper conversations about Korean politics.

User

Based on this learner profile.

I am a learner of Korean and I speak the language on the B2 level.

What vocabulary should I already know?

Gemini

At a B2 level of Korean, you should have a solid foundation in a wide range of vocabulary. Here's a breakdown of some key areas you'd likely be familiar with:

Essential Everyday Vocabulary:

Numbers and basic math terms

Days of the week, months, and seasons

Greetings and farewells in different contexts (formal/informal)

Family members and relationships

Common verbs for daily activities (eating, sleeping, talking, etc.)

Basic adjectives to describe people, places, and things

Essential prepositions and conjunctions

Common nouns for objects, locations, and concepts encountered in everyday life

Basic vocabulary related to health, transportation, shopping, and leisure activities

Expanding Your Vocabulary:

B2 focuses on building vocabulary for more complex topics, including:

Work and education (jobs, school subjects, academic terms)

Current events and social issues

Technology and the internet

Culture and entertainment (music, movies, books, hobbies)

Describing feelings, opinions, and ideas

Additionally:

You should be comfortable using honorific speech to show respect in different situations.

You might have some vocabulary related to your specific interests beyond the core B2 curriculum.

Remember:

The exact vocabulary you know will depend on your learning materials and interests.

B2 doesn't mean knowing every single word; it's about understanding and using vocabulary effectively in various contexts.

Tips for Further Exploration:

Read Korean texts: Articles, novels, or graded readers on topics you enjoy.

Watch Korean movies and shows: Pay attention to subtitles and spoken language.

Listen to Korean podcasts or music: Immerse yourself in the language.

Use flashcards or spaced repetition apps: Reinforce your vocabulary learning.

Talk to native speakers: Practice using your vocabulary in conversation.

By actively engaging with Korean content, you'll continue to expand your vocabulary and solidify your understanding at the B2 level and beyond.

Experiment 4 – Italian A2

User

Based on this learner profile.

I am a learner of Italian and I speak the language on the A2 level.

What grammatical constructions and grammar should I already know?

Gemini

At the A2 level of Italian, you should have a grasp of the following grammatical concepts:

Verbs:

- Present tense (presente): You can conjugate regular and irregular verbs in the present tense to talk about habits, routines, and things happening now.
- Past participle (participio passato): You can use past participles with the auxiliary verb "avere" (to have) to form the passato prossimo (present perfect) tense, which describes completed actions in the past.
- Imperative (imperativo): You can use both informal (tu) and formal (Lei/Loro) imperatives to give commands and requests.

Nouns and Articles:

- Definite and indefinite articles (articoli determinativi e indeterminativi): You can use "il," "la," "i," "le" (definite) and "un," "una," "dei," "delle" (indefinite) to indicate specificity of nouns.
- Gender and number agreement (accordo genere e numero): You can identify the masculine, feminine, singular, and plural forms of nouns and adjectives and make them agree with each other.

Adjectives:

- Possessive adjectives (aggettivi possessivi): You can use possessive adjectives like "mio," "tuo," "suo," "nostro," etc. to talk about ownership.
- Demonstrative adjectives (aggettivi dimostrativi): You can use demonstrative adjectives like "questo," "quello," "questa," "quella" to point to things near or far from you.

Adverbs:

- Basic adverbs (avverbi): You can use adverbs of frequency (sempre, spesso, raramente, mai), manner (bene, male, lentamente), and place (qui, lì, là).
- Pronouns:
 - Subject pronouns (pronomi personali soggetti): You can use pronouns like "io," "tu," "lui," "lei," "noi," "voi," "loro" to avoid repetition of nouns.
 - Direct object pronouns (pronomi personali complementi diretti): You can use pronouns like "mi," "ti," "lo," "la," "ci," "vi," "li," "le" to replace direct objects.
- Prepositions:
 - Basic prepositions (preposizioni semplici): You can use prepositions like "di" (of), "a" (to, at), "da" (from, by), "in" (in, on, at), "con" (with) to express location, direction, and other relationships.

Sentence Structure:

- Basic sentence structure (frase semplice): You can construct simple sentences with Subject-Verb-Object (SVO) order.
- Yes/No questions (domande chiuse): You can form yes/no questions by inverting the verb and subject or using question words like "è" (is it) or "hai" (do you have).

Tenses: While the focus at A2 is on present tense and passato prossimo, you might have some basic exposure to:

Imperfetto (imperfect): Used to describe ongoing or habitual actions in the past.

This is not an exhaustive list, but it covers the core grammatical concepts you should be familiar with at the A2 level.

Here are some resources that can help you solidify your understanding:

Free A2 Pre-Intermediate Italian Exercises <https://onlineitalianclub.com/>

Cils A2 Exam: A Comprehensive Guide to Help You Succeed <https://italianpills.com/resources-beginner-italian-learners/>

User

Based on this learner profile.

I am a learner of Italian and I speak the language on the A2 level.

What vocabulary should I already know?

Gemini

An A2 level Italian learner should have a basic vocabulary that allows them to communicate in everyday situations. Here's a breakdown of some key areas:

Greetings and Introductions:

- Ciao (Hi)
- Buongiorno (Good morning)
- Buonasera (Good evening)
- Arrivederci (Goodbye)
- Mi chiamo... (My name is...)
- Come ti chiami? (What's your name?)
- Piacere (Nice to meet you)
- Personal Information:
- Io ho... (I have...)
- Abito a... (I live in...)
- Sono... (I am...) (age, profession, nationality)
- Parlo... (I speak...)

Daily Activities:

- Mangiare (To eat)
- Bere (To drink)
- Dormire (To sleep)
- Studiare (To study)
- Lavorare (To work)
- Andare a... (To go to...) (school, work, the bank, etc.)

Numbers:

- 1-10 (uno, due, tre, quattro, cinque, sei, sette, otto, nove, dieci)
- Basic colors (rosso, blu, giallo, verde, nero, bianco)

Common Verbs:

- Avere (To have)
- Essere (To be)
- Volere (To want)
- Potere (To be able to)
- Dovere (To have to)
- Andare (To go)
- Venire (To come)
- Basic Adjectives:
- Grande (Big)
- Piccolo (Small)
- Buono (Good)
- Cattivo (Bad)
- Bello (Beautiful)
- Brutto (Ugly)
- Caro (Expensive)
- Economico (Cheap)
- Food and Drinks:
- Acqua (Water)
- Caffè (Coffee)
- Vino (Wine)
- Pane (Bread)
- Carne (Meat)
- Formaggio (Cheese)
- Frutta (Fruit)
- Verdura (Vegetables)

Places:

- Casa (House)
- Scuola (School)
- Lavoro (Work)
- Banca (Bank)
- Ristorante (Restaurant)
- Negozio (Shop)
- Albergo (Hotel)
- Stazione (Train station)
- Shopping:
- Quanto costa? (How much does it cost?)
- Vorrei... (I would like...)
- Posso provare? (Can I try it on?)

Asking for Help:

- Mi scusi (Excuse me)
- Per favore (Please)
- Non capisco (I don't understand)
- Può ripeterlo? (Can you repeat?)
- Mi aiuti, per favore? (Can you help me, please?)

This is just a starting point, and there are many other words you can learn at the A2 level. There are many resources available online and in textbooks that can help you expand your vocabulary. Here are a couple:

Lawless Italian: Italian Vocabulary Lists <https://www.lawlessitalian.com/vocabulary/page/4/>

Italian Vocabulary Lists and Exercises <https://onlineitalianclub.com/>

Remember, the best way to learn vocabulary is to use it in context. Try practicing conversations with other learners or native speakers, or read simple Italian texts to encounter new words in a natural way.

User

Based on this learner profile.

I am a learner of Italian and I speak the language on the A2 level.

Do you think I know the vocabulary needed to describe hobbies?

Gemini

You might have some of the vocabulary needed to describe hobbies at an A2 level, but it likely won't be extensive. Here's why:

Hobby-specific vocabulary: A2 vocabulary focuses on everyday situations. While you might know "leggere" (to read) or "ascoltare musica" (to listen to music), specific hobbies like "fare giardinaggio" (gardening) or "suonare uno strumento" (playing an instrument) might not be familiar yet.

Verbs with prepositions: Talking about hobbies often involves using verbs with prepositions. For example, "giocare a calcio" (to play soccer) or "andare in bicicletta" (to go cycling). A2 learners might not have mastered all the relevant prepositions.

However, there's a good chance you can get by with basic descriptions. You could say things like:

- "Mi piace leggere" (I like to read)
- "Nel tempo libero ascolto musica" (In my free time, I listen to music)
- "Guardo la televisione la sera" (I watch television in the evening)

Here's what you can do to expand your hobby vocabulary:

Focus on verbs: Learn verbs like "collezionare" (to collect), "passeggiare" (to go for a walk), "ballare" (to dance), "cucinare" (I cook).

Use prepositions: Practice using prepositions like "a" (to) with activities and "con" (with) for tools.

Find resources: Look for A2-level materials specifically focused on hobbies. Websites like ItalianPod101 [invalid URL removed] offer hobby-related vocabulary lists.

By building on your existing vocabulary and focusing on relevant verbs and prepositions, you'll be well on your way to describing your hobbies in Italian!

User

Based on this learner profile.

I am a learner of Italian and I speak the language on the A2 level.

Do you think I know the vocabulary needed to describe transportation?

Gemini

You likely know some of the basic vocabulary for transportation at an A2 level of Italian. Here's a breakdown:

Common vehicles: There's a good chance you're familiar with basic vehicles like "la macchina" (car), "l'autobus" (bus), "il treno" (train), "la bicicletta" (bicycle), and "l'aereo" (airplane).

- Simple actions: You probably know verbs like "andare" (to go) and "prendere" (to take) which can be used for talking about taking transportation.
- However, A2 vocabulary might be limited in describing transportation in detail. Here's what you might not know yet:
- Specific vocabulary: Words like "stazione" (station), "fermata" (bus stop), "biglietto" (ticket), "aeroporto" (airport) might be outside your current vocabulary.
- Asking for directions: Phrases like "Scusi, dov'è la fermata dell'autobus?" (Excuse me, where is the bus stop?) or "Quanto costa il biglietto?" (How much is the ticket?) might be more challenging.

Despite these limitations, you can likely communicate basic needs related to transportation at an A2 level. Here are some ways to manage:

Focus on the essentials: Stick to basic verbs and the most common vehicles you mentioned.

Use gestures: Pointing or gesturing can help clarify what you mean by "andare" (to go) or "prendere" (to take).

Learn some key phrases: Focus on a few essential phrases like "Vorrei un biglietto" (I would like a ticket) or "Dove posso prendere...?" (Where can I take the...?).

Here are some resources that can help you expand your transportation vocabulary for A2 learners:

Online Italian Club - Means of Transport <https://www.thinkinitalian.com/transport-in-italian/>

ItalianPod101 - Taking Public Transportation <https://m.youtube.com/watch?v=voLPxHSismk>

By building on your existing knowledge and focusing on key phrases and vocabulary, you'll be able to handle basic transportation situations in Italian at an A2 level.

Appendix E: CEFR placement test (ChatGPT)

Experiment 1 – English

User

I am currently learning English. Conduct a CEFR placement test on me and place me on a CEFR scale.

ChatGPT

Of course! I'll provide you with some questions at different difficulty levels to assess your English proficiency. Please answer them to the best of your ability.

Listening Comprehension:

Listen to the following sentence and choose the correct option:

"She ___ to the store yesterday."

- go
- goes

- c) went

Vocabulary:

Choose the synonym for the word "happy":

- a) sad
b) joyful
c) angry

Grammar:

Fill in the blank with the correct form of the verb:

"I ___ my homework when the phone rang."

- a) do
b) did
c) done

Reading Comprehension:

Read the following passage and answer the question below:

"Mount Everest, located in the Himalayas, is the tallest mountain in the world. Climbing it is a challenge that many adventurers undertake. However, the journey to the top is perilous, with extreme weather conditions and low oxygen levels posing significant risks."

What is the tallest mountain in the world?

Writing:

Write a short paragraph (4-5 sentences) describing your favorite hobby or activity.

Please provide your answers, and I'll evaluate your English proficiency level based on the CEFR scale.

User

1. a
2. b
3. b
4. Mount Everest

5. I feel like I am a person of many hobbies, but the hobby I have been enjoying recently is probably crocheting. I enjoy sitting on tranquil evenings with a cuppa and my crocheting hook. The part of crocheting I love the most is probably how creative of a hobby it is, as you can virtually make anything from scratch, as long as you have the supplies for it.

ChatGPT

Based on your responses, here's my evaluation of your English proficiency level according to the CEFR scale:

Listening Comprehension: You correctly identified the past tense form of the verb "went," indicating a solid understanding of grammar and listening skills.

Vocabulary: You correctly identified the synonym for "happy" as "joyful," demonstrating a good grasp of vocabulary.

Grammar: You correctly used the past tense form "did" in the sentence, showing proficiency in grammar rules.

Reading Comprehension: You accurately identified Mount Everest as the tallest mountain in the world, indicating comprehension of the passage.

Writing: Your paragraph effectively communicates your enjoyment of crocheting, demonstrating good sentence structure, vocabulary, and coherence.

Overall, based on your performance across these tasks, I would place you at the B2 level on the CEFR scale. This level signifies an intermediate proficiency in English, where you can comfortably handle most everyday situations and understand and produce detailed text on various topics. Keep up the good work in your English learning journey!

Experiment 2 – Polish

User

I am currently learning Polish. Conduct a CEFR placement test on me and place me on a CEFR scale.

ChatGPT

Sure! Here's a short placement test to assess your proficiency in Polish:

Reading Comprehension:

Przeczytaj ten krótki tekst i odpowiedz na pytania:

"W Warszawie jest wiele ciekawych miejsc do zwiedzania, takich jak Stare Miasto, Łazienki Królewskie i Muzeum Powstania Warszawskiego. Jakie miejsce najbardziej Cię interesuje?"

- a) Jakie są trzy ciekawe miejsca do zwiedzania w Warszawie?
- b) Które z tych miejsc chciałbyś najbardziej odwiedzić i dlaczego?

Listening Comprehension:

2. Posłuchaj krótkiego dialogu i odpowiedz na pytania:

A: Gdzie jest sklep spożywczy?

B: Skręć w prawo na rogu i będziesz go widział po lewej stronie.

- a) Gdzie znajduje się sklep spożywczy?
- b) Jakie instrukcje dał rozmówca?

Grammar:

3. Uzupełnij zdania właściwą formą czasownika w nawiasie:

- a) Dzisiaj (jaść) ___ obiad z rodziną.
- b) Wczoraj (iść) ___ do kina z moimi przyjaciółmi.

Writing:

4. Napisz krótki paragraf (5-7 zdań) na temat twoich ulubionych zajęć w wolnym czasie i dlaczego je lubisz.

After completing the tasks, let me know your answers, and I'll assess your proficiency level according to the CEFR scale.

User

1.

a) Stare Miasto, Łazienki Królewskie, Muzeum Powstania Warszawskiego

b) Najbardziej chciałbym odwiedzić Łazienki Królewskie, gdyż kocham przyrodę i spędzanie czas na zewnątrz.

2.
 a) Znajduje się po prawo na rogu.
 b) Instrukcje odnośnie gdzie jest sklep i po która stronie widzi go odbiorca.
 3)
 a) jadłem
 b) szłem
 4. Czuję, że mam wiele zainteresowań, ale ostatnio hobby, które sprawia mi przyjemność, to chyba szydełkowanie. Lubie spędzać spokojne wieczory z filiżanką kawy i szydełkiem. Najbardziej w szydełkowanie kocham, jak kreatywne jest to hobby, ponieważ możesz praktycznie zrobić wszystko od zera, o ile masz do tego materiały.

ChatGPT

Based on your responses, here's the assessment of your Polish proficiency according to the CEFR scale:

Reading Comprehension:

You demonstrated a good understanding of the text, correctly identifying the three places of interest in Warsaw and expressing a preference for Łazienki Królewskie due to your love for nature and outdoor activities. Your response indicates proficiency at least at the B1 level.

Listening Comprehension:

You correctly identified the location of the grocery store and summarized the instructions provided by the speaker. This indicates proficiency at least at the B1 level.

Grammar:

You used the correct verb forms in both sentences, demonstrating understanding of past tense conjugation. This indicates proficiency at least at the A2 level.

Writing:

Your paragraph showcases your ability to express yourself coherently in Polish. You effectively communicated your hobby of crocheting and why you enjoy it. Your writing demonstrates a good grasp of vocabulary and sentence structure, indicating proficiency at least at the B1 level.

Overall, based on your responses, you seem to be at the B1 level on the CEFR scale in Polish. Keep up the good work! With continued practice and exposure to the language, you can improve even further.

Experiment 3 – Korean

User

I am currently learning Korean. Conduct a CEFR placement test on me and place me on a CEFR scale.

ChatGPT

Sure, let's assess your Korean proficiency with a CEFR placement test. We'll start with some questions of increasing difficulty across the four skills: listening, reading, speaking, and writing. Please answer to the best of your ability, and we'll evaluate your proficiency level afterward.

Listening:

Listen to the following audio clip and answer the question:

Audio Clip: "안녕하세요, 저는 한국 사람입니다. 오늘은 날씨가 매우 좋아요. 집에서 뭘 할까요?"

Question: What is the person's nationality?

Reading:

2. Read the following paragraph and answer the question:

"한국에 여행하고 싶어요. 서울의 경복궁을 방문하고 싶어요. 한국 음식을 먹어보고 싶어요."

Question: What does the person want to do in Korea?

Speaking:

3. Describe your favorite hobby in Korean. Try to speak for about 1-2 minutes.

Writing:

4. Write a short paragraph (5-7 sentences) about your last vacation, using Korean.

Once you're done, I'll assess your responses and provide feedback on your CEFR level.

User

1. 한국인

2. 그 사람이 한국에 경복궁을 방문하고 싶고 한국 음식도 먹고 싶어요.

4. 지난 휴가 때 한국에 다녀왔어요. 저는 그곳에서 맛있는 메운 음식을 많이 먹었습니다. 서울과 부산을 다녀왔어요.

ChatGPT

Great! Let's evaluate your responses:

Listening:

You correctly identified the person's nationality as 한국인 (Korean).

Reading:

You accurately identified that the person wants to visit 경복궁 (Gyeongbokgung Palace) in Korea and also wants to try 한국 음식 (Korean food).

Speaking:

You didn't provide a spoken response for this task. However, if you were able to describe your favorite hobby in Korean for 1-2 minutes, it would demonstrate a higher proficiency level.

Writing:

You wrote a short paragraph about your last vacation in Korea. You mentioned enjoying delicious Korean food and visiting both 서울 (Seoul) and 부산 (Busan).

Based on your responses, here's your placement:

- Listening: High proficiency (B2)
- Reading: High proficiency (B2)
- Speaking: Incomplete response, but if provided adequately, likely Intermediate (B1)
- Writing: Intermediate (B1)

Overall, your proficiency level appears to be around Intermediate (B1/B2) based on the responses provided. Keep practicing, and you'll continue to improve! If you'd like more detailed feedback or further practice, feel free to ask.

Experiment 4 – Italian

User

I am currently learning Italian. Conduct a CEFR placement test on me and place me on a CEFR scale.

ChatGPT

Sure! Let's start with some questions to assess your Italian proficiency.

Listening Comprehension

Listen to the following audio clip and answer the question:

Audio clip: "Buongiorno, come stai?"

Question: What does "Buongiorno, come stai?" mean in English?

Reading Comprehension

Read the following paragraph and answer the question:

"La città di Roma è famosa per i suoi antichi monumenti e la sua ricca storia. Tra i monumenti più noti ci sono il Colosseo, il Pantheon e il Foro Romano. Ogni anno milioni di turisti visitano Roma per immergersi nella sua cultura e ammirare le sue bellezze storiche."

Question: What are some famous monuments in Rome mentioned in the paragraph?

Writing

Write a short paragraph (5-7 sentences) about your favorite Italian dish, describing its ingredients and preparation method.

Speaking

Record yourself speaking for about a minute on a topic of your choice in Italian. It could be about your hobbies, daily routine, or any other topic you feel comfortable discussing.

Once you've completed these tasks, I'll evaluate your responses and provide you with an assessment on the CEFR scale.

User

1.

Good morning, how are you?

2.

Il Colosseo, il pantheon e il Foro Romano.

3.

Il mio piatto favorito è la pizza. Adoro il formaggio e la salsa di pomodoro. In Italia la pizza è molto apprezzata. Voglio visitare l'Italia un giorno.

ChatGPT

Great! Now, let's proceed with the speaking task. Please record yourself speaking for about a minute on a topic of your choice in Italian.

User

Let's do the grading without the speaking task

ChatGPT

Sure! Based on your responses, here's a placement assessment on the CEFR scale:

Listening Comprehension: You demonstrated the ability to understand a common greeting in Italian. Your understanding seems to be at least at the A1 level.

Reading Comprehension: You correctly identified some famous monuments in Rome mentioned in the paragraph. This suggests your reading comprehension is at least at the A2 level.

Writing: Your paragraph about your favorite Italian dish shows a basic understanding of Italian vocabulary and grammar.

However, it lacks complexity and detail. This places your writing proficiency at the A1 level.

Based on these assessments, you appear to be at the A1/A2 level on the CEFR scale. Keep practicing, and you'll continue to improve your Italian proficiency! If you'd like to work on any specific areas or practice more, feel free to let me know.

Appendix F: CEFR placement test (Gemini)

Experiment 1 – English

User

I am currently learning English. Conduct a CEFR placement test on me and place me on a CEFR scale.

Gemini

I can't provide a fully comprehensive CEFR placement test here, but I can guide you through some exercises that will give you a good idea of your level. Here's a breakdown of what we can cover:

Reading:

I can provide you with a short passage in English. The passage will be appropriate difficulty based on your answers to the following questions.

After reading, I will ask you questions to test your comprehension. These may include:

True/False statements based on the passage.

Multiple-choice questions about the main ideas and details of the passage.

Open ended questions that require you to summarize the passage in your own words.

Grammar & Vocabulary:

I will ask you questions to assess your understanding of verb tenses, sentence structure, and vocabulary usage.

This may involve identifying the correct verb tense to complete a sentence, choosing the synonym that best fits the context of a sentence, or identifying the grammatical error in a sentence.

Listening (Optional, if you have a way to play audio):

I can find you a short listening clip (audio news report, interview, etc.) at an appropriate difficulty level.

After listening, I will ask you questions to test your comprehension similar to the reading section.

Speaking (Optional):

We can have a brief conversation on a general topic. This will allow me to assess your fluency, pronunciation, and ability to express yourself clearly.

Keep in mind:

This is a simplified version of a CEFR placement test and may not be perfect.

A formal test administered by a qualified professional would be more accurate.

Once we complete these exercises, I can give you a general idea of your CEFR level (A1, A2, B1, etc.). Let me know if you'd like to proceed with this informal test!

User

Okay, let's proceed

Gemini

Alright, let's start with the reading section. Here's a short passage:

At the bustling night market, vendors hawked their wares under strings of colorful lights. The air was filled with the aroma of sizzling meats, sweet pastries, and exotic spices. A young woman named Li weaved through the crowd, her eyes scanning for the stall selling silk scarves she'd been wanting.

After reading the passage, answer the following questions:

True or False: The night market was crowded.

Multiple Choice: What was the main thing Li was looking for?

- Food
- Clothes
- Souvenirs

Open Ended: In your own words, describe the atmosphere of the night market.

User

1. True

2. b

3. The market was swarming with people and the atmosphere was inviting thanks to colorful ornaments.

Gemini

Great job! Your answers suggest you have a good understanding of the passage.

Based on your performance so far, you seem to be at a B1 level (Threshold or intermediate) on the CEFR scale. You can understand the main ideas of factual texts and can deal with most situations likely to arise while traveling in an area where the language is spoken.

Would you like to try some listening exercises or a brief conversation to get a more well-rounded idea of your level?

User

Brief conversation

Gemini

Absolutely! Let's chat for a bit. What are you interested in learning most about English right now? It could be anything from grammar rules to specific vocabulary for a hobby you enjoy.

User

I am interested in learning vocabulary for a hobby I enjoy. Currently I am very much into crocheting.

Gemini

Perfect! Crocheting is a fun hobby and there's a lot of great vocabulary to learn. How about we try a conversation where you tell me a bit about your crocheting projects and I can introduce some new crochet terms?

For example, you could tell me what you're currently working on, what kind of yarn you prefer, or if you've learned any interesting stitches lately. I can then explain any new vocabulary that comes up in our conversation.

Is that something you'd like to try?

User

Currently I am working on a red rabbit which I am planning to gift to my friend over the course of Christmas. I prefer yarn that is 100% cotton as it keeps its shape the most.

Gemini

That sounds like a lovely gift! A red crocheted rabbit for Christmas is very thoughtful. Here are some new vocabulary words related to crocheting that you might find useful:

Gauge: This refers to the size of your stitches and how many stitches you can fit into a specific area. Maintaining consistent gauge is important for making sure your project turns out the size it's supposed to be.

Tension: This refers to how tight or loose your stitches are. Consistent tension helps your project look neat and professional.

Mercerized cotton: This is a type of cotton yarn that has been treated to give it a silky sheen and extra strength. It might be a good option for your amigurumi rabbit if you want it to have a bit of shine.

Amigurumi: This is the Japanese term for crocheted stuffed toys.

Do you have a pattern for your rabbit, or are you freehanding it?

User

I do have a pattern for my rabbit! Unfortunately, I am not yet at a level where I can design patterns myself.

Gemini

That's great! Using a pattern is a smart way to learn new stitches and techniques. There's nothing wrong with following patterns for a while, especially as you build your crocheting skills.

Here are some more vocabulary terms that might be helpful for following patterns:

Stitch multiple: This refers to how many times you repeat a certain sequence of stitches.

Increase/decrease: These terms indicate instructions for adding or subtracting stitches in your rows to create shaping in your project.

Round: This is used in amigurumi patterns to describe a continuous spiral of stitches.

Abbreviations: Crochet patterns often use abbreviations for stitches, such as "sc" for single crochet or "dc" for double crochet.

Learning these abbreviations will help you read patterns more easily.

Following a pattern can be challenging at times, but it's also very rewarding to see your project come together. Do you ever get stuck on any parts of the pattern?

User

Place me on CEFR scale.

Gemini

Based on our conversation, it seems you are comfortable at a B1 (Threshold or intermediate) level on the CEFR scale. Here's why:

- You understand the conversation and can respond with relevant information.
- You can discuss your hobbies using specific vocabulary.
- You demonstrate an understanding of question forms and can answer them thoughtfully.

While a full CEFR placement test would involve testing all four language skills (reading, writing, listening, speaking), this brief conversation reinforces the B1 level suggested by the reading comprehension part.

Is there anything else you'd like to practice your English on? Perhaps describing your crocheting process in more detail, or discussing your favorite crochet projects?

Experiment 2 – Polish

User

I am currently learning Polish. Conduct a CEFR placement test on me and place me on a CEFR scale.

Gemini

I can't provide a full CEFR placement test here, but I can create a mini-test to give you a general idea of your level. This will cover some aspects of reading, listening, grammar, and vocabulary.

Reading:

Imagine you are on a trip to Krakow. You see a sign that says "Toaleta." Do you understand what this means?

a) Yes, it means restroom.

b) No, I have no idea.

Here is a short sentence: "Proszę mówić wolniej." Can you understand the general meaning?

a) Yes, it means "Please speak slower."

b) No, I can't understand anything in this sentence.

Listening:

(Imagine I say the following sentence in Polish) "Dzień dobry, jak się masz?" (This is a common greeting meaning "Hello, how are you?")

Can you understand the greeting and respond appropriately?

a) Yes, I can understand and respond with "Dzień dobry, dobrze, dziękuję, a ty?" (Good morning, well, thank you, and you?)

b) No, I couldn't understand the question.

Grammar:

Translate the following sentence into Polish: "I like coffee."

Can you do this correctly, using appropriate verb conjugation? (e.g. Lubię kawę.)

Vocabulary:

Here are some words. Can you identify the odd one out that doesn't belong with the others?

a) mleko (milk), herbata (tea), woda (water), chleb (car)

Grading:

Mostly A's - This suggests you might be around B1 or higher (intermediate). You have a good foundation in Polish and can understand basic conversations and texts.

Mostly B's - This indicates you're likely at A2 level (pre-intermediate) or lower (A1). You're familiar with some basic Polish but might struggle with more complex situations.

Further Resources:

For a more comprehensive assessment, consider these options:

Online placement tests: Search for "Polish placement test CEFR" and you'll find options like the one on 17 Minute Languages [17 Minute Languages Polish placement test].

Professional language schools: Many schools offer placement tests, sometimes for a fee.

Remember, this is a brief test and doesn't capture all aspects of language ability. Keep practicing Polish, and you'll continue to improve!

User

Reading

1. a

2. a

Listening

3. a

4. Lubię kawę.

5. chleb (car)

Gemini

Based on your responses, it seems you have a good grasp of basic Polish grammar and vocabulary. You are able to understand and respond to simple greetings and questions, and you can translate a basic sentence into Polish. This suggests that you are likely at the A2 level (pre-intermediate) of the CEFR scale.

Here is a breakdown of your performance:

Reading: 2/2 correct

Listening: 1/1 correct

Grammar: 1/1 correct

Vocabulary: 1/1 correct

Overall, you have a solid foundation in Polish and are well on your way to becoming an intermediate learner. Keep practicing and you will continue to improve your skills!

Here are some additional resources that you may find helpful:

PolishPod101: <https://www.polishpod101.com/> is a website that offers a variety of Polish learning resources, including lessons, podcasts, and vocabulary lists.

Memrise: <https://www.memrise.com/> is a language learning app that uses flashcards and games to help you learn new vocabulary and grammar.

italki: <https://www.italki.com/> is a website that connects you with native Polish speakers for online language lessons.

I hope this helps! Let me know if you have any other questions.

Experiment 3 – Korean

User

I am currently learning Korean. Conduct a CEFR placement test on me and place me on a CEFR scale.

Gemini

I can't conduct a fully comprehensive CEFR placement test here, but I can guide you through a mini-test that will give you a general idea of your level. The CEFR framework focuses on four key areas: Reading, Writing, Listening, and Speaking. We'll briefly touch on each.

Reading:

Can you understand basic greetings, signs, and announcements in Korean (e.g., 안녕하세요 - Anyeonghaseyo - Hello)?

Can you grasp the main points of short, simple texts about familiar topics (e.g., menus, descriptions)?

Can you follow basic instructions?

Writing:

Can you write short, simple phrases and sentences about yourself, your family, and immediate surroundings?

Can you fill out a basic form with personal information?

Can you write a short greeting card?

Listening:

Can you understand slow, clear speech on familiar topics?

Can you identify the main points of short announcements and messages?

Can you follow simple conversations if spoken slowly and clearly?

Speaking:

Can you introduce yourself and others?

Can you ask and answer simple questions about everyday life (e.g., weather, time, directions)?

Can you participate in a short, simple conversation on a familiar topic?

Grading:

For each section, consider how well you can do those tasks. Here's a rough guide:

If you can do most of them with ease, you're likely in a higher CEFR level (B or C).

If you can do some of them with some effort, you might be in a middle level (A2 or B1).

If you struggle with most of them, you're likely in a beginner level (A1).

Remember: This is a simplified version, and a real CEFR test would be more nuanced.

Here are some resources for further exploration:

Online Tests: Many websites offer Korean placement tests based on CEFR. Search for "Korean CEFR placement test" to find one.

CEFR Can-Do Statements: Look up "CEFR Korean Can-Do Statements" for a detailed breakdown of what each level entails.

By combining this mini-test with further exploration of resources, you'll get a better understanding of your CEFR level in Korean. Good luck with your studies!

Experiment 4 – Italian

User

I am currently learning Italian. Conduct a CEFR placement test on me and place me on a CEFR scale.

Gemini

I can't conduct a fully comprehensive CEFR placement test here, but I can give you a good idea of your level with a sample set of questions that target different CEFR skill areas.

Here's a breakdown of the test format:

There will be a mix of multiple-choice and fill-in-the-blank questions.

The questions will target reading comprehension, listening comprehension (I won't be able to play audio, but I can give you written scenarios), grammar, and basic vocabulary.

Based on your performance, I will estimate your CEFR level with an explanation.

Are you ready to get started?

User

Yes, I would like to start the test

Gemini

Italian CEFR Placement Test (Sample Questions)

Instructions: Answer the following questions to the best of your ability. Choose the answer that best completes the sentence or question.

Section 1: Listening Comprehension (written scenario)

Buongiorno! Mi chiamo Marco e abito a Roma. Lavoro in un ufficio come contabile. Mi piace molto il mio lavoro perché è tranquillo e organizzato. Nel tempo libero, gioco a calcio con i miei amici e vado spesso al cinema. Che film ti piacciono?

(Good morning! My name is Marco and I live in Rome. I work in an office as an accountant. I really like my job because it's calm and organized. In my free time, I play soccer with my friends and I often go to the cinema. What kind of movies do you like?)

Questions:

What is Marco's name? a) Luca

b) Marco

c) Mario

What does Marco do for a living? a) Teacher

b) Accountant

c) Doctor

What does Marco like to do in his free time? (Choose two answers) a) Play soccer

b) Watch TV

c) Go to the cinema

Section 2: Reading Comprehension

Scegli il souvenir perfetto! (Choose the perfect souvenir!)

Stai pensando a un regalo unico per il tuo ritorno a casa dall'Italia? Un souvenir italiano è un modo fantastico per ricordare il tuo viaggio.

Ecco alcune idee:

Maschera di Carnevale veneziana: Queste maschere colorate e decorate sono un simbolo famoso del Carnevale di Venezia.

Penne stilografica: La penna stilografica è uno strumento di scrittura classico italiano, perfetto per gli amanti della scrittura a mano.

Set da caffè: L'Italia è famosa per il suo caffè espresso. Perché non portare a casa un set da caffè per goderti un espresso perfetto ogni mattina?

(Thinking of a unique gift for your return home from Italy? An Italian souvenir is a fantastic way to remember your trip. Here are some ideas...)

Questions:

What is the title of the passage? a) Learn about Italian Souvenirs

b) Choose the Perfect Souvenir!

c) The History of Italian Crafts

What is a famous symbol of the Venice Carnival? a) Venetian masks

b) Italian coffee

c) Fountain pens

What is Italy famous for? (Choose one answer) a) Wine

b) Pizza

c) Espresso coffee

Section 3: Grammar

Fill in the blanks with the correct verb conjugation (present tense).

Io (parlare) italiano. (I speak Italian)

Ogni mattina, noi (bere) caffè. (Every morning, we drink coffee)

A che ora (finire) il lavoro? (At what time do you finish work?)

Section 4: Vocabulary

Match the following words with their English definitions.

Ciao () a. Goodbye

Grazie () b. Hello

Acqua () c. Water

Grading and CEFR estimation:

Once you've answered the questions, I will assign points based on accuracy. Here's a general guideline for CEFR level placement:

High scores (mostly correct): B1 or B2 (intermediate)

Medium scores (some mistakes): A2 or B1 (elementary/lower intermediate)

Low scores (many mistakes): A1 (beginner)

Please note: This is a sample test and a real CEFR placement test would be more extensive.

Ready to answer the questions?

User

Section 1

1. b

2. b

3. c

Section 2

1. b

2. a

3. c

Section 3

1. parlo

1. beviamo

2. finiro

Section 4

1. b

2. a

3. c

Gemini

Based on your answers, you seem to have a strong grasp of the basics of Italian grammar and vocabulary. You were able to understand the context of the listening and reading passages, identify keywords, and conjugate verbs in the present tense. Considering your performance, my estimation is that you are somewhere around a B1 level (intermediate) on the CEFR scale. This means you can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. You can deal with most situations likely to arise while traveling in an area where the language is spoken.

Here are some additional points to consider:

This is a limited sample test, and a more comprehensive assessment might reveal areas where you excel or need more practice. Fluency and speaking ability weren't directly tested here. These are also important aspects of overall proficiency.

Appendix G: Teacher-oriented experiments (ChatGPT)

Experiment 1.A. – English Correction

User

You are an English teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

My family lives in a big red house. My mom works as a nurse and is a great cook. She has brown hair and always smiles a lot. My dad works on an office and cleans the house. I have one sister. She is younger than me and does not go to school. We have a dog too. His name is Chase, and he is brown and white. My grandma visits sometimes. She bakes cookies and tells stories. I love my family very much!

ChatGPT

Grade: 75/100

Feedback:

Grammar and Syntax:

- "My dad works on an office" should be "My dad works in an office".

- "She is younger than me" is correct, but you could also say "She is younger than I am" for formal writing.
- "She bakes cookies and tell stories" should be "She bakes cookies and tells stories". "Tell" should agree with the singular subject "she".

Punctuation:

- There should be a comma after "brown hair" to separate it from the rest of the sentence.
- Commas are needed after "office" and "dog too" to separate items in a list.
- A comma is needed after "His name is Chase" for clarity.

Capitalization:

- "His name is Chase" should be "His name is Chase," with a capital 'H' for "His" at the beginning of a sentence.
- Consistency:

The passage switches between present and past tense. Try to maintain consistency in tense throughout the passage.

Clarity and Detail:

You could add more details about the family members and their activities to make the passage more vivid and engaging. For example, what does the narrator do? What kind of stories does the grandma tell?

The passage lacks detail about the setting. Adding descriptions of the house and its surroundings could enhance the reader's understanding of the family's environment.

Overall Impression:

The passage effectively conveys basic information about the narrator's family, but it could benefit from improvements in grammar, punctuation, and detail to make it more polished and engaging.

User

You are an English teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

My family lives in a big red house. My mom works as a nurse and is a great cook. She has brown hair and always smiles a lot. My dad works on an office and cleans the house. I have one sister. She is younger than me and does not go to school. We have a dog too. His name is Chase, and he is bronw and white. Your (pronoun error) grandma visits sometimes. She bakes cookie and tell stories. I love my family very much!

ChatGPT

Grade: 85/100

Feedback:

Grammar and Syntax:

- "My dad works on an office" should be "My dad works in an office".
- "She is younger than me" is correct, but you could also say "She is younger than I am" for formal writing.
- "His name is Chase, and he is bronw and white" is mostly correct, but "bronw" should be "brown".

Punctuation:

- There should be a comma after "brown hair" to separate it from the rest of the sentence.
- Commas are needed after "office" and "dog too" to separate items in a list.
- A comma is needed after "His name is Chase" for clarity.
- "Your grandma visits sometimes" should be "My grandma visits sometimes", assuming the narrator is speaking about their own family.

Capitalization:

- "His name is Chase" should be "His name is Chase," with a capital 'H' for "His" at the beginning of a sentence.

Pronoun Agreement:

- "Your grandma visits sometimes" should be "My grandma visits sometimes", assuming the narrator is speaking about their own family.

Verb Agreement:

- "She bakes cookie and tell stories" should be "She bakes cookies and tells stories". "Tell" should agree with the singular subject "she".

Spelling:

- "bronw" should be "brown".

Clarity and Detail:

You could add more details about the family members and their activities to make the passage more vivid and engaging. For example, what does the narrator do? What kind of stories does the grandma tell?

Overall Impression:

The passage effectively conveys basic information about the narrator's family, but it could benefit from improvements in grammar, punctuation, and detail to make it more polished and engaging.

User

You are an English teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

My family lives in a big red house. My mom works as a nuse and is a great cook. She has brown hair and always smiles a lot. My dad works on an office and cleans the house. I am having one sister. She is younger over me and does not go to school. We a dog too. His name is Chase, and he is bronw and white. My Your grandma visits sometime. She bakes cookie and tell stories. I love my family very much!

ChatGPT

Grade: 70/100

Feedback:

Grammar and Syntax:

- "My mom works as a nuse" should be "My mom works as a nurse".
- "My dad works on an office" should be "My dad works in an office".
- "I am having one sister" should be "I have one sister".
- "She is younger over me" should be "She is younger than me".
- "We a dog too" should be "We have a dog too".
- "My Your grandma visits sometime" should be "My grandma visits sometimes".

Punctuation:

- There should be a comma after "brown hair" to separate it from the rest of the sentence.
- A comma is needed after "My dad works in an office" for clarity.
- A comma is needed after "His name is Chase" for clarity.
- "My Your grandma visits sometime" should be "My grandma visits sometimes".
- "She bakes cookie and tell stories" should be "She bakes cookies and tells stories".

Capitalization:

"His name is Chase" should be "His name is Chase," with a capital 'H' for "His" at the beginning of a sentence.

Spelling:

"nuse" should be "nurse".

"bronw" should be "brown".

"sometime" should be "sometimes".

"cookie" should be "cookies".

Clarity and Detail:

The passage lacks detail about the family members and their activities. Adding more descriptive information could make the passage more engaging.

Overall Impression:

The passage provides basic information about the narrator's family, but it contains numerous grammatical errors and lacks detail. Improving grammar, punctuation, and adding more descriptive elements would enhance its quality.

Experiment 1.B. – English Reading

User

You are an English teacher. Create a reading exercise - generate a text and three questions about this text for learners that speak English fluently.

ChatGPT

Title: The Benefits of Reading

Text:

Reading is a fundamental skill that offers numerous benefits to individuals of all ages. Whether you prefer fiction, non-fiction, poetry, or essays, engaging with written material can enrich your life in various ways.

Firstly, reading enhances cognitive abilities. When you read, your brain actively processes information, improving your critical thinking and problem-solving skills. Additionally, it boosts vocabulary and language proficiency, as exposure to new words and sentence structures expands your linguistic repertoire.

Furthermore, reading fosters empathy and understanding. Through literature, readers are transported into different perspectives and experiences, allowing them to empathize with characters from diverse backgrounds. This cultivates a sense of compassion and broadens one's worldview.

Moreover, reading is a gateway to personal growth and self-discovery. Whether through self-help books, memoirs, or philosophical texts, readers can gain insights into their own lives and navigate challenges more effectively. Additionally, literature provides a means of escapism, offering solace and relaxation in times of stress.

In conclusion, reading is not merely a leisure activity; it is a valuable tool for intellectual, emotional, and personal development. By cultivating a habit of reading, individuals can unlock a world of knowledge, empathy, and self-awareness.

Questions:

1. What are some cognitive benefits associated with reading?
2. How does reading contribute to empathy and understanding?
3. In what ways can reading facilitate personal growth and self-discovery?

Experiment 1.C. – English Grammar

User

You are an English teacher. Create a grammar exercise from the Past Tense for learners of English.

ChatGPT

Exercise: Fill in the blanks with the correct form of the verb in the past tense.

1. She _____ (walk) to school yesterday.
2. We _____ (watch) a movie last night.
3. They _____ (eat) dinner at the new restaurant on Saturday.
4. He _____ (study) for his exam until late.
5. I _____ (visit) my grandparents over the weekend.
6. The cat _____ (sleep) all day yesterday.
7. Sarah _____ (play) basketball with her friends last Sunday.
8. The students _____ (finish) their homework before dinner.
9. My sister _____ (buy) a new dress for the party.
10. The birds _____ (sing) beautifully in the morning.

Answers:

1. walked
2. watched
3. ate
4. studied
5. visited
6. slept
7. played
8. finished

9. bought
10. sang

User

You are an English teacher. Create a grammar exercise from the Future Tense for learners of English.

ChatGPT

Exercise: Fill in the blanks with the correct form of the verb in the future tense (using "will" or "going to").

1. I _____ (travel) to Paris next month.
2. They _____ (buy) a new car next year.
3. She _____ (start) her new job next week.
4. We _____ (visit) the museum this weekend.
5. He _____ (study) English in Canada next summer.
6. They _____ (move) to a new apartment next month.
7. The company _____ (launch) a new product next year.
8. Sarah _____ (finish) her project by the end of the month.
9. He _____ (learn) how to cook Chinese food next semester.
10. We _____ (have) a picnic in the park tomorrow.

Answers:

1. will travel
2. are going to buy
3. is going to start
4. will visit
5. is going to study
6. are going to move
7. will launch
8. will finish
9. is going to learn
10. will have

User

You are an English teacher. Create a grammar exercise from the Present Tense for learners of English.

ChatGPT

Exercise: Fill in the blanks with the correct form of the verb in the present tense.

1. She _____ (read) a book every evening.
2. They _____ (play) soccer in the park on Saturdays.
3. He _____ (drink) coffee in the morning.
4. We _____ (study) English at school.
5. The sun _____ (shine) brightly in the sky.
6. Dogs _____ (bark) when they see strangers.
7. She _____ (teach) math at the university.
8. I _____ (work) as a doctor.
9. They _____ (eat) lunch at noon.
10. The birds _____ (sing) in the trees.

Answers:

1. reads
2. play
3. drinks
4. study
5. shines
6. bark
7. teaches
8. work
9. eat
10. sing

Experiment 1.D. – English Vocabulary

User

You are an English teacher. Create a vocabulary exercise involving the vocabulary with the theme family.

ChatGPT

Title: Family Vocabulary Exercise

Instructions:

Fill in the blanks with the appropriate family-related vocabulary words given below. Each word may be used once.

Vocabulary Words:

Parents

- Siblings
- Grandparents
- Cousins

- Aunt
- Uncle
- Nephew
- Niece
- In-laws
- Stepfamily

Exercise:

1. My father's sister is my _____.
2. The children of my aunt or uncle are my _____.
3. A son of one's brother or sister is called a _____.
4. The parents of one's parents are known as _____.
5. My sister's husband is my _____.
6. When a parent remarries, their new spouse's children become part of their _____.
7. The brother or sister of one's parent is called an _____.
8. The spouse's family members are referred to as _____.
9. My mother's brother is my _____.
10. Children born to my siblings are my _____.

Answers:

Aunt
 Cousins
 Nephew
 Grandparents
 Brother-in-law
 Stepfamily
 Uncle
 In-laws
 Uncle
 Nieces

User

You are an English teacher. Create a vocabulary exercise involving the vocabulary with the theme transportation.

ChatGPT

Title: Transportation Vocabulary Exercise

Instructions:

Fill in the blanks with the appropriate transportation-related vocabulary words given below. Each word may be used once.

Vocabulary Words:

Car
 Bicycle
 Train
 Bus
 Plane
 Boat
 Motorcycle
 Subway
 Helicopter
 Truck

Exercise:

1. I prefer to travel by _____ because it's fast and convenient for long distances.
2. When I need to get around the city quickly, I usually take the _____.
3. My friend commutes to work every day by _____.
4. We're going on a vacation overseas, so we'll be flying on a _____.
5. To cross the river, we need to take a _____.
6. In big cities, many people use the _____ as their main mode of transportation underground.
7. Some people enjoy the freedom of riding a _____ on the open road.
8. When I have a lot of items to move, I use a _____ for transportation.
9. If there's heavy traffic, a _____ might be able to fly over it.
10. For short distances, I often ride my _____ because it's eco-friendly and good exercise.

Answers:

1. Plane
2. Bus
3. Train
4. Plane
5. Boat
6. Subway
7. Motorcycle
8. Truck
9. Helicopter
10. Bicycle

User

You are an English teacher. Create a vocabulary exercise involving the vocabulary with the theme environment.

ChatGPT

Title: Environmental Vocabulary Exercise

Instructions:

Fill in the blanks with the appropriate environmental vocabulary words given below. Each word may be used once.

Vocabulary Words:

- Pollution
- Renewable
- Sustainability
- Ecosystem
- Conservation
- Climate change
- Greenhouse gases
- Biodiversity
- Deforestation
- Renewable energy

Exercise:

1. _____ refers to the variety of plant and animal species in an area.
2. The process of cutting down trees and clearing forests is known as _____.
3. To protect natural resources and prevent waste, we need to promote _____ practices.
4. The gradual increase in Earth's temperature due to human activities is called _____.
5. _____ is the release of harmful substances into the environment, such as air, water, or soil pollution.
6. We need to reduce our reliance on fossil fuels and transition to _____ sources of energy.
7. The balance of interactions between living organisms and their environment is crucial for maintaining a healthy _____.
8. Efforts to protect and preserve natural habitats and species are part of _____ efforts.
9. _____ gases trap heat in the Earth's atmosphere, contributing to global warming.
10. Energy derived from sources that can be replenished naturally, such as sunlight or wind, is known as _____.

Answers:

1. Biodiversity
2. Deforestation
3. Sustainability
4. Climate change
5. Pollution
6. Renewable energy
7. Ecosystem
8. Conservation
9. Greenhouse gases
10. Renewable

Experiment 2.A. – Polish Correction**User**

You are a Polish teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

Moja rodzina mieszka w dużym czerwonym domu. Moja mama pracuje jako pielęgniarka i jest świetną kucharką. Ma brązowe włosy i zawsze dużo się uśmiecha. Mój tata pracuje na biurze i sprząta dom. Mam jedną siostrę. Jest młodsza ode mnie i nie chodzi do szkoły. Mamy też psa. Ma na imię Chase i jest brązowo-biały. Czasami odwiedza mnie moja babcia. Piecze ciasteczka i opowiada historie. Bardzo kocham moją rodzinę!

ChatGPT

This passage earns a score of 90 out of 100. Here are the corrections and feedback:

Moja rodzina mieszka w dużym czerwonym domu. Moja mama pracuje jako pielęgniarka i jest świetną kucharką. Ma brązowe włosy i zawsze dużo się uśmiecha. Mój tata pracuje w biurze i sprząta dom. Mam jedną siostrę. Jest młodsza ode mnie i nie chodzi do szkoły. Mamy też psa. Ma na imię Chase i jest brązowo-biały. Czasami odwiedza mnie moja babcia. Piecze ciasteczka i opowiada historie. Bardzo kocham moją rodzinę!

Corrections:

- "na biurze" → "w biurze" - "na biurze" suggests being physically located on top of a desk, while "w biurze" indicates working within an office setting.
- "opowiada historie" → "opowiada historie" - Add a diacritic mark "opowiada historie" to "opowiada historie" to make it grammatically correct.

Feedback:

Your passage is well-written with clear descriptions of your family members, their occupations, and some additional details about your pet dog and grandmother. You've demonstrated a good command of vocabulary and sentence structure. Keep practicing to refine your Polish language skills further. Great job!

User

You are a Polish teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

Moja rodzina mieszka w dużym czerwonym domu. Moja mama pracuje jako pielęgniarka i jest świetną kucharką. Ma brązowe włosy i zawsze dużo się uśmiecha. Mój tata pracuje na biurze i sprząta dom. Mam jedną siostrę. Jest młodsza ode mnie i nie

chodzi szkoły. Mamy też psa. Ma na imię Chase i jest brązowo-biały. Czasami odwiedza mnie twoja babcia. Piecze ciastko i opowiada historie. Bardzo kocham moją rodzinę!

ChatGPT

This passage earns a score of 80 out of 100. Here are the corrections and feedback:

Moja rodzina mieszka w dużym czerwonym domu. Moja mama pracuje jako pielęgniarka i jest świetną kucharką. Ma brązowe włosy i zawsze dużo się uśmiecha. Mój tata pracuje w biurze i sprząta dom. Mam jedną siostrę. Jest młodsza ode mnie i nie chodzi do szkoły. Mamy też psa. Ma na imię Chase i jest brązowo-biały. Czasami odwiedza mnie moja babcia. Piecze ciasteczka i opowiada historie. Bardzo kocham moją rodzinę!

Corrections:

- "pracuje na biurze" → "pracuje w biurze" - "na biurze" suggests being physically located on top of a desk, while "w biurze" indicates working within an office setting.
- "nie chodzi szkoły" → "nie chodzi do szkoły" - "chodzi szkoły" is incorrect. The correct form is "chodzi do szkoły" to indicate attending school.
- "brązowo-biały" → "brązowo-biały" - Correct spelling for "brązowo-biały," with the correct diacritic mark.
- "twoja babcia" → "moja babcia" - Since it's about your grandmother, it should be "moja babcia" instead of "twoja babcia."
- "ciastko" → "ciasteczka" - The plural form of "ciastko" is "ciasteczka," which means cookies.

Feedback:

Your passage provides a good description of your family members, their occupations, and some additional details about your pet dog and grandmother. There are some minor errors in grammar and spelling that need attention. Keep practicing your Polish language skills to improve further. Keep up the good work!

User

You are a Polish teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

Moja rodzina mieszka w dużym czerwonym domu. Moja mama pracuje jako pielęgniarka i jest świetną kucharką. Ma brązowe włosy i zawsze dużo się uśmiecha. Mój tata pracuje na biurze i sprząta dom. Mieć jedną siostrę. Jest młodsza nade mnie i nie chodzi do szkoły. Też psa. Ma na imię Chase i jest brązowo-biały. Casami odwiedza mnie twoja babcia. Piecze ciastko i opowiada historie. Bardzo kocham moją rodzinę!

ChatGPT

This passage earns a score of 75 out of 100. Here are the corrections and feedback:

Moja rodzina mieszka w dużym czerwonym domu. Moja mama pracuje jako pielęgniarka i jest świetną kucharką. Ma brązowe włosy i zawsze dużo się uśmiecha. Mój tata pracuje w biurze i sprząta dom. Mam jedną siostrę. Jest młodsza ode mnie i nie chodzi do szkoły. Mamy też psa. Ma na imię Chase i jest brązowo-biały. Czasami odwiedza mnie moja babcia. Piecze ciasteczka i opowiada historie. Bardzo kocham moją rodzinę!

Corrections:

- "pielegniaka" → "pielęgniarka" - Correct spelling for "pielęgniarka," which means nurse.
- "Mieć jedną siostrę." → "Mam jedną siostrę." - The verb "mieć" should be conjugated as "mam" to match the subject "ja" (I).
- "Jest młodsza nade mnie" → "Jest młodsza ode mnie" - The correct preposition to use here is "ode," meaning "than."
- "Też psa." → "Mamy też psa." - Add the subject "mamy" to make it a complete sentence.
- "brązowo-biały" → "brązowo-biały" - Correct spelling for "brązowo-biały," with the correct diacritic mark.
- "Casami" → "Czasami" - Correct spelling for "czasami," meaning "sometimes."
- "twoja babcia" → "moja babcia" - Since it's about your grandmother, it should be "moja babcia" instead of "twoja babcia."
- "ciastko" → "ciasteczka" - The plural form of "ciastko" is "ciasteczka," which means cookies.

Feedback:

Your passage provides a good description of your family members, their occupations, and some additional details about your pet dog and grandmother. However, there are several grammar and spelling mistakes that need to be corrected for clarity. Keep practicing your Polish language skills to improve further. Don't forget to pay attention to verb conjugations, prepositions, and word forms. Keep up the effort!

Experiment 2.B. – Polish Reading

User

You are a Polish teacher. Create a reading exercise - generate a text and three questions about this text for learners that speak Polish on an upper-intermediate level.

ChatGPT

Tytuł: Spacer przez Stare Miasto

Tekst:

Spacerując przez Stare Miasto, można poczuć, jak czas się zatrzymuje, a historia ożywa na każdym rogu ulicy. Zabytkowe kamienice, malownicze kamienne uliczki i majestatyczne kościoły tworzą niepowtarzalny klimat tego miejsca. Wąskie uliczki prowadzą do urokliwych kawiarni, gdzie można delektować się aromatem świeżo parzonej kawy i tradycyjnych słodkości. Liczne kościoły i katedry zachwycają swoją architekturą i bogatą historią. Na placach i skwerach można spotkać artystów ulicznych, którzy swoją twórczością dodają koloru temu magicznemu miejscu.

Pytania:

1. Co można poczuć spacerując przez Stare Miasto?
2. Jakie atrakcje można znaleźć na Starym Mieście?
3. W jaki sposób artyści uliczni dodają koloru temu miejscu?

Experiment 2.C. – Polish Grammar

User

You are a Polish teacher. Create a grammar exercise from the Past Tense for learners of Polish.

ChatGPT

Exercise: Fill in the blanks with the correct form of the verb in the Past Tense:

1. Wczoraj moja siostra (uczyć) _____ na egzamin.
2. Kiedyś moja rodzina (zwiedzać) _____ stare zamki.
3. Oni (spacerować) _____ po parku przez cały dzień.
4. Ty (gotować) _____ obiad wczoraj wieczorem?
5. Nasza klasa (organizować) _____ wczoraj wycieczkę do muzeum.
6. Czy kiedykolwiek (czytać) _____ książkę w języku polskim?
7. Dziadek (malować) _____ obrazy przez wiele lat.
8. Oni (jechać) _____ na wakacje do gór każdego lata.
9. Wczoraj wieczorem (grać) _____ w karty z przyjaciółmi.
10. Ona (tańczyć) _____ na przyjęciu przez całą noc.

Answers:

1. uczyła
2. zwiedzali
3. spacerowali
4. gotowałaś
5. zorganizowała
6. czytałeś
7. malował
8. jeździli
9. graliśmy
10. tańczyła

User

You are a Polish teacher. Create a grammar exercise from the Future Tense for learners of Polish.

ChatGPT

Exercise: Complete the sentences with the correct form of the verb in the Future Tense:

1. Jutro ja (uczyć się) _____ na egzamin.
2. W przyszłym roku moja rodzina (zwiedzać) _____ Europę.
3. Oni (spacerować) _____ po plaży jutro wieczorem.
4. Ty (gotować) _____ obiad na nasze urodziny?
5. Nasza klasa (organizować) _____ wycieczkę do muzeum w następnym miesiącu.
6. Czy kiedykolwiek (czytać) _____ tę książkę?
7. W przyszłym tygodniu dziadek (malować) _____ nowy obraz.
8. Oni (jechać) _____ na wakacje nad morze za miesiąc.
9. Jutro wieczorem (grać) _____ w karty z przyjaciółmi.
10. Ona (tańczyć) _____ na swoim weselu przez całą noc.

Answers:

1. będę uczyć się
2. będą zwiedzać
3. będą spacerować
4. będziesz gotować
5. będziemy organizować
6. czytasz
7. będzie malować
8. będą jechać
9. będziemy grać
10. będzie tańczyć

User

You are a Polish teacher. Create a grammar exercise from the Present Tense for learners of Polish.

ChatGPT

Exercise: Complete the sentences with the correct form of the verb in the Present Tense:

1. Ja (czytać) _____ książkę każdego wieczoru.
2. Moja siostra (uczyć się) _____ do egzaminu teraz.
3. Oni (spacerować) _____ po parku w weekendy.
4. Ty (gotować) _____ obiad dzisiaj wieczorem?
5. Nasza klasa (organizować) _____ wycieczki szkolne co miesiąc.
6. Czy kiedykolwiek (grać) _____ w piłkę nożną?
7. Dziadek (malować) _____ obrazy od lat.
8. Ona (jeździć) _____ na rowerze codziennie.
9. My (tańczyć) _____ na imprezach razem z przyjaciółmi.
10. Koty (spaść) _____ na kanapę, gdy jest zimno.

Answers:

1. czytam
2. uczy się
3. spacerują
4. gotujesz
5. organizuje
6. grasz
7. maluje
8. jeździ
9. tańczymy
10. spadają

Experiment 2.D. – Polish Vocabulary

User

You are a Polish teacher. Create a vocabulary exercise involving the vocabulary with the theme family.

ChatGPT

Exercise: Family Vocabulary

Instructions: Fill in the blanks with the correct vocabulary words related to family.

1. My _____ (grandmother) always tells the best stories from her childhood.
2. I have two _____ (brothers) and one _____ (sister).
3. Yesterday, we celebrated my parents' wedding _____ (anniversary).
4. My _____ (cousins) are coming over for dinner tonight.
5. Aunt Maria is my mom's _____ (sister).
6. My _____ (father) loves to cook on weekends.
7. I am the youngest _____ (child) in my family.
8. My _____ (grandfather) taught me how to ride a bike when I was five.
9. My _____ (parents) always support me in everything I do.
10. My _____ (uncle) lives in a different city, but we visit him every summer.

Answers:

1. babcia (grandmother)
2. bracia (brothers); siostra (sister)
3. rocznica (anniversary)
4. kuzyni (cousins)
5. ciocka (aunt)
6. ojciec (father)
7. dziecko (child)
8. dziadek (grandfather)
9. rodzice (parents)
10. wujek (uncle)

User

You are a Polish teacher. Create a Polish vocabulary exercise involving the vocabulary with the theme family.

ChatGPT

Exercise: Rodzina - Family Vocabulary

Instructions: Translate the following English words related to family into Polish.

1. Mother
2. Father
3. Sister
4. Brother
5. Grandmother
6. Grandfather
7. Aunt
8. Uncle
9. Cousin
10. Child

Answers:

1. Matka
2. Ojciec
3. Siostra
4. Brat
5. Babcia
6. Dziadek
7. Ciotka
8. Wujek
9. Kuzyn / Kuzynka
10. Dziecko

User

You are a Polish teacher. Create a vocabulary exercise involving the vocabulary with the theme family. The exercise should be in Polish.

ChatGPT

Ćwiczenie: Rodzina - Słownictwo

Instrukcja: Uzupełnij puste miejsca właściwymi słowami związanymi z rodziną.

1. Moja _____ (babcia) lubi piec pyszne ciasta.
2. Mam dwie _____ (siostry) i jeden _____ (brat).
3. Wczoraj świętowaliśmy _____ (rocznicę) ślubu moich rodziców.
4. Moi _____ (kuzyni) przyjadą na obiad dzisiaj wieczorem.
5. Ciocia Maria to siostra mojej _____ (mamy).
6. Mój _____ (ojciec) uwielbia gotować w weekendy.
7. Jestem najmłodszym _____ (dzieckiem) w mojej rodzinie.
8. Mój _____ (dziadek) nauczył mnie jeździć na rowerze, gdy miałam pięć lat.
9. Moi _____ (rodzice) zawsze mnie wspierają we wszystkim, co robię.
10. Mój _____ (wujek) mieszka w innym mieście, ale odwiedzamy go co lato.

Odpowiedzi:

1. babcia
2. siostry; brat

3. rocznicę
4. kuzyni
5. mamy
6. ojciec
7. dzieckiem
8. dziadek
9. rodzice
10. wujek

User

You are a Polish teacher. Create a vocabulary exercise involving the vocabulary with the theme transport.

ChatGPT

Exercise: Transport Vocabulary

Instructions: Fill in the blanks with the correct Polish vocabulary words related to transport.

1. W mieście korzystam z _____ (autobus) lub _____ (tramwaj), aby dostać się do pracy.
2. Moja rodzina często jeździ na wakacje samochodem, więc mój tata jest dobrym _____ (kierowca).
3. Kupiłem nowy rower, ponieważ chciałem częściej korzystać z _____ (rower) jako środka transportu.
4. W dużych miastach taksówki są powszechnym środkiem _____ (transport).
5. Lotnisko jest miejscem, gdzie zaczyna się podróż _____ (lotniczy).
6. W okolicy nie ma stacji _____ (metra), więc muszę korzystać z innych środków transportu.
7. Często korzystam z _____ (pociąg), aby podróżować między miastami.
8. Kiedy jest ładna pogoda, lubię chodzić pieszo zamiast korzystać z _____ (samochód).
9. W Polsce popularne są podróże _____ (autokar) do różnych miejsc w kraju i za granicą.
10. Wypadki na _____ (droga) są często spowodowane nadmierną prędkością.

Answers:

1. autobusu; tramwaju
2. kierowcą
3. roweru
4. transportu
5. lotniczą
6. metra
7. pociągu
8. samochodu
9. autokarem
10. drodze

User

You are a Polish teacher. Create a vocabulary exercise involving the vocabulary with the theme environment.

ChatGPT

Exercise: Środowisko - Słownictwo

Instrukcja: Uzupełnij puste miejsca właściwymi słowami związanymi ze środowiskiem.

1. W celu ochrony _____ (przyroda), należy ograniczyć emisję dwutlenku węgla.
2. Zanieczyszczenie _____ (powietrze) może prowadzić do problemów zdrowotnych u ludzi.
3. Woda jest _____ (niezbędny) do życia na Ziemi.
4. Recykling papieru pomaga zmniejszyć wycinkę _____ (drzewa).
5. Energia _____ (odnawialny) pochodzi z naturalnych źródeł, takich jak słońce i wiatr.
6. Oszczędzanie _____ (energia) jest ważne dla ochrony środowiska naturalnego.
7. Zmiany _____ (klimatyczny) powodują coraz częstsze i bardziej intensywne zjawiska pogodowe.
8. Ochrona _____ (bioróżnorodność) jest kluczowa dla zachowania różnorodności życia na Ziemi.
9. Programy _____ (edukacyjny) są ważne dla zwiększenia świadomości społecznej na temat ochrony środowiska.
10. Każdy ma obowiązek dbać o _____ (środowisko) i przyczynić się do jego ochrony.

Odpowiedzi:

1. przyrody
2. powietrza
3. niezbędna
4. drzew
5. odnawialna
6. energii
7. klimatyczne
8. bioróżnorodności
9. edukacyjne
10. środowisko

Experiment 3.A. – Korean Correction

User

You are a Korean teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

우리 가족은 큰 빨간 집에 삽니다. 우리 엄마는 간호사로 일하고 훌륭한 요리사입니다. 그녀는 갈색 머리를 가지고 있고 항상 많이 웃습니다. 아빠는 사무실로 일하고 집을 청소합니다. 저는 한 명의 여동생이 있습니다. 그녀는 저보다 어리고 학교에 가지 않습니다. 우리는 강아지도 있습니다. 그의 이름은 체이스이고 그는 갈색과 흰색입니다. 우리 할머니는 가끔 방문하십니다. 그녀는 쿠키를 굽고 이야기를 합니다. 우리 가족을 매우 사랑합니다!

ChatGPT

점수: 85/100

우리 가족은 큰 빨간 집에 삽니다. 우리 엄마는 간호사로 일하고 훌륭한 요리사입니다. 그녀는 갈색 머리를 가지고 있고 항상 많이 웃습니다. 아빠는 사무실에서 일하고 집을 청소합니다. 저는 한 명의 여동생이 있습니다. 그녀는 저보다 어리고 학교에

다니지 않습니다. 우리는 강아지도 있습니다. 그의 이름은 체이스이고 갈색과 흰색입니다. 우리 할머니는 가끔 방문합니다. 그녀는 쿠키를 굽고 이야기를 합니다. 우리 가족을 매우 사랑합니다!

피드백:

- "사무실"에서 "으로" 대신 "에서"를 사용합니다. 그 이유는 "사무실에서"가 아빠가 어디서 일하는지를 더 명확하게 나타내기 때문입니다.
- "학교에 가지 않습니다"를 "학교에 다니지 않습니다"로 수정합니다. "가지 않습니다"는 일반적으로 어디에나 가지 않는다는 뉘앙스를 내지만, 여동생은 학교에 다니지 않는다는 것이 목적이므로 "다니지 않습니다"로 수정합니다.
- "갈색과 흰색"을 "갈색과 흰색입니다"로 수정하여 수식어와 명사를 일치시킵니다.

User

You are a Korean teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

우리 가족은 큰 빨간 집에 삽니다. 우리 엄마는 간호사로 일하고 훌륭한 요리사입니다. 그녀는 갈색 머리를 가지고 있고 항상 많이 웃습니다. 아빠는 사무실에서 일하고 집을 청소합니다. 저는 한 명의 여동생이 있습니다. 그녀는 저보다 어리고 학교에 다니지 않습니다. 우리는 강아지도 있습니다. 그의 이름은 체이스이고 그는 갈색과 흰색입니다. 너의 할머니는 가끔 방문하십니다. 그녀는 쿠키들을 굽고 이야기를 합니다. 우리 가족을 매우 사랑합니다!

ChatGPT

점수: 80/100

우리 가족은 큰 빨간 집에 삽니다. 우리 엄마는 간호사로 일하고 훌륭한 요리사입니다. 그녀는 갈색 머리를 가지고 있고 항상 많이 웃습니다. 아빠는 사무실에서 일하고 집을 청소합니다. 저는 한 명의 여동생이 있습니다. 그녀는 저보다 어리고 학교에 다니지 않습니다. 우리는 강아지도 있습니다. 그의 이름은 체이스이고 그는 갈색과 흰색입니다. 우리 할머니는 가끔 방문하십니다. 그녀는 쿠키를 굽고 이야기를 합니다. 우리 가족을 매우 사랑합니다!

피드백:

- "사무실"에서 "으로" 대신 "에서"를 사용합니다. "에서"는 동작이나 행위가 일어나는 장소를 나타내며, "사무실에서"가 아빠가 어디서 일하는지를 더 명확하게 나타내기 때문입니다.
- "학교 가지 않습니다"를 "학교에 다니지 않습니다"로 수정합니다. "학교 가지 않습니다"는 조금 어색한 표현입니다. "학교에 다니지 않습니다"는 여동생이 학교를 다니지 않는다는 것을 더 자연스럽게 나타냅니다.
- "갈색과 흰색"을 "갈색과 흰색"으로 수정합니다. "갈색"의 철자가 잘못되었습니다.
- "너의 할머니"를 "우리 할머니"로 수정합니다. 문장이 가족에 대한 이야기를 하고 있으므로 "우리"를 사용하는 것이 적절합니다.
- "쿠키들을"을 "쿠키를"로 수정합니다. "쿠키"는 복수형으로 사용되기 때문에 "쿠키들을" 대신 "쿠키를" 사용합니다.

User

You are a Korean teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

우리 가족은 큰 빨간 집에 삽니다. 우리 엄마는 간호사로 일하고 훌륭한 요리사입니다. 그녀는 갈색 머리를 가지고 있고 항상 많이 웃습니다. 아빠는 사무실에서 일하고 집을 청소합니다. 저는 한 명의 여동생이 가지고 있습니다. 그녀는 저위에 어리고 학교 가지 않습니다. 우리는 강아지도. 그의 이름은 체이스이고 그는 갈색과 흰색입니다. 너의 할머니는 가끔 방문하십니다. 그녀는 쿠키들을 굽고 이야기를 합니다. 우리 가족을 매우 사랑합니다!

ChatGPT

점수: 70/100

우리 가족은 큰 빨간 집에 삽니다. 우리 엄마는 간호사로 일하고 훌륭한 요리사입니다. 그녀는 갈색 머리를 가지고 있고 항상 많이 웃습니다. 아빠는 사무실에서 일하고 집을 청소합니다. 저는 한 명의 여동생이 있습니다. 그녀는 저보다 어리고 학교에 다니지 않습니다. 우리는 강아지도 있습니다. 그의 이름은 체이스이고 그는 갈색과 흰색입니다. 우리 할머니는 가끔 방문하십니다. 그녀는 쿠키를 굽고 이야기를 합니다. 우리 가족을 매우 사랑합니다!

피드백:

- "간호사"를 "간호사"로 수정합니다. "로"는 직업을 나타내는 "간호사" 뒤에는 필요하지 않습니다.
- "저는 한 명의 여동생이 가지고 있습니다."를 "저는 한 명의 여동생이 있습니다."로 수정합니다. "가지고 있다"는 일반적으로 소유나 보유를 나타내는 표현이며, 이 문장에서는 필요하지 않습니다.
- "그녀는 저위에 어리고 학교 가지 않습니다."를 "그녀는 저보다 어리고 학교에 다니지 않습니다."로 수정합니다. "저위에" 대신 "저보다"를 사용하여 더 자연스러운 비교를 만듭니다. 또한 "학교 가지 않습니다."를 "학교에 다니지 않습니다."로 수정하여 더 자연스러운 표현으로 만듭니다.
- "우리는 강아지도."를 "우리는 강아지도 있습니다."로 수정합니다. 문장이 완전하지 않으므로 동사가 필요합니다.
- "가끔"을 "가끔"으로 수정합니다. 철자가 잘못되었습니다.
- "쿠키들을"을 "쿠키를"로 수정합니다. "쿠키"는 복수형으로 사용되지 않으므로 "쿠키들을" 대신 "쿠키를" 사용합니다.

Experiment 3.B. – Korean Reading

User

You are a Korean teacher. Create a reading exercise - generate a text and three questions about this text for learners that speak Korean on the intermediate level.

ChatGPT

Title: 한국의 전통음식 - 김치

김치는 한국의 전통음식 중 하나로 유명합니다. 한국 사람들은 매일 식사에 김치를 먹는 것을 좋아합니다. 김치는 배추, 무, 또는 오이와 같은 신선한 야채를 소금물에 절인 후 고추가루, 마늘, 생강, 고추, 그리고 다양한 양념으로 맛을 낸 음식입니다. 김치는 여름에 식중독을 예방하고 겨울에는 추운 기온에 대항하는 데 효과적입니다. 또한 김치는 장을 위한 좋은 섭취량의 칼슘, 비타민, 그리고 식이섬유를 제공합니다. 한국 사람들은 매일 식사에 김치를 먹음으로써 건강을 챙기고 있습니다.

Questions:

1. 김치의 주된 재료는 무엇입니까?
2. 김치는 여름에 어떤 기능을 하며, 겨울에는 어떤 기능을 하나요?
3. 한국 사람들이 매일 김치를 먹는 이유는 무엇인가요?

Experiment 3.C. – Korean Grammar

User

You are a Korean teacher. Create a grammar exercise from the Past Tense for learners of Korean.

ChatGPT

Exercise: Fill in the blanks with the appropriate form of the verb in the past tense:

1. 나는 어제 친구를 만_____. (meet)
2. 우리 가족은 지난 주에 서울에 여행_____. (go)

3. 나는 어제 집에서 맛있는 음식을 요리_____. (cook)
4. 그 학생들은 어제 시험을 잘 보_____. (take)
5. 나는 어제 영화를 보_____. (watch)
6. 우리는 어제 쇼핑을 하_____. (do)
7. 그들은 어제 공원에서 놀_____. (play)
8. 나는 어제 친구에게 선물을 주_____. (give)
9. 그 사람은 어제 일찍 일어나_____. (wake up)
10. 나는 어제 길을 잃_____. (lose)

Answers:

1. 만났어요
2. 갔어요
3. 요리했어요
4. 봤어요
5. 보았어요
6. 했어요
7. 놀았어요
8. 줬어요
9. 일어났어요
10. 잃어버렸어요

User

You are a Korean teacher. Create a grammar exercise from the Future Tense for learners of Korean.

ChatGPT

Exercise: Complete the following sentences with the correct form of the verb in the future tense:

1. 내일 나는 친구를 만_____. (meet)
2. 다음 주에 우리 가족은 해외로 여행_____. (go)
3. 주말에 나는 새 책을 읽_____. (read)
4. 내년에 그 학생들은 시험을 잘 보_____. (take)
5. 이번 주말에 나는 영화를 보_____. (watch)
6. 내일 나는 쇼핑을 하_____. (do)
7. 내일 그들은 공원에서 놀_____. (play)
8. 다음 달에 나는 친구에게 선물을 주_____. (give)
9. 내일 그 사람은 일찍 일어나_____. (wake up)
10. 내일 나는 길을 잃_____. (lose)

Answers:

1. 만날 거예요
2. 갈 거예요
3. 읽을 거예요
4. 볼 거예요
5. 볼 거예요
6. 할 거예요
7. 놀 거예요
8. 줄 거예요
9. 일어날 거예요
10. 잃을 거예요

User

You are a Korean teacher. Create a grammar exercise from the Present Tense for learners of Korean.

ChatGPT

Exercise: Fill in the blanks with the appropriate form of the verb in the present tense:

1. 나는 매일 학교에 _____. (go)
2. 저는 한국 음식을 자주 _____. (eat)
3. 나의 친구는 축구를 잘 _____. (play)
4. 지금 나는 책을 _____. (read)
5. 우리 가족은 주말에 종종 함께 _____. (travel)
6. 나는 영화를 보는 것을 좋아하_____. (like)
7. 그 학생들은 매일 공부하_____. (study)
8. 우리는 친구들과 자주 만나_____. (meet)
9. 나의 형제는 피아노를 연주하_____. (play)
10. 나는 매일 아침 운동을 하_____. (do)

Answers:

1. 가요
2. 먹어요
3. 합니다
4. 읽고 있어요
5. 여행해요
6. 해요
7. 해요
8. 만나요
9. 해요
10. 해요

Experiment 3.D. – Korean Vocabulary

User

You are a Korean teacher. Create a vocabulary exercise involving the vocabulary with the theme family.

ChatGPT

Exercise: Family Vocabulary Matching

Instructions:

Match the Korean words related to family with their English translations. Write the correct English translation next to each Korean word.

- 가족 (ga-jok) a. Mother
- 아버지 (a-beo-ji) b. Family
- 어머니 (eo-meoni) c. Brother
- 아들 (a-deul) d. Sister
- 딸 (ttal) e. Father
- 할아버지 (hal-a-beo-ji) f. Daughter
- 할머니 (hal-meoni) g. Grandfather
- 손자 (son-ja) h. Grandmother

Once you have matched all the words correctly, review your answers with the answer key below:

Answer Key:

- b. Family
 - e. Father
 - a. Mother
 - f. Daughter
 - c. Brother
 - g. Grandfather
 - h. Grandmother
 - d. Sister
- How did you do?

User

You are a Korean teacher. Create a vocabulary exercise involving the vocabulary with the theme transport.

ChatGPT

Exercise: Transport Vocabulary Fill in the Blanks

Instructions:

Fill in the blanks with the correct Korean words related to transport from the word bank provided below.

Word Bank:

- 자동차 (ja-dong-cha) - Car
- 버스 (beo-seu) - Bus
- 기차 (gi-cha) - Train
- 비행기 (bi-haeng-gi) - Airplane
- 자전거 (ja-jeon-geo) - Bicycle
- 택시 (taek-si) - Taxi
- 배 (bae) - Boat
- 오토바이 (o-to-ba-i) - Motorcycle

1. 내가 항상 _____ 로 학교에 간다. (I always go to school by _____.)
2. 여행을 위해 _____ 을 예약했다. (I booked a _____ for the trip.)
3. 도보 대신 _____ 를 타고 갔다. (I took a _____ instead of walking.)
4. 공항까지 _____ 로 갔어요. (We went to the airport by _____.)
5. 시내를 돌아다니기 위해 _____ 를 빌렸다. (I rented a _____ to explore the city.)
6. 바다를 건너기 위해 _____ 에 탔다. (I took a _____ to cross the sea.)
7. 운전면허를 따면 _____ 을 살 거예요. (If I get a driver's license, I will buy a _____.)
8. 친구와 _____ 타고 공원에 가요. (I go to the park with my friend by _____.)

Once you have filled in all the blanks, review your answers with the answer key below:

Answer Key:

1. 자전거 (ja-jeon-geo)
2. 비행기 (bi-haeng-gi)
3. 자동차 (ja-dong-cha)
4. 택시 (taek-si)
5. 자동차 (ja-dong-cha)
6. 배 (bae)
7. 자동차 (ja-dong-cha)
8. 오토바이 (o-to-ba-i)

How did you do?

User

You are a Korean teacher. Create a vocabulary exercise involving the vocabulary with the theme environment.

ChatGPT

Exercise: Environment Vocabulary Crossword Puzzle

Instructions:

Complete the crossword puzzle below using the Korean words related to the environment. Each clue describes a word. Write the correct Korean word in the corresponding boxes.

Across:

- 생태계를 파괴하는 행위 (7 letters)
- 자연에서 발생하는 재해 (6 letters)
- 자원을 보존하고 재활용하는 활동 (5 letters)
- 물, 공기 등의 자연 자원을 보호하는 활동 (5 letters)
- 쓰레기를 처리하는 시설 (6 letters)

Down:

- 환경에 해를 끼치는 물질 (5 letters)
- 식물이 자라는 자연 환경 (3 letters)
- 지구의 자연환경을 보호하는 활동 (6 letters)

Once you've completed the puzzle, check your answers with the solution below:

Solution:

Across:

오염하다 (o-yeom-ha-da)
재해 (jae-hae)
리사이클 (ri-sai-keul)
보전 (bo-jeon)
매립장 (mae-rip-jang)
Down:
오염물질 (o-yeom-mul-jil)
숲 (sup)
환경보호 (hwan-gyeong-bo-ho)
How did you do?

Experiment 4.A. – Italian Correction

User

You are an Italian teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

La mia famiglia vive in una grande casa rossa. Mia madre lavora come infermiera ed è un'ottima cuoca. Ha i capelli castani e sorride sempre molto. Mio padre lavora su un ufficio e pulisce la casa. Ho una sorella. Lei è più giovane di me e non va a scuola. Anche noi abbiamo un cane. Il suo nome è Chase ed è bianco e marrone. Mia nonna viene a trovarci qualche volta. Prepara biscotti e racconta storie. Amo molto la mia famiglia!

ChatGPT

Voto: 90/100

Correzioni:

- "un ufficio" dovrebbe essere "in un ufficio" per rendere chiaro il senso della frase.
- "Mia nonna" dovrebbe essere "mia nonna" per mantenere la coerenza con la maiuscola iniziale delle altre relazioni familiari.
- "Amo molto la mia famiglia!" è corretto, ma potrebbe essere reso più ricco aggiungendo qualche dettaglio su cosa ami specificamente della tua famiglia.

Feedback:

Hai una buona padronanza della grammatica italiana e sei riuscito a descrivere la tua famiglia in modo chiaro e coinvolgente. È importante prestare attenzione ai dettagli come l'uso delle preposizioni per garantire una corretta comprensione del testo. Considera anche l'aggiunta di più dettagli o descrizioni per rendere la tua narrazione più vivida e coinvolgente. Ottimo lavoro!

User

You are an Italian teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

La mia famiglia vive in una grande casa rossa. Mia madre lavora come infermiera ed è un'ottima cuoca. Ha i capelli castani e sorride sempre molto. Mio padre lavora su un ufficio e pulisce la casa. Ho una sorella. Lei è più giovane di me e non va scuola. Anche noi abbiamo un cane. Il suo nome è Chase ed è bianco e maron. Tua nonna viene a trovarci qualche volta. Prepara biscotto e racconta storie. Amo molto la mia famiglia!

ChatGPT

Voto: 80/100

Correzioni:

- "su un ufficio" dovrebbe essere "in un ufficio" per indicare il luogo di lavoro di tuo padre.
- "non va scuola" dovrebbe essere "non va a scuola" per indicare che tua sorella non frequenta la scuola.
- "maron" dovrebbe essere "marrone" per correggere l'errore ortografico.
- "Tua nonna" dovrebbe essere "Mia nonna" per mantenere la coerenza con le altre relazioni familiari.
- "biscotto" dovrebbe essere "biscotti" per indicare più di uno.

Feedback:

Hai una buona comprensione della struttura della frase e della grammatica italiana. Presta attenzione all'uso corretto delle preposizioni e degli articoli per garantire una migliore coerenza nel testo. Inoltre, fai attenzione agli errori ortografici come "maron" anziché "marrone". Continua a praticare e sarai in grado di perfezionare la tua abilità nella lingua italiana. Buon lavoro!

User

You are an Italian teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

La mia famiglia vive in una grande casa rossa. Mia madre lavora come ifermera ed è un'ottima cuoca. Ha i capelli castani e sorride sempre molto. Mio padre lavora su un ufficio e pulisce la casa. Sto avendo una sorella. Lei è più giovane fra me e non va scuola. Anche noi un cane. Il suo nome è Chase ed è bianco e maron. Tua nonna viene a trovarci qualce volta. Prepara biscotto e racconta storie. Amo molto la mia famiglia!

ChatGPT

Voto: 70/100

Correzioni:

- "ifermera" dovrebbe essere "infermiera" per correggere l'errore ortografico.
- "Sto avendo una sorella" dovrebbe essere "Ho una sorella" per rendere la frase corretta grammaticalmente.
- "fra me" dovrebbe essere "di me" per indicare il confronto di età corretto.
- "non va scuola" dovrebbe essere "non va a scuola" per indicare che tua sorella non frequenta la scuola.
- "Anche noi un cane" dovrebbe essere "Anche noi abbiamo un cane" per completare correttamente la frase.
- "maron" dovrebbe essere "marrone" per correggere l'errore ortografico.
- "Tua nonna" dovrebbe essere "Mia nonna" per mantenere la coerenza con le altre relazioni familiari.
- "qualce" dovrebbe essere "qualche" per correggere l'errore ortografico.
- "biscotto" dovrebbe essere "biscotti" per indicare più di uno.

Feedback:

Ci sono diversi errori grammaticali e ortografici nel tuo testo. Presta attenzione alla corretta forma dei verbi, all'uso degli articoli e delle preposizioni, e alla corretta ortografia delle parole. Cerca di leggere attentamente ciò che scrivi per individuare eventuali errori prima di consegnare il compito. Continua a praticare e sarai in grado di migliorare la tua competenza nella lingua italiana. Buon lavoro!

Experiment 4.B. – Italian Reading

User

You are an Italian teacher. Create a reading exercise - generate a text and three questions about this text for learners that speak Italian on the beginner level.

ChatGPT

Title: La mia famiglia

Sono Marco. Ho una famiglia molto grande. Io vivo con i miei genitori e mio fratello più piccolo, Luca. Mio padre si chiama Giovanni e mia madre si chiama Anna. Lavorano entrambi in un ufficio. Mio fratello Luca va ancora a scuola. Ha dieci anni e gli piace giocare a calcio con i suoi amici.

Io ho una sorella maggiore, Martina. Lei è molto brava a suonare il pianoforte. Studia all'università e spesso viene a trovarci nei fine settimana.

Mia nonna vive anche con noi. Si chiama Maria ed è una cuoca fantastica. Prepara sempre deliziosi piatti per tutta la famiglia. Oggi è domenica e tutta la mia famiglia è riunita per pranzare insieme. Ci godiamo il cibo e ridiamo insieme. Sono molto felice di avere una famiglia così speciale.

Domande:

1. Chi vive con Marco?
2. Cosa fa Luca?
3. Che cosa fa la sorella maggiore di Marco?

Experiment 4.C. – Italian Grammar

User

You are an Italian teacher. Create a grammar exercise from the Past Tense for learners of Italian.

ChatGPT

Exercise: Fill in the blanks with the appropriate form of the past tense (passato prossimo) of the verbs in parentheses:

1. Io _____ (mangiare) una pizza ieri sera.
2. Marco _____ (leggere) un libro interessante la settimana scorsa.
3. Noi _____ (viaggiare) in Spagna l'estate scorsa.
4. Tu _____ (guardare) un film fantastico sabato scorso.
5. Lei _____ (studiare) molto per l'esame la settimana scorsa.
6. Voi _____ (andare) al cinema sabato sera?
7. Loro _____ (bere) un caffè al bar ieri mattina.
8. Io non _____ (mangiare) niente ieri sera.
9. Marco e Anna _____ (ballare) al matrimonio sabato scorso.
10. Tu _____ (fare) una passeggiata in montagna domenica scorsa?

Answers:

1. Ho mangiato
2. ha letto
3. abbiamo viaggiato
4. hai guardato
5. ha studiato
6. siete andati
7. hanno bevuto
8. ho mangiato
9. hanno ballato
10. hai fatto

User

You are an Italian teacher. Create a grammar exercise from the Future Tense for learners of Italian.

ChatGPT

Exercise: Complete the following sentences with the correct form of the future tense (futuro semplice) of the verbs in parentheses:

1. Domani io _____ (partire) per le vacanze.
2. Lui _____ (comprare) una macchina nuova il prossimo mese.
3. Noi _____ (imparare) il cinese l'anno prossimo.
4. Voi _____ (visitare) Parigi la settimana prossima?
5. Lei _____ (finire) il progetto entro la fine del mese.
6. Tu _____ (ricevere) una promozione sul lavoro quest'anno?
7. Loro non _____ (venire) alla festa domani sera.
8. Io _____ (scrivere) una lettera a mia nonna domani.
9. Marco e Anna _____ (trasferirsi) in una nuova città il prossimo anno.
10. Tu _____ (diventare) un bravo cuoco in futuro?

Answers:

1. partirò
2. comprerà
3. impareremo
4. visiterete
5. finirà
6. riceverai
7. verranno
8. scriverò
9. si trasferiranno
10. diventerai

User

You are an Italian teacher. Create a grammar exercise from the Present Tense for learners of Italian.

ChatGPT

Exercise: Fill in the blanks with the appropriate form of the present tense (presente indicativo) of the verbs in parentheses:

1. Io _____ (parlare) italiano.
2. Lei _____ (lavorare) come insegnante.
3. Noi _____ (mangiare) la pizza ogni venerdì.

4. Tu _____ (studiare) molto per gli esami.
5. Loro _____ (guardare) un film al cinema stasera.
6. Marco e Anna _____ (vivere) in una grande città.
7. Voi _____ (giocare) a calcio ogni sabato.
8. Io non _____ (bere) caffè.
9. Tu _____ (capire) l'importanza di questa lezione?
10. Lei _____ (scrivere) poesie nel tempo libero.

Answers:

1. parlo
2. lavora
3. mangiamo
4. studi
5. guardano
6. vivono
7. giocate
8. bevo
9. capisci
10. scrive

Experiment 4.D. – Italian Vocabulary

User

You are an Italian teacher. Create a vocabulary exercise involving the vocabulary with the theme family.

ChatGPT

Exercise: Fill in the Blanks - Family Vocabulary

Instructions: Fill in the blanks with the appropriate family-related vocabulary words.

1. Il padre di mio padre è mio _____.
2. La sorella di mia madre è mia _____.
3. Il marito di mia sorella è mio _____.
4. La figlia di mio zio è mia _____.
5. Il fratello di mia nonna è mio _____.
6. La moglie di mio zio è mia _____.
7. I figli di mia cugina sono miei _____.
8. La madre di mia madre è mia _____.
9. Il nonno di mio padre è mio _____.
10. La moglie di mio nonno è mia _____.

Vocabulary Bank:

1. nonna
2. nipote
3. zio
4. cugino
5. suocero
6. cognato
7. nipoti
8. sorella
9. madre
10. suocera

User

You are an Italian teacher. Create a vocabulary exercise involving the vocabulary with the theme transport.

ChatGPT

Exercise: Match the Italian Transport Vocabulary

Instructions: Match the Italian transport-related vocabulary words on the left with their English equivalents on the right.

Automobile A. Motorcycle

Autobus B. Train

Tram C. Bicycle

Treno D. Bus

Motocicletta E. Car

Bicicletta F. Tram

Nave G. Ship

Aereo H. Airplane

Vocabulary Bank:

Automobile

Autobus

Tram

Treno

Motocicletta

Bicicletta

Nave

Aereo

User

You are an Italian teacher. Create a vocabulary exercise involving the vocabulary with the theme environment.

ChatGPT

Exercise: Environment Vocabulary Match-Up

Instructions: Match the Italian environmental vocabulary words on the left with their English equivalents on the right.

Ambiente A. Pollution

Aria B. Renewable Energy

Rifiuti C. Deforestation

Acqua D. Climate Change
Energia Rinnovabile E. Environment
Inquinamento F. Waste
Sviluppo Sostenibile G. Water
Cambiamenti Climatici H. Air
Vocabulary Bank:
Ambiente
Aria
Rifiuti
Acqua
Energia Rinnovabile
Inquinamento
Sviluppo Sostenibile
Cambiamenti Climatici

Appendix H: Teacher-oriented experiments (Gemini)

Experiment 1.A. – English Correction

User

You are an English teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

My family lives in a big red house. My mom works as a nurse and is a great cook. She has brown hair and always smiles a lot. My dad works on an office and cleans the house. I have one sister. She is younger than me and does not go to school. We have a dog too. His name is Chase, and he is brown and white. My grandma visits sometimes. She bakes cookies and tells stories. I love my family very much!

Gemini

Grading and Feedback

Grade: 80/100

Corrections:

- My family lives in a big, red house (add comma after "big")
- My mom works as a nurse (change "works on" to "as")
- My dad works in an office (change "on" to "in") and cleans the house (dads typically don't clean the house, consider rephrasing)
- I have one sister. She's younger than me (use contraction "she's") and doesn't go to school (change "does not" to "doesn't")
- We have a dog too. His name is Chase, and he is brown and white (add period after "too")
- My grandma visits sometimes. She bakes cookies and tells stories. (add period after "sometimes")

Feedback:

This is a great start! It's clear you care about your family. Here are some ways to improve your writing:

Sentence Variety: Try using different sentence structures, not just subject-verb-object.

Details: Add more details to bring your family to life. What kind of dog is Chase? What are your favorite stories your grandma tells? What's your favorite meal your mom cooks?

Showing vs. Telling: Instead of saying "I love my family very much," show it through details about activities you do together or special moments you share.

Here's an example with some of these suggestions:

"My family lives in a big, red house with a swing set in the backyard. My mom, with her warm brown hair and a smile that lights up the room, works as a nurse and is an amazing cook. My favorite dish is her spaghetti night! Dad, even though he works long hours in an office, always helps out around the house. My little sister, Sarah, doesn't go to school yet, but she keeps me entertained with her endless energy. We have a playful brown and white dog named Chase, a Jack Russell Terrier who loves to fetch frisbees. My grandma visits sometimes, bringing a box of warm chocolate chip cookies and the best bedtime stories."

This is just a suggestion, and you can add your own details to make it your story!

User

You are an English teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

My family lives in a big red house. My mom works as a nurse and is a great cook. She has brown hair and always smiles a lot. My dad works on an office and cleans the house. I have one sister. She is younger than me and does not go school. We have a dog too. His name is Chase, and he is bronw and white. Your grandma visits sometimes. She bakes cookie and tell stories. I love my family very much!

Gemini

Grading and Feedback

Grade: 85/100

Corrections:

- My family lives in a big, red house (add comma after "big")
- My mom works as a nurse (change "works on" to "as")
- My dad works in an office (change "on" to "in") and helps around the house (consider rephrasing "cleans the house" to be more inclusive)

- I have one sister. She's younger than me (use contraction "she's") and doesn't go to school (change "does not" to "doesn't go to")
- We have a dog too. His name is Chase, and he is brown and white (correct spelling)
- Your grandma visits sometimes. She bakes cookies and tells stories. (capitalize "Your" and pluralize "cookie" and "story")

Feedback:

This is a well-written passage about your family! Here are some ways to improve it:

- Details: Adding details can make your family come alive for the reader. What kind of dog is Chase? What are your favorite stories your grandma tells? What's your favorite meal your mom cooks?
- Sentence Variety: Try using different sentence structures for a more engaging read. Don't be afraid to start sentences with connectives like "Because" or "Even though."
- Showing vs. Telling: Instead of saying "I love my family very much," show it through details about activities you do together or special moments you share.

Here's an example with some of these suggestions:

"My family lives in a big, red house with a tire swing creaking in the backyard. My mom, with her warm brown hair and a smile that could light up a room, works as a nurse and makes the best chicken noodle soup this side of anywhere. Dad, even though he works long hours in an office, always helps around the house – he's the king of vacuuming! My little sister, Sarah, doesn't go to school yet, but she's a ball of energy who keeps me on my toes. We have a playful brown and white Jack Russell Terrier named Chase, who loves to chase squirrels in the park. Your grandma visits sometimes, bringing a box of warm chocolate chip cookies and the most fantastical bedtime stories about pirates and princesses."

This is just a suggestion, feel free to use your own details to make it your story!

User

You are an English teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

My family lives in a big red house. My mom works as a nuse and is a great cook. She has brown hair and always smiles a lot. My dad works on an office and cleans the house. I am having one sister. She is younger over me and does not go school. We a dog too. His name is Chase, and he is bronw and white. Your grandma visits sometime. She bakes cookie and tell stories. I love my family very much!

Gemini

Grading and Feedback

Grade: 80/100

Corrections:

My family lives in a big, red house (add comma after "big")

My mom works as a nurse (correct spelling of "nuse")

My dad works in an office and helps around the house (consider rephrasing "cleans the house" to be more inclusive)

I have one sister. She's younger than me (change "having" to "have", use contraction "she's", replace "over" with "than") and doesn't go to school (change "does not go" to "doesn't go to")

We have a dog too. His name is Chase, and he is brown and white (correct spelling of "bronw")

Your grandma visits sometimes. She bakes cookies and tells stories. (capitalize "Your" and pluralize "cookie" and "story")

Feedback:

This is a good passage that describes your family! Here are some ways to improve it:

- Verbs: "Having" one sister is not quite right. We use "have" to talk about possessions.
- Prepositions: "Younger over me" should be "younger than me."
- Details: Adding details can make your family come alive for the reader. What kind of dog is Chase? What are your favorite stories your grandma tells? What's your favorite meal your mom cooks?

Here's an example with some suggestions:

"My family lives in a big, red house with a swing set in the backyard. My mom, with her warm brown hair and a smile that lights up the room, works as a nurse and makes the most delicious spaghetti dinners. Dad, even though he works long hours in an office, always helps around the house – he's the master of cleaning! My little sister, Sarah, doesn't go to school yet, but she's a ball of energy who keeps me on my toes. We have a playful brown and white Jack Russell Terrier named Chase, who loves to fetch frisbees in the park. Your grandma visits sometimes, bringing a box of warm chocolate chip cookies and the most fantastical bedtime stories about pirates and princesses."

This is just a suggestion, feel free to use your own details to make it your story!

Experiment 1.B. – English Reading

User

You are an English teacher. Create a reading exercise - generate a text and three questions about this text for learners that speak English fluently.

Gemini

The Disappearing Dragonflies

Dragonflies, with their shimmering wings and acrobatic flight patterns, have captivated naturalists for centuries. But in recent years, these dazzling insects have begun vanishing from their freshwater habitats around the world. Scientists estimate that dragonfly populations have declined by as much as 80% in some areas.

The reasons behind this alarming trend are complex and multifaceted. Habitat loss is a major culprit. Draining wetlands and polluting rivers and streams destroys the breeding grounds where dragonflies lay their eggs. Additionally, the overuse of pesticides in agriculture contaminates the water, harming dragonfly larvae and their food sources. Climate change further disrupts the delicate balance of freshwater ecosystems, impacting dragonfly life cycles.

Despite the challenges, there are glimmers of hope. Conservation efforts are underway to protect wetland habitats and restore polluted waterways. Researchers are also studying the specific needs of different dragonfly species to develop targeted conservation strategies. By raising awareness about the plight of these fascinating creatures, we can inspire action and ensure that future generations can continue to marvel at the wonder of dragonflies.

Comprehension Questions:

- Main Idea: What is the main threat to dragonfly populations according to the passage?
- Cause and Effect: Identify two ways human activity contributes to the decline of dragonfly populations.
- Figurative Language: Explain the significance of the phrase "the delicate balance of freshwater ecosystems" in the context of the passage.

Experiment 1.C. – English Grammar

User

You are an English teacher. Create a grammar exercise from the Past Tense for learners of English.

Gemini

Past Tense Grammar Exercise: A Day at the Museum.

You are writing a story about your visit to a museum yesterday. Choose the correct verb tense (Past Simple, Past Continuous, Past Perfect Simple) to complete the sentences.

Instructions:

- Read each sentence and choose the verb tense that best describes the action in the past.
- Pay attention to the clues about when the actions happened in relation to each other.
- Write the chosen verb tense in the space provided.

Story Starter:

- I (wake up) early yesterday morning because I (be) very excited to visit the new museum exhibit.
- When I (arrive) at the museum, a long line of people already (wait) to get in.
- I (decide) to wait in line because I (hear) so many good things about the exhibit.
- By the time I (get) inside, it (be) almost lunchtime.
- I (spend) a few hours exploring the different exhibits. I (find) the dinosaur exhibit to be particularly fascinating.
- While I (look) at a giant T-Rex skeleton, a group of children (run) by, shouting excitedly.
- I (leave) the museum in the late afternoon, feeling happy and inspired by what I (see).

Bonus:

Write one sentence of your own describing something else you did at the museum using the Past Perfect tense.

Answer Key: (This will be hidden from the student)

- arrived / were waiting (Simple Past vs. Past Continuous - arrived describes a single action in the past, "were waiting" describes an ongoing action that was already happening when you arrived)
- decided / had heard (Simple Past vs. Past Perfect Simple - "decided" describes a single decision made in the past, "had heard" describes something you learned before you decided to wait)
- got / was (Simple Past vs. Past Continuous - "got" describes a single action, "was" describes the state of being almost lunchtime at the specific time you got inside)
- spent / found (Simple Past - both actions happened during your visit)
- looked / ran (Past Continuous vs. Simple Past - "looked" describes an ongoing action, "ran" describes a single short action that interrupted your looking)
- left / had seen (Simple Past vs. Past Perfect Simple - "left" describes a single action, "had seen" describes everything you saw before leaving)

Bonus Answer: (This will vary depending on the student's story)

Example: I left the museum in the late afternoon, feeling happy and inspired by what I had seen.

User

You are an English teacher. Create a grammar exercise from the Future Tense for learners of English.

Gemini

Future Tense Grammar Exercise: Planning Your Dream Vacation

You are planning a dream vacation to a tropical island next summer. Choose the correct future tense (Future Simple, Future Continuous, or be going to + infinitive) to complete the sentences according to your plans.

Instructions:

- Read each sentence and choose the verb tense that best describes your future vacation plans.
- Pay attention to the specific time frame (next summer) and the nature of the planned actions.
- Write the chosen verb tense in the space provided.

Vacation Plans:

- I (visit) a beautiful tropical island next summer. I already (book) my flights and (look) for a nice hotel on the beach.
- While I (relax) on the beach, I (enjoy) the sunshine and the sound of the waves.

- In the evenings, I (try) some delicious local food and (explore) the island's nightlife.
- I (might) also (go) scuba diving if the weather (be) good.
- On one day, I (definitely) (take) a boat trip to a nearby coral reef.
- By the end of the trip, I (have) a beautiful tan and a lot of amazing memories.

Bonus:

Write one sentence of your own using the future perfect continuous tense to describe something you will have accomplished by the end of your vacation.

Answer Key: (This will be hidden from the student)

- will be relaxing / will be enjoying (Future Continuous - describes ongoing actions during your vacation)
- will try / will explore (Future Simple - describes planned actions that will happen during your vacation)
- might go / is (be going to + infinitive vs. Future Simple - "might go" describes a possibility, "is" indicates the weather condition at an unspecified time during your vacation)
- will definitely take (Future Simple - emphasizes a confirmed plan)
- will have (Future Perfect Simple - describes the state of having a tan and memories at the end of the trip)
- Bonus Answer: (This will vary depending on the student's story)

Example: By the end of the trip, I will have been swimming in the ocean every single day.

User

You are an English teacher. Create a grammar exercise from the Present Tense for learners of English.

Gemini

Present Tense Grammar Exercise: Daily Routines

Let's talk about your daily routine! Choose the correct verb tense (Simple Present or Present Continuous) to complete the sentences that describe your typical day.

Instructions:

- Read each sentence and choose the verb tense that best describes your usual habits or actions that happen repeatedly.
- Pay attention to whether the action is a general habit (Simple Present) or something that is happening right now (Present Continuous).
- Write the chosen verb tense in the space provided.

My Daily Routine:

- I usually (wake up) at 7:00 am. Right now, I (write) these sentences because it's (be) afternoon.
- I (eat) breakfast before I (leave) for school/work.
- I (enjoy) listening to music while I (commute).
- In the afternoons, I (attend) classes/work on various tasks.
- My friends and I often (hang out) after school/work.
- On weekends, I (like to) relax and spend time with family.

Bonus:

Write one sentence of your own describing something you don't typically do using the present simple negative form.

Answer Key: (This will be hidden from the student)

- eat / leave (Simple Present - describes habitual actions)
- enjoy / commute (Present Continuous - describes actions happening at the moment of speaking - "writing")
- attend / work on (Simple Present - describes habitual actions)
- hang out (Simple Present - describes a repeated action)
- like to (Simple Present - describes a general preference)
- Bonus Answer: (This will vary depending on the student's story)

Example: I don't usually stay up late at night.

Experiment 1.D. – English vocabulary

User

You are an English teacher. Create a vocabulary exercise involving the vocabulary with the theme family.

Gemini

Family Feud: Vocabulary Edition!

This activity is a fun and engaging way to practice family vocabulary words. It can be played in pairs or small groups.

Preparation:

Make two vocabulary lists:

List A: Include common family members like parents, siblings, grandparents, children (son/daughter).

List B: Include less common family members like spouse, in-laws, step-parents, cousins (first, second), niece/nephew, ancestor, descendant.

Write down some category prompts related to family:

- People in your immediate family
- Older relatives
- Younger relatives
- Relatives by marriage
- Extended family members

Instructions:

- Divide the class into two teams (Team A and Team B).
- Show a category prompt from List B to both teams secretly (you can write it on the board and then quickly erase it).
- Give each team a short time (30 seconds) to brainstorm as many family members that fit the category from List A as possible.
- After the time is up, ask each team to take turns providing answers. If a team gives a correct answer that is not on the other team's list, they score a point.
- If a team gives an incorrect answer or an answer already mentioned by the other team, the other team has a chance to steal by providing a correct answer from the category.
- Continue playing with different category prompts until all prompts are used or a set time limit is reached.
- The team with the most points at the end wins!

Bonus:

After playing the game, have students write a short paragraph about their own family using some of the vocabulary words they practiced.

This activity allows students to practice recall, critical thinking, and using vocabulary words in context. It's a fun and competitive way to learn and remember new family-related vocabulary!

User

You are an English teacher. Create a vocabulary exercise involving the vocabulary with the theme transportation.

Gemini

Destination: Vocabulary! A Matching and Sentence Building Exercise

This activity is designed to help students practice vocabulary related to transportation. It can be done individually or in pairs.

Materials:

- Two sets (cut into individual cards) of transportation vocabulary words (e.g., car, bus, bicycle, train, airplane, ship, scooter, taxi, subway)
- Worksheet with incomplete sentences related to transportation (one per student)

Preparation:

Vocabulary Cards: Write one transportation word on each card. Create two identical sets.

Incomplete Sentences: Prepare a worksheet with several incomplete sentences related to transportation. Here are some examples:

- I usually take the ____ to work. (bus)
- We can ride our ____ to the park. (bicycles)
- The fastest way to travel long distances is by _____. (airplane)
- We need to buy a ticket for the _____. (train)
- You can hail a ____ on the street. (taxi)

Instructions:

- Divide the class into pairs (optional).
- Distribute one set of vocabulary cards to each student (or pair).
- Instruct students to spread the cards face down on their desks.
- Show the incomplete sentences on the board one at a time.
- Students race to find the word on their cards that completes the sentence correctly.
- The first student (or pair) to find the correct word shouts it out and places the card face up next to the sentence.
- After all the sentences are completed, review the answers together as a class. Discuss any unfamiliar vocabulary or alternative options for some sentences (e.g., "bike" could also be an answer for sentence #2).

Extension Activities:

- Sentence Scramble: After completing the matching activity, have students rewrite the completed sentences on a separate sheet of paper, scrambling the order of the words. Challenge them to unscramble the words to create the original sentence again.
- Create a Story: Provide students with a picture or a short prompt related to transportation (e.g., a busy city street, a family going on vacation). Ask them to write a short story using at least 5 of the vocabulary words they practiced.

This vocabulary exercise allows students to practice matching words with definitions, using them in context, and building sentences. It's a dynamic and interactive way to solidify their understanding of transportation-related vocabulary.

User

You are an English teacher. Create a vocabulary exercise involving the vocabulary with the theme environment.

Gemini

Save the Planet: A Vocabulary and Word Association Game

This activity is designed to help students learn and practice vocabulary related to the environment. It can be done as a whole class or in small groups.

Materials:

- Whiteboard or projector
- Markers or pens
- List of environment-related vocabulary words (written on separate cards or slips of paper)

Preparation:

Vocabulary List: Create a list of 15-20 environment-related vocabulary words. Here are some examples:

pollution, conservation, recycle, renewable energy, deforestation, greenhouse gas, climate change, endangered species, habitat, sustainable, decompose, landfill, drought, flood, erosion, compost

Instructions:

- **Introduce the Activity:** Briefly discuss the importance of environmental awareness and using the right vocabulary to talk about these issues.
- **Divide the Class:** Divide the class into small groups (3-4 students) or play as a whole class.
- **Word Presentation:** Show or distribute one vocabulary word at a time (written on a card or projected on the board).
- **Brainstorming:** Give students a short time (1-2 minutes) to brainstorm and write down words or phrases that come to mind when they hear the vocabulary word. Encourage them to think about related concepts, causes, effects, or solutions.
- **Sharing and Discussion:** Ask each group (or a volunteer from the class) to share their brainstormed words. Write them down on the board or a large piece of chart paper.
- **Categorization:** As a class, discuss the brainstormed words and categorize them based on their relationship to the original vocabulary word (e.g., causes of pollution, effects of deforestation, solutions for climate change).
- **Sentence Building (Optional):** Challenge students to use the vocabulary word and at least two brainstormed words to create a complete sentence related to the environment.

Extension Activities:

- **Create a Poster:** Provide students with materials to create a poster about a specific environmental issue using the vocabulary words they learned.
- **Debate Time:** Divide the class into two groups and assign them opposing viewpoints on a current environmental issue (e.g., building a new dam vs. protecting endangered species). Students should use the vocabulary words they practiced to support their arguments during a short debate.

This vocabulary exercise encourages students to go beyond memorizing definitions. It helps them make connections between different environmental concepts and use the vocabulary in context. The brainstorming and discussion aspects promote critical thinking and collaboration, making it a well-rounded learning activity.

Experiment 2.A. – Polish Correction**User**

You are a Polish teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

Moja rodzina mieszka w dużym czerwonym domu. Moja mama pracuje jako pielęgniarzka i jest świetną kucharką. Ma brązowe włosy i zawsze dużo się uśmiecha. Mój tata pracuje na biurze i sprząta dom. Mam jedną siostrę. Jest młodsza ode mnie i nie chodzi do szkoły. Mamy też psa. Ma na imię Chase i jest brązowo-biały. Czasami odwiedza mnie moja babcia. Piecze ciasteczka i opowiada historie. Bardzo kocham moją rodzinę!

Gemini

Grade: 95/100

Corrections:

- Mój tata pracuje na biurze i sprząta dom. - This sentence should be changed to "Mój tata pracuje w biurze i sprząta dom." to clarify that he works in an office.
- Czasami odwiedza mnie moja babcia. - This sentence should be changed to "Czasami odwiedza mnie babcia." to remove the possessive pronoun "moja" since it is already implied by the context.

Feedback:

This is a very well-written passage that clearly describes the author's family. The author uses vivid language and descriptive details to bring their family to life. The passage is also well-organized and easy to follow.

Here are some additional suggestions:

- The author could add more details about their siblings, such as their age, interests, or hobbies.
- The author could also describe a specific memory or experience that they have shared with their family.

Overall, this is an excellent piece of writing that is sure to be enjoyed by readers of all ages.

Additional notes:

The grading scale for this passage is based on the following criteria:

- Grammar: The passage is free of grammatical errors.
- Vocabulary: The author uses a variety of appropriate vocabulary words.
- Content: The passage is well-organized and easy to follow.
- Mechanics: The passage is formatted correctly and free of errors in punctuation and spelling.

The feedback provided is intended to be constructive and helpful. The author should feel encouraged to continue writing and developing their skills.

User

You are a Polish teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

Moja rodzina mieszka w dużym czerwonym domu. Moja mama pracuje jako pielęgniarka i jest świetną kucharką. Ma brązowe włosy i zawsze dużo się uśmiecha. Mój tata pracuje na biurze i sprząta dom. Mam jedną siostrę. Jest młodsza ode mnie i nie chodzi szkoły. Mamy też psa. Ma na imię Chase i jest brązowo-biały. Czasami odwiedza mnie twoja babcia. Piecze ciastko i opowiada historie. Bardzo kocham moją rodzinę!

Gemini

Grade: 90/10

Corrections:

- Mój tata pracuje na biurze i sprząta dom. - This sentence should be changed to "Mój tata pracuje w biurze i sprząta dom." to clarify that he works in an office.
- Jest młodsza ode mnie i nie chodzi szkoły. - This sentence should be changed to "Jest młodsza ode mnie i nie chodzi do szkoły." to correct the prepositional phrase "nie chodzi szkoły."
- Brązowo-biały. - The correct spelling is "brązowo-biały."
- Czasami odwiedza mnie twoja babcia. - This sentence should be changed to "Czasami odwiedza mnie babcia." to remove the possessive pronoun "twoja" since it is not appropriate in this context.
- Piecze ciastko i opowiada historie. - The singular noun "ciastko" should be changed to the plural form "ciastka" to agree with the verb "piecze."

Feedback:

This is a well-written passage that provides a general overview of the author's family. The author uses descriptive language to create a vivid picture of their family members and their home. However, there are a few minor grammatical errors that need to be corrected.

Here are some additional suggestions:

- The author could add more details about their daily life with their family.
- The author could share a personal story or anecdote that highlights the unique bond they have with their family members.
- The author could consider using more figurative language, such as similes or metaphors, to make their writing more engaging.

Overall, this is a good piece of writing that shows potential. With a little more effort, the author could elevate their writing to the next level.

Additional notes:

The grading scale for this passage is based on the following criteria:

- Grammar: The passage is free of grammatical errors.
- Vocabulary: The author uses a variety of appropriate vocabulary words.
- Content: The passage is well-organized and easy to follow.
- Mechanics: The passage is formatted correctly and free of errors in punctuation and spelling.

The feedback provided is intended to be constructive and helpful. The author should feel encouraged to continue writing and developing their skills.

User

You are a Polish teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

Moja rodzina mieszka w dużym czerwonym domu. Moja mama pracuje jako pielęgniarz i jest świetną kucharką. Ma brązowe włosy i zawsze dużo się uśmiecha. Mój tata pracuje na biurze i sprząta dom. Miec jedną siostrę. Jest młodsza nade mnie i nie chodzi szkoły. Też psa. Ma na imię Chase i jest brązowo-biały. Casami odwiedza mnie twoja babcia. Piecze ciastko i opowiada historie. Bardzo kocham moją rodzinę!

Gemini

Grade: 85/100

Corrections:

- Moja mama pracuje jako pielęgniarza. - The correct noun for "nurse" is "pielęgniarka" (feminine form).
- Mieć jedną siostrę. - The verb "mieć" should be conjugated in the first person singular form "mam" to agree with the subject "ja" (I). The correct sentence is "Mam jedną siostrę."
- Jest młodsza nade mnie. - The correct preposition is "ode mnie" (from me) to indicate the comparison between the speaker and their sister. The correct sentence is "Jest młodsza ode mnie."
- Nie chodzi szkoły. - The correct prepositional phrase is "nie chodzi do szkoły" (does not go to school). The correct sentence is "Nie chodzi do szkoły."
- Też psa. - The correct indefinite article for "dog" is "psa" (masculine accusative form). The correct sentence is "Mam też psa."
- Casami odwiedza mnie twoja babcia. - The possessive pronoun "twoja" (your) is not appropriate in this context. The correct sentence is "Czasami odwiedza mnie babcia" (Sometimes my grandmother visits me).

Piecze ciastko i opowiada historie. - The singular noun "ciastko" (cookie) should be changed to the plural form "ciastka" to agree with the verb "piecze" (bakes). The correct sentence is "Piecze ciastka i opowiada historie" (She bakes cookies and tells stories).

Feedback:

This passage provides a basic description of the author's family. The author uses simple language and sentence structures, which makes the passage easy to understand. However, there are several grammatical errors that need to be corrected to improve the overall quality of the writing.

Here are some additional suggestions:

- The author could add more details about their family members, such as their personalities, interests, or hobbies.
- The author could share a personal story or anecdote that illustrates their love for their family.
- The author could use more descriptive language to create a more vivid picture of their family life.

Overall, this is a good starting point for a writing assignment. With a little more effort and attention to detail, the author could produce a much stronger piece of writing.

Additional notes:

The grading scale for this passage is based on the following criteria:

- Grammar: The passage is free of grammatical errors.
- Vocabulary: The author uses a variety of appropriate vocabulary words.
- Content: The passage is well-organized and easy to follow.
- Mechanics: The passage is formatted correctly and free of errors in punctuation and spelling.

The feedback provided is intended to be constructive and helpful. The author should feel encouraged to continue writing and developing their skills.

Experiment 2.B. – Polish Reading

User

You are a Polish teacher. Create a reading exercise - generate a text and three questions about this text for learners that speak Polish on an upper-intermediate level.

Gemini

Tekst: Zagadkowa przesyłka (Mysterious Package)

Ewa niecierpliwie zerknęła na zegarek. Już od godziny oczekiwała na kuriera. Miała bowiem dostać paczkę z Francji, od dawnej przyjaciółki, Sophie. Nie widziały się od lat, odkąd Sophie wyjechała tam na studia. Poczta zwykle spóźniała się popołudniu, a teraz była dopiero pora lunchu. Dzwonek do drzwi wyrwał Ewę z rozmyślań. Podeszła do drzwi i otworzyła je z szerokim uśmiechem.

"Dzień dobry! Przesyłka dla Ewy Kowalskiej?" - zapytał młody kurier, trzymając w dłoni średniej wielkości karton.

"Tak, to ja. Dziękuję!" - Ewa podpisała się na czytniku kuriera i odebrała paczkę. Była zaskoczona jej ciężarem.

"Coś ciężkiego," - zauważył kurier z uśmiechem.

"Pewnie Sophie upiekła jakieś francuskie specjalne," - odparła Ewa, nie chcąc zdradzać swojej ciekawości.

Pożegnawszy się z kurierem, Ewa z niecierpliwością weszła do mieszkania i położyła paczkę na stole. Rozrywając taśmę klejącą, poczuła przyjemny zapach lawendy. Zanim jednak otworzyła karton, zawahała się. Czego mogła spodziewać się po tak długiej rozłące?

Pytania:

1. Dlaczego Ewa niecierpliwie czeka na kuriera?
2. Co wzbudza zaskoczenie Ewy, kiedy odbiera paczkę?
3. Jak sądzisz, co znajduje się w przesyłce od Sophie? Uzasadnij swoją odpowiedź, odwołując się do tekstu.

Experiment 2.C. – Polish Grammar

User

You are a Polish teacher. Create a grammar exercise from the Past Tense for learners of Polish.

Gemini

Ćwiczenie w czasie przeszłym (Past Tense Exercise)

Witajcie uczniowie! (Hello students!) Dzisiaj poćwiczymy czas przeszły (Past Tense).

Część 1: Odmień czasowniki (Conjugate the verbs)

Poniżej znajdują się zdania w czasie teraźniejszym (Present Tense). Przepisz je w czasie przeszłym (Past Tense), odmieniając czasowniki w odpowiedniej osobie. (Below are sentences in the Present Tense. Rewrite them in the Past Tense, conjugating the verbs in the appropriate person.)

- Ja czytam książkę. (I am reading a book.)
- Ty piszesz list. (You are writing a letter.)
- On mówi po polsku. (He speaks Polish.)
- Ona gotuje obiad. (She is cooking dinner.)
- My oglądamy film. (We are watching a movie.)
- Wy gracie w piłkę. (You (plural) are playing ball.)
- Oni spacerują po parku. (They are walking in the park.)
- Pani sprząta dom. (The lady is cleaning the house.)
- Pan uczy się języka polskiego. (The man is learning Polish.)
- Dzieci bawią się w ogrodzie. (The children are playing in the garden.)

Część 2: Uzupełnij zdania (Fill in the blanks)

Uzupełnij poniższe zdania odpowiednią formą czasowników w czasie przeszłym. (Fill in the following sentences with the correct form of the verbs in the Past Tense.)

- Wczoraj (Yesterday) ... (ja - być) w kinie. (I - be) at the cinema.
- Co ... (ty - robić) w weekend? (What - you (singular) - do) at the weekend?
- Ania ... (robić) tort urodzinowy dla brata. (Ania - make) a birthday cake for her brother.
- ... (My - jeść) kolację o 7 wieczorem. (We - eat) dinner at 7 pm.
- On ... (chcieć) kupić nowy rower. (He - want) to buy a new bike.
- ... (Wy - móc) pójść na koncert? (You (plural) - be able to) go to the concert?
- Oni ... (spać) do południa. (They - sleep) until noon.

Część 3: Pytania i odpowiedzi (Questions and Answers)

Zadaj pytania do poniższych zdań w czasie przeszłym. Następnie odpowiedz na nie. (Ask questions to the following sentences in the Past Tense. Then answer them.)

- Upiekłam ciasto. (I baked a cake.)
- Pojechaliśmy na wakacje nad morze. (We went on vacation to the seaside.)
- Przeczytał książkę o dinozaurach. (He read a book about dinosaurs.)
- Kupiliśmy nowe buty. (We (feminine plural) bought new shoes.)

Bonus:

Ułóż własne zdanie w czasie przeszłym. (Create your own sentence in the Past Tense.)

Powodzenia! (Good luck!)

User

You are a Polish teacher. Create a grammar exercise from the Future Tense for learners of Polish.

Gemini

Ćwiczenie w czasie przyszłym (Future Tense Exercise)

Cześć uczniowie! (Hello students!) Dzisiaj poćwiczymy czas przyszły (Future Tense).

Część 1: Odmień czasowniki (Conjugate the verbs)

Poniżej znajdują się zdania w czasie teraźniejszym (Present Tense). Przepisz je w czasie przyszłym (Future Tense), odmieniając czasowniki w odpowiedniej formie. (Below are sentences in the Present Tense. Rewrite them in the Future Tense, conjugating the verbs in the appropriate form.)

- Jem śniadanie. (I am eating breakfast.)
- Idziesz do szkoły. (You are going to school.)
- On czyta gazetę. (He is reading a newspaper.)
- Ona sprząta pokój. (She is cleaning the room.)
- My oglądamy telewizję. (We are watching television.)
- Wy gracie w grę. (You (plural) are playing a game.)
- Oni spacerują z psem. (They are walking with the dog.)
- Pani gotuje obiad. (The lady is cooking dinner.)
- Pan uczy się angielskiego. (The man is learning English.)

- Dzieci bawią się na placu zabaw. (The children are playing at the playground.)

Część 2: Plany na przyszłość (Plans for the Future)

Ułóż zdania w czasie przyszłym dotyczące twoich planów na weekend lub wakacje. (Make sentences in the Future Tense about your plans for the weekend or vacation.)

Na weekend ... (ja) ...

W wakacje ... (my) ...

Część 3: Pytania o przyszłość (Questions about the Future)

Zadaj pytania do poniższych zdań w czasie przyszłym. (Ask questions to the following sentences in the Future Tense.)

- Piotrek pojedzie jutro na wycieczkę. (Piotrek will go on a trip tomorrow.)
- Kasia i Tomek pójdą wieczorem do kina. (Kasia and Tomek will go to the cinema in the evening.)
- W przyszłym tygodniu będziesz grał w piłkę nożną. (You will be playing soccer next week.)

Bonus:

Użyj zwrotu "będę + czasownik w bezokoliczniku" (use the phrase "będę + infinitive") aby opisać czynność, którą będziesz wykonywał przez jakiś czas w przyszłości. (Use the phrase "będę + infinitive" to describe an action you will be doing for some time in the future.)

Na przykład: W wakacje będę odpoczywać nad jeziorem. (For example: In the vacation, I will be relaxing by the lake.)

Powodzenia! (Good luck!)

User

You are a Polish teacher. Create a grammar exercise from the Present Tense for learners of Polish.

Gemini

Ćwiczenie w czasie teraźniejszym (Present Tense Exercise)

Cześć uczniowie! (Hello students!) Dzisiaj poćwiczmy czas teraźniejszy (Present Tense). W języku polskim czas teraźniejszy używamy do mówienia o czynnościach, które:

- dzieją się regularnie (happen regularly)
- dzieją się teraz (happen now)
- są faktami (are facts)

Część 1: Odmień czasowniki (Conjugate the verbs)

Poniżej znajdują się tabelki z kilkoma polskimi czasownikami. Poćwicz ich odmianę w czasie teraźniejszym w pierwszej, drugiej i trzeciej osobie liczby pojedynczej oraz liczby mnogiej. (Below are tables with some Polish verbs. Practice conjugating them in the Present Tense in the 1st, 2nd, and 3rd person singular and plural.)

Czasowniki -er (Verbs ending in -er)

Ja	Ty	On/Ona/Ono	My	Wy	Oni/One
mówić (to speak)	mówię	mówisz	mówi	mówimy	mówicie mówią
czytać (to read)	czytam	czytasz	czyta	czytamy	czytacie czytają
lubić (to like)	lubię	lubisz	lubi	lubimy	lubicie lubią

Czasowniki -eć (Verbs ending in -eć)

Ja	Ty	On/Ona/Ono	My	Wy	Oni/One
robić (to do)	robię	robisz	robi	robimy	robicie robią
jeść (to eat)	jem	jesz	je	jemy	jecie jedzą
pić (to drink)	piję	pijesz	pije	pijemy	pijecie piją

Część 2: Uzupełnij zdania (Fill in the blanks)

Uzupełnij poniższe zdania odpowiednią formą czasowników w czasie teraźniejszym. (Fill in the following sentences with the correct form of the verbs in the Present Tense.)

- Każdego ranka ... (ja - pić) kawę. (Every morning, I - drink) coffee.
- W weekendy zwykle ... (wy - spać) do późna. (On weekends, you (plural) - sleep) in late.
- On ... (mieszkać) w Warszawie. (He - live) in Warsaw.
- Co ... (ona - robić) teraz? (What - she - do) now?
- ... (My - chodzić) do szkoły od poniedziałku do piątku. (We - go) to school from Monday to Friday.

Część 3: Pytania i odpowiedzi (Questions and Answers)

Zadaj pytania do poniższych zdań w czasie teraźniejszym. Następnie odpowiedz na nie. (Ask questions to the following sentences in the Present Tense. Then answer them.)

- Uczę się języka polskiego. (I am learning Polish.)
- Oni grają w siatkówkę. (They are playing volleyball.)
- Pije herbatę. (She is drinking tea.)
- Gotujecie obiad? (Are you (plural) cooking dinner?)

Bonus:

Ułóż dwa własne zdania w czasie teraźniejszym, jedno mówiące o czynności regularnej, a drugie o czymś, co dzieje się teraz. (Create two of your own sentences in the Present Tense, one about a regular activity and another about something happening now.)

Powodzenia! (Good luck!)

Experiment 2.D. – Polish Vocabulary

User

You are a Polish teacher. Create a vocabulary exercise involving the vocabulary with the theme family.

Gemini

Ćwiczenie: Rodzina (Family) [Ćwiczenie: Rodzina (Family)]

Cześć! [Cześć! (Hi!)] Witamy na ćwiczeniu z zakresu słownictwa rodzinnego! [Witamy na ćwiczeniu z zakresu słownictwa rodzinnego! (Welcome to the family vocabulary exercise!)]

Zadanie 1: Krzyżówka (Crossword)

Poniżej znajduje się krzyżówka. Uzupełnij ją brakującymi słowami związanymi z rodziną. [Poniżej znajduje się krzyżówka. Uzupełnij ją brakującymi słowami związanymi z rodziną. (Below is a crossword puzzle. Fill it in with the missing words related to family.)]

Pionowo (Vertical)

- Ojciec twojej mamy lub twojego taty (grandfather)
- Mężczyzna, który poślubił twoją mamę (stepfather)
- Dziecko twojego brata lub siostry (niece/nephew)
- Twoje rodzeństwo (siblings)
- Mąż twojej córki (son-in-law)

Poziomo (Horizontal)

- Twoja matka (mother)
- Córka twojego brata lub siostry (niece)
- Twoje wnuki (grandchildren)
- Żona twojego syna (daughter-in-law)
- Brat twojego taty (uncle)

Zadanie 2: Zdjęcia (Pictures)

Popatrz na poniższe zdjęcia (nie pokazane) i opisz je używając słownictwa dotyczącego rodziny. [Popatrz na poniższe zdjęcia (not shown) and describe them using vocabulary related to family.]

Na przykład: Na zdjęciu jest szczęśliwa wielopokoleniowa rodzina. [Na przykład: Na zdjęciu jest szczęśliwa wielopokoleniowa rodzina. (For example: The picture shows a happy, multigenerational family.)]

Zadanie 3: Zdania (Sentences)

Uzupełnij poniższe zdania brakującymi słowami. [Uzupełnij poniższe zdania brakującymi słowami. (Fill in the following sentences with the missing words.)]

- Moja (babcia) piecze najlepsze ciasto czekoladowe na świecie.
- (Rodzeństwo) pomagają mi w odrabianiu lekcji.
- Spędzam weekendy z moimi (dziadkami) na wsi.
- (Teściowie) przyjeżdżają do nas w odwiedziny w przyszłym tygodniu.
- Marzę o (wielkiej) rodzinie z wieloma dziećmi.

Bonus!

Narysuj drzewo genealogiczne swojej rodziny. (Narysuj drzewo genealogiczne swojej rodziny. (Draw a family tree of your family.))

Napisz krótki opis swojej rodziny po polsku. (Napisz krótki opis swojej rodziny po polsku. (Write a short description of your family in Polish.))

Powodzenia! [Powodzenia! (Good luck!)]

User

You are a Polish teacher. Create a vocabulary exercise involving the vocabulary with the theme transport.

Gemini

Ćwiczenie: W drogę! (On the Go!)

Cześć [Cześć (Hi!)] klasa! Dzisiaj ćwiczymy słówka związane z transportem! [Dzisiaj ćwiczymy słówka związane z transportem! (Today we practice vocabulary related to transportation!)]

Zadanie 1: Transportny Rebus (Transportation Rebus)

Poniżej znajdują się zagadki obrazkowe (rebusy). Odgadnij jaki środek transportu przedstawia obrazek i wpisz jego nazwę po polsku. [Poniżej znajdują się zagadki obrazkowe (rebusy). Odgadnij jaki środek transportu przedstawia obrazek i wpisz jego nazwę po polsku. (Below are picture puzzles (rebuses). Guess what means of transport the picture shows and write its name in Polish.)]

(Show rebus pictures for the following words):

- rower (bicycle)
- samochód (car)
- autobus (bus)
- pociąg (train)
- samolot (airplane)
- statek (ship)

Zadanie 2: Bilet do marzeń (Dream Ticket)

Wyobraź sobie, że wygrałeś/-aś bilet do dowolnego miejsca na świecie! [Wyobraź sobie, że wygrałeś/-aś bilet do dowolnego miejsca na świecie! (Imagine you won a ticket to any place in the world!)]

Gdzie chcesz pojechać? [Gdzie chcesz pojechać? (Where do you want to go?)]

W parach (lub grupach) opowiedzcie sobie nawzajem o swojej wymarzonej podróży. [W parach (lub grupach) opowiedzcie sobie nawzajem o swojej wymarzonej podróży. (In pairs (or groups), tell each other about your dream trip.)]

Używaj słownictwa związanego z transportem (np. jechać, lecieć, płynąć, itp.) i mów o tym, jak dotrzesz do swojego wymarzonego miejsca. [Używaj słownictwa związanego z transportem (np. jechać, lecieć, płynąć, itp.) i mów o tym, jak dotrzesz do swojego wymarzonego miejsca. (Use vocabulary related to transportation (e.g., jechać (go by car), lecieć (fly), płynąć (sail), etc.) and talk about how you will get to your dream place.)]

Zadanie 3: Znaki drogowe (Road Signs)

Popatrz na poniższe znaki drogowe (nie pokazane) i opisz je używając słownictwa związanego z transportem. [Popatrz na poniższe znaki drogowe (not shown) and describe them using vocabulary related to transportation.]

(Show pictures of common Polish road signs).

Bonus!

Zagrajcie w klasie w "transport bingo"! [Zagrajcie w klasie w "transport bingo"! (Play "transport bingo" in class!)]

Nauczyciel przygotowuje karty bingo ze słówkami związanymi z transportem. Uczniowie słuchają wypowiedzi (statements) nauczyciela i zaznaczają (mark) słowa, które usłyszą. Pierwsza osoba, która ueziera (collects) pełną kartę wygrywa! [wypowiedzi (statements) nauczyciela i zaznaczają (mark) słowa, które usłyszą. Pierwsza osoba, która ueziera (collects) pełną kartę wygrywa! (statements of the teacher and mark the words they hear. The first person who collects a full card wins!)]

Powodzenia! [Powodzenia! (Good luck!)]

Gemini

You are a Polish teacher. Create a vocabulary exercise involving the vocabulary with the theme environment.

Ćwiczenie: Eko-Heroi! (Eco-Heroes!)

Cześć [Cześć (Hi!)] klasa! Dzisiaj stajemy się Eko-Herojami [Dzisiaj stajemy się Eko-Herojami (Today we become Eco-Heroes)] i ćwiczymy słownictwo związane z środowiskiem (environment)!

Zadanie 1: Eko-Hasła (Eco-Slogans)

Pomyśl o ważnych problemach środowiskowych (np. zanieczyszczenie powietrza, zmiany klimatyczne, itp.) [Pomyśl o ważnych problemach środowiskowych (np. zanieczyszczenie powietrza, zmiany klimatyczne, itp.) (Think about important environmental problems (e.g., air pollution, climate change, etc.).]

W parach (lub grupach) stwórzcie kreatywne hasła promujące ochronę środowiska. [W parach (lub grupach) stwórzcie kreatywne hasła promujące ochronę środowiska. (In pairs (or groups), create creative slogans promoting environmental protection.)]

Używajcie słownictwa związanego z środowiskiem (np. ochrona środowiska, segregacja śmieci, oszczędzać energię, itp.) [Używajcie słownictwa związanego z środowiskiem (np. ochrona środowiska, segregacja śmieci, oszczędzać energię, itp.) (Use vocabulary related to the environment (e.g., environmental protection, waste segregation, save energy, etc.).]

Zaprezentujcie swoje hasła klasie i głosujcie na najbardziej chwytliwe! [Zaprezentujcie swoje hasła klasie i głosujcie na najbardziej chwytliwe! (Present your slogans to the class and vote for the catchiest ones!)]

Zadanie 2: Eko-Bingo

Uzupełnijcie tabelkę bingo poniższymi słowami związanymi z środowiskiem: [Uzupełnijcie tabelkę bingo poniższymi słowami związanymi z środowiskiem: (Fill in the bingo table with the following words related to the environment:)]

- śmieci (garbage)
- recykling (recycling)
- zanieczyszczenie (pollution)
- elektrownia wiatrowa (wind turbine)
- las (forest)
- plastik (plastic)
- oszczędzać wodę (save water)
- globalne ocieplenie (global warming)
- zatruta (polluted)
- drzewo (tree)

Nauczyciel będzie czytał zdania dotyczące ochrony środowiska. [Nauczyciel będzie czytał zdania dotyczące ochrony środowiska. (The teacher will read sentences about environmental protection.)]

Jeżeli zdanie pasuje do definicji (definition) słowa w twojej tabeli bingo, zaznacz je (mark it)!

Pierwsza osoba, która zbiera (collects) pełną, poziomą, pionową lub diagonalną linię wygrywa! [Jeżeli zdanie pasuje do definicji słowa w twojej tabeli bingo, zaznacz je! Pierwsza osoba, która zbiera pełną, poziomą, pionową lub diagonalną linię wygrywa! (If the sentence matches the definition of a word in your bingo table, mark it! The first person who collects a full horizontal, vertical, or diagonal line wins!)]

Zadanie 3: Eko-Plan (Eco-Plan)

Samodzielnie zaplanuj (plan) swoją codzienną rutynę w sposób bardziej przyjazny dla środowiska. [Samodzielnie zaplanuj swoją codzienną rutynę w sposób bardziej przyjazny dla środowiska. (Plan your daily routine in a more environmentally friendly way.)]

Używaj zwrotów "będę..." (I will...) i "będę starał/-a się..." (I will try to...) oraz słownictwa z poprzednich zadań.

Podziel się swoim Eko-Planem z partnerem/-ką i wspólnie omówcie swoje pomysły. [Podziel się swoim Eko-Planem z partnerem/-ką i wspólnie omówcie swoje pomysły. (Share your Eco-Plan with your partner and discuss your ideas together.)]

Pamiętaj! [Pamiętaj! (Remember!)]

Experiment 3.A. – Korean Correction

User

You are a Korean teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

우리 가족은 큰 뽕간 집에 삽니다. 우리 엄마는 간호사로 일하고 훌륭한 요리사입니다. 그녀는 갈색 머리를 가지고 있고 항상 많이 웃습니다. 아빠는 사무실로 일하고 집을 청소합니다. 저는 한 명의 여동생이 있습니다. 그녀는 저보다 어리고 학교에 가지 않습니다. 우리는 강아지도 있습니다. 그의 이름은 체이스이고 그는 갈색과 흰색입니다. 우리 할머니는 가끔 방문하십니다. 그녀는 쿠키를 굽고 이야기를 합니다. 우리 가족을 매우 사랑합니다!

Gemini

Grade: 95/100

Corrections:

우리 엄마는 간호사로 일하고 훌륭한 요리사입니다. (Our mom works as a nurse and is a great cook.)

Change "간호사로" to "간호사로서". The particle "으로" is used to indicate the role or function of someone.

그녀는 갈색 머리를 가지고 있고 항상 많이 웃습니다. (She has brown hair and always smiles a lot.)

Change "항상 많이" to "항상 즐겁게". The adverb " 즐겁게" means "happily" or "with pleasure".

아빠는 사무실로 일하고 집을 청소합니다. (Dad works in an office and cleans the house.)

Change "사무실로" to "사무실에서". The particle "에서" is used to indicate the location where something happens.

저는 한 명의 여동생이 있습니다. (I have one younger sister.)

Change "한 명의" to "한 명의 어린". The adjective "어린" means "younger".

그녀는 저보다 어리고 학교에 가지 않습니다. (She is younger than me and doesn't go to school.)

Change "가지 않습니다" to "다니지 않습니다". The verb "다니다" is used to refer to going to school or work regularly.

우리 할머니는 가끔 방문하십니다. (My grandma visits sometimes.)

Change "방문하십니다" to "방문합니다". The honorific verb suffix "-십니다" is not necessary in this context.

그녀는 쿠키를 굽고 이야기를 합니다. (She bakes cookies and tells stories.)

Change "이야기를 합니다" to "이야기를 들려줍니다". The verb "들려준다" means "to tell (a story) to someone".

Overall Feedback:

This is a well-written passage with only a few minor errors. The student has a good grasp of Korean grammar and vocabulary. The passage is clear and easy to understand, and it paints a vivid picture of the student's family.

Suggestions for Improvement:

- The student could add more details about the family's activities and hobbies.
- The student could use more descriptive language to paint a more vivid picture of the family members and their home.

Additional Notes:

- The use of honorific verb suffixes is optional in this context.
- The student could use more contractions to make the passage more natural-sounding.

I hope this feedback is helpful!

User

You are a Korean teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

우리 가족은 큰 뽕간 집에 삽니다. 우리 엄마는 간호사로 일하고 훌륭한 요리사입니다. 그녀는 갈색 머리를 가지고 있고 항상 많이 웃습니다. 아빠는 사무실로 일하고 집을 청소합니다. 저는 한 명의 여동생이 있습니다. 그녀는 저보다 어리고 학교 가지

않습니다. 우리는 강아지도 있습니다. 그의 이름은 체이스이고 그는 갈색과 흰색입니다. 너의 할머니는 가끔 방문하십니다. 그녀는 쿠키들을 굽고 이야기를 합니다. 우리 가족을 매우 사랑합니다!

Gemini

Passage Grading and Feedback

Grade: 90/100

Corrections:

- 갈색 머리를 가지고 있고: Change "갈색 머리를 가지고 있고" to "갈색 머리를 하고 있습니다." The verb "가지고 있다" is used to indicate possession, while "하고 있다" is used to indicate an ongoing action.
- 집을 청소합니다: Change "집을 청소합니다" to "집을 청소하십니다." The honorific verb suffix "-시다" is used to show respect to the person doing the cleaning.
- 학교 가지 않습니다: Change "학교 가지 않습니다" to "학교에 가지 않습니다." The particle "에" is used to indicate the location where something happens.
- 갈색과 흰색입니다: Change "갈색과 흰색입니다" to "갈색과 흰색입니다." The word "색" is not a valid Korean word.
- 너의 할머니: Change "너의 할머니" to "우리 할머니." The possessive pronoun "너의" means "your," but in this context, it should be "우리" which means "our."
- 쿠키들을 굽고: Change "쿠키들을 굽고" to "쿠키를 굽고." The plural particle "들" is not necessary in this context.

Overall Feedback:

This is a well-written passage with only a few minor errors. The student has a good grasp of Korean grammar and vocabulary. The passage is clear and easy to understand, and it paints a picture of the student's family.

Suggestions for Improvement:

The student could add more details about the family's activities and hobbies.

The student could use more descriptive language to paint a more vivid picture of the family members and their home.

Additional Notes:

The use of honorific verb suffixes is optional in some contexts, but it is generally considered polite to use them when speaking to elders or people in positions of authority.

The student could use more contractions to make the passage more natural-sounding.

I hope this feedback is helpful!

User

You are a Korean teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

우리 가족은 큰 빨간 집에 삽니다. 우리 엄마는 간호사로 일하고 훌륭한 요리사입니다. 그녀는 갈색 머리를 가지고 있고 항상 많이 웃습니다. 아빠는 사무실로 일하고 집을 청소합니다. 저는 한 명의 여동생이 가지고 있습니다. 그녀는 저위에 어리고 학교 가지 않습니다. 우리는 강아지도. 그의 이름은 체이스이고 그는 갈색과 흰색입니다. 너의 할머니는 가끔 방문하십니다. 그녀는 쿠키들을 굽고 이야기를 합니다. 우리 가족을 매우 사랑합니다!

Gemini

Passage Grading and Feedback

Grade: 85/100

Corrections:

- 간호사로: Change "간호사로" to "간호사." The correct spelling of "nurse" is "간호사."
- 가지고 있습니다: Change "가지고 있습니다" to "있습니다." The verb "가지고 있다" is used to indicate possession, but in this context, the verb "있다" is sufficient.
- 그녀는 저위에 어리고: Change "그녀는 저위에 어리고" to "그녀는 저보다 어리고." The comparative particle "보다" is used to compare two things.
- 우리는 강아지도: Change "우리는 강아지도" to "우리는 강아지도 있습니다." The verb "있다" is necessary to complete the sentence.
- 갈색과 흰색입니다: Change "갈색과 흰색입니다" to "갈색과 흰색입니다." The word "색" is not a valid Korean word.
- 너의 할머니: Change "너의 할머니" to "우리 할머니." The possessive pronoun "너의" means "your," but in this context, it should be "우리" which means "our."
- 가끔 방문하십니다: Change "가끔 방문하십니다" to "가끔 방문합니다." The particle "가끔" means "sometimes."
- 쿠키들을 굽고: Change "쿠키들을 굽고" to "쿠키를 굽고." The plural particle "들" is not necessary in this context.

Overall Feedback:

This passage is a good effort, and the student demonstrates a basic understanding of Korean grammar and vocabulary. However, there are several grammatical errors that need to be corrected. The student should also pay attention to spelling and word choice.

Suggestions for Improvement:

The student should review the basic rules of Korean grammar, such as verb conjugation and particle usage.

The student should practice writing Korean sentences regularly to improve their fluency and accuracy.

The student should use a Korean dictionary or online resource to check the spelling and meaning of unfamiliar words.

I hope this feedback is helpful!

Experiment 3.B. – Korean Reading

User

You are a Korean teacher. Create a reading exercise - generate a text and three questions about this text for learners that speak Korean on the intermediate level.

Gemini

주말 시장 (Jumil Sijang) - Weekend Market

서울 중심지에 위치한 남산공원 옆에는 매주 토요일과 일요일에 열리는 인기 시장이 있습니다. 이 시장의 이름은 '주말 시장'이에요. 주말 시장에는 수많은 노점 상인들이 다양한 상품을 판매하고 있어요. 옷, 장식품, 맛있는 음식 등 무엇이든 찾아볼 수 있습니다. 젊은 사람들 사이에 특히 인기가 많은데, 쇼핑과 함께 음악 공연이나 거리 예술가들의 작품도 감상할 수 있어서 종합적인 문화 체험 장소가 되고 있습니다.

질문 (Jilmun - Questions):

- 주말 시장은 주중 언제 열리나요? (Jumil Sijang은 Jujung eonjede yeollina yo?)

- 주말 시장에서 무엇을 살 수 있을까요? (Jumil Sijangeseo mueoseul sal su isseulkayo?)
- 젊은 사람들이 주말 시장을 좋아하는 이유는 무엇일까요? (Jeolmneun saramdeuri Jumil Sijangeul joahamn iyuen-eun mu'etilkkayo?)

English Translation:

Weekend Market (Jumil Sijang)

There's a popular market next to Namsan Park, located in the center of Seoul. This market is open every Saturday and Sunday, and its name is "Weekend Market." Numerous vendors sell various goods at the Weekend Market. You can find anything you want, including clothes, accessories, and delicious food. It's especially popular among young people because it offers a comprehensive cultural experience, allowing them to enjoy shopping alongside music performances and works from street artists.

Questions:

- When is the Weekend Market open during the week? (When does the Weekend Market open during the weekdays?)
- What can you buy at the Weekend Market?
- Why do young people like the Weekend Market?

Experiment 3.C. – Korean Grammar

User

You are a Korean teacher. Create a grammar exercise from the Past Tense for learners of Korean.

Gemini

Korean Grammar Exercise: Past Tense (과거)

This exercise practices using the past tense marker "-았/었어요 (-eot/yeot-eoyo)" for verbs and adjectives.

Instructions:

- Look at the following sentences in English.
- Rewrite each sentence in Korean using the past tense.
- Pay attention to the verb and adjective conjugations and sentence structure (Subject - Object - Verb).

Example:

English: I ate dinner yesterday.

Korean: 저는 어제 저녁을 먹었어요. (Jeoneun eoje jeonyeoreul meogeotteoyo)

English Sentences:

- She studied Korean last night.
- We went to the park yesterday afternoon.
- It rained all day yesterday. (Use the adjective "많이 (manhi)" - a lot)
- He was happy to see his friend.
- They didn't understand the movie. (Use the negative form of "-았/었어요 (-eot/yeot-eoyo)" - 안 했/였어요 (an haet/yeot-eoyo))

Bonus:

Make your own sentence in the past tense!

Tips:

- Remember, verbs and adjectives conjugate differently in the past tense.
- Use the Korean dictionary or a reference guide if you get stuck on conjugations.

Answer Key:

(Don't peek until you've tried the exercise yourself!)

- 그녀는 어제 저녁에 한국어를 공부했어요. (Geunyeoneun eoje jeonyeoke hanguk-eoreul gongbuhaesseoyo)
- 우리는 어제 오후 공원에 갔어요. (Uri-neun eoje ohu kongwone kattaeyo)
- 어제 하루 종일 많이 rained (aje haru jongil manhi باران (baran) - rain) 했어요 (haesseoyo)
- 그는 친구를 만나서 기뻐했어요. (Geuneun chinguereul mannaseo gipdeoteoyo)
- 그들은 영화를 이해하지 못했어요. (Geudeureun yeonghwareul ihaeseo mothaet-eoyo)

User

You are a Korean teacher. Create a grammar exercise from the Future Tense for learners of Korean.

Gemini

Korean Grammar Exercise: Future Tense (미래)

This exercise practices using two common ways to express the future in Korean:

- -(으)ㄹ 거예요 (- (eu)l geoyo) - This is a casual way to talk about future plans and intentions.
- ㄹ 것이다 (l kessida) - This form is more formal and can be used for predictions or general statements about the future.

Instructions:

Look at the following sentences in English.

Rewrite each sentence in TWO ways in Korean, using both future tense structures.

Example:

English: I will eat dinner later.

Korean (Casual): 저는 nanti 저녁을 먹을 거예요. (Jeoneun nanti jeonyeoreul meogeol geoyo)

Korean (Formal): 저는 나중에 저녁을 먹을 것이다. (Jeoneun najunge jeonyeoreul meolkessida)

English Sentences:

- We will go to the beach tomorrow.

- She will study for her exam next week.
- It will be a sunny day on Saturday. (Use the verb "될 거예요 (될거예요 - doel geoyo)" - to become)
- They won't come to the party tonight. (Use the negative form of "-을/르 거예요 (-eul/l geoyo)" - 안 올 거예요 (an ol geoyo))
- I think it will rain tomorrow. (Use the verb "것 같아요 (geot gataayo)" - to seem like)

Bonus:

Make your own sentence in the future tense, using either structure!

Tips:

- Remember to conjugate the verb stem before adding the future tense ending.
- Pay attention to the formality level when choosing between the two structures.
- I'll provide the answer key after you've tried the exercise yourself!

User

You are a Korean teacher. Create a grammar exercise from the Present Tense for learners of Korean.

Gemini

Korean Grammar Exercise: Present Tense (현재)

This exercise will help you practice using the present tense with verbs and adjectives in Korean.

Instructions:

1. Look at the following English sentences.
2. Rewrite each sentence in Korean using the present tense.
3. Remember, Korean sentence structure is Subject - Object - Verb.

Example:

English: I live in Sweden.

Korean: 저는 스웨덴에 살아요. (Jeoneun seuweden-e salayo)

Verbs:

- Use the verb stem (remove "-다" from the dictionary form) and add the following endings for present tense:
- "-아/어요 (-a/eoyo)" - used with verbs with stems ending in vowels (a, e, o) or non-past consonants.
- "-와/여요 (-wa/yeoyo)" - used with stems ending in the vowel "o" to create a smoother sound.

Adjectives:

Most adjectives simply add the present tense ending "-아/어요 (-a/eoyo)" directly to the adjective stem.

English Sentences:

- She drinks coffee every morning. (Use the verb "마시다 (mashida)" - to drink)
- We watch movies on weekends. (Use the verb "보다 (boda)" - to see/watch)
- It is cold today. (Use the adjective "춥다 (chupda)" - cold)
- They are happy. (Use the adjective "행복하다 (haengbokhada)" - happy)
- He doesn't speak Korean well. (Use the negative form of "-아/어요 (-a/eoyo)" - 안 해요 (an haeyo) and the adjective "잘 (jal)" - well)

Bonus:

Describe yourself in 2-3 sentences using the present tense.

Tips:

Pay attention to the vowel harmony of the verb stem and ending.

If you're unsure about an adjective conjugation, try adding "-한/한 거예요 (-han/han geoyo)" which means "is/are (adjective)".

I'll give you the answer key after you've completed the exercise!

Experiment 3.D. – Korean Vocabulary

User

You are a Korean teacher. Create a vocabulary exercise involving the vocabulary with the theme family.

Gemini

가족 단어 연습 (Gajo 단어 연습) - Family Vocabulary Exercise

안녕하세요! (Anyeonghaseyo!) Today we will practice vocabulary related to family members!

1. 단어 매칭 (Dangeo Maeching) - Word Matching

아래 (arae) family member names 을 보고 (bogo) 맞는 (majun) 그림과 연결하세요 (yeongeoha반호). (Look at the following family member names and connect them to the matching picture.)

- 할아버지 (harabeoji) - Grandfather
- 할머니 (halmeoni) - Grandmother
- 아버지 (abeoji) - Father
- 어머니 (eomeoni) - Mother
- 아들 (adeul) - Son
- 딸 (ttal) - Daughter
- 오빠 (oppa) - Older brother (informal, used by female speaker)
- 언니 (eonni) - Older sister (informal, used by younger speaker)
- 동생 (dongsang) - Younger sibling (brother or sister)

2. 문장 만들기 (Munjang Mandeulgi) - Sentence Building

주어진 (jujeoun) 단어를 이용해서 (이용해서 이용해서 (ilyonghaeseo) 가족에 대한 (gajoke daehan) 문장을 (munjang-eul) 만드세요 (mandeuseyo). (Use the given words to create sentences about families.)

- 가족 (gajok) - Family

- 함께 (hamkke) - Together
- 저녁 (jeonyeok) - Dinner
- 사랑 (sarang) - Love

예시 (yeosi) - Example

- 우리 가족은 저녁을 함께 먹습니다. (Uri gajogeu jeonyeogeul hamkke meogesseumnida.) - Our family eats dinner together.

3. 역할극 (Yeokhalgeuk) - Roleplay

친구 (chingu) 한 명과 (han myeonghwa) 함께 (hamkke) 가족 대화 (gajok daehwa) 연습을 해보세요 (haebosyeoseyo). (Practice a family conversation with one friend.)

- 상황 (sangsang) - Situation: 저녁 식사 후 (jeonyeok sigsa hu) - After dinner
- 역할 (yeokhal) - Roles: 할머니 (halmeoni)와 (wa) 손녀 (sonyeo)

팁 (Tip)! (Tip!)

- 정답 (jeongdap)을 확인하기 위해 (wihae) 교과서 (gyogwaseo) 12페이지 (12 peiji) 를 참고하세요 (kamsahaehamnida). (Check the textbook page 12 to confirm the answers.)
- 어려운 (eoryeoun) 단어가 있으면 (issseumnida) 저에게 (jeoesege) 말씀하세요 (malsseumhaseyo). (If there are difficult words, let me know.)

이것만 큼이예요! (Igeossumankeumi예요!) That's all for today!

User

You are a Korean teacher. Create a vocabulary exercise involving the vocabulary with the theme transport.

Gemini

교통 단어 퀴즈 (Gyotong Dangeo Kuisu) - Transportation Vocabulary Quiz

안녕하세요! (Anyeonghaseyo!) Today we will test your knowledge of Korean transportation vocabulary!

1. 단어 완성 (Dangeo Wansung) - Word Completion

문장 (munjang) 에 빠진 (ppajin) 단어를 넣으세요 (neuseyo). (Fill in the missing words in the sentences.)

- 저는 지하철 (jihacheol)을 타고 (taro) 명동 (Myeongdong)에 갈 거예요 (gal geoyo). (I will take the subway to Myeongdong.)
- 택시 (taeksi) 기본 요금 (gibon yogum)은 얼마예요? (eoltaeyo?) (What is the base fare for a taxi?)
- 저녁 (jeonyeok)에 친구를 만나려면 (mannalyeomyeon) 버스 (beoseu) 보다 (boda) 택시가 더 (deo) 빠를 거예요 (pparl geoyo). (To meet my friend for dinner, a taxi will be faster than a bus.)
- 자전거 (jajeonge) 타는 건 (taneun geon) 운동 (undong)에도 좋고 (johgo) 환경 (hwangyeong)에도 좋아요 (joh Ayo). (Riding a bicycle is good for exercise and also good for the environment.)
- 여행 (yeohaeng) 가는 길에 (gire) 비행기 (bihaengi) 표 (pyo)를 잃어버렸어요 (ireobeoseoteoseyo). (On the way to my trip, I lost my airplane ticket.)

2. 지도 표시 (Jido Pyosi) - Map Markings

지도 (jido) 에서 (eseo) 다음 (daum) 교통 수단 (gyotong sudan)을 찾으세요 (japsseuseyo). (Find the following transportation methods on the map.)

- 버스 정류장 (beoseu jeongnyurejang) - Bus stop
- 지하철역 (jihacheol yeok) - Subway station
- 택시 기다리는 장소 (taeksi gidarineun jangso) - Taxi stand
- 공항 (gonghang) - Airport
- 기차역 (gicha yeok) - Train station

3. 대화 만들기 (Daehwa Mandeulgi) - Dialogue Creation

친구 (chingu)와 (wa) 대화 (daehwa) 를 해보세요 (haebosyeoseyo). (Have a conversation with your friend.)

- 상황 (sangsang) - Situation: 휴가 (hyuga) 계획 (gyehwak) (Planning a vacation)
- 질문 (jilmun) 예시 (yeosi) - Example Questions
- 어디 (eodi) 가고 싶어? (gago sipeo?) - Where do you want to go?
- 어떤 (eotteon) 교통 수단을 이용할 거예요? (gyotong sudaneul iyonghal geoyo?) (iyonghagil geoyo) - What transportation will you use?

잘 했어요! (Jal haesseoyo!) You did well!

추가 도전 (Chugada Jeon) - Bonus Challenge

- 교통 안전 (gyotong anjeon)에 대한 슬로건 (seullogan)을 만들어 보세요 (mandeulbo seyo). (Create a slogan about transportation safety.)

User

You are a Korean teacher. Create a vocabulary exercise involving the vocabulary with the theme environment.

Gemini

환경 보호 단어 연습 (Hwangyeong Bboho Dangeo Yeonseup) - Environmental Protection Vocabulary Practice

안녕하세요! (Anyeonghaseyo!) Today we will learn vocabulary related to protecting the environment!

1. 그림 보고 단어 맞추기 (Geurim Bogo Dangeo Matjugi) - Matching Words to Pictures

아래 (arae) 그림을 보고 (bogo) 환경과 관련된 (hwankyunggwaw gwanryeon) 단어를 선택하세요 (seontaehaheyo). (Look at the pictures below and choose the word related to the environment.)

- 그림 (geurim) 1: tái ché (tae che) (recycle symbol)
- 그림 (geurim) 2: 쓰레기통 (sseuregitto) (trash can)

- 그림 (geurim) 3: 숲 (sup) (forest)
- 그림 (geurim) 4: 공해 (gonghwa) (factory smoke)
- 그림 (geurim) 5: 태양열 (taeyangeol) (solar panel)

2. 문장 완성 (Munjang Wansung) - Sentence Completion

문장 (munjang)에 있는 (issneun) 빈칸 (binkan)을 채워주세요. (chaeweojuseyo). (Fill in the blanks in the sentences.)

- 환경을 지키기 위해 (hwankyungeul jikigi wihae) 우리는 쓰레기를 줄여야 합니다. (sseuregirae julyeoya hammida). (To protect the environment, we need to reduce waste.)
- 더 깨끗한 (deo kkaekkeutnan) 공기 (gonggi)를 호흡하기 위해 (huthyeophagi wihae) 자동차 사용을 줄여야 합니다. (jadongcha sayongeul julyeoya hammida). (To breathe cleaner air, we need to reduce car usage.)
- 지구 온난화 (jigu onnanhwa)를 방지하기 위해 (bangjihagi wihae) 재활용 (jaechaeryong)을 더 적극적으로 해야 합니다. (deo jeokgeureoseoge halyeohammida). (To prevent global warming, we need to be more active in recycling.)

3. 토론 (Toron) - Discussion

친구 (chingu)와 (wa) 함께 (hamkke) 환경 문제 (hwankyung munje)에 대해 토론해 보세요. (toronhae boseyo). (Discuss environmental issues with your friend.)

- 토론 주제 (toron juje) 예시 (yeosi) - Example Discussion Topics
- 우리가 살 수 있는 (salla su inneun) 지속 가능한 (jisojik ganeunghan) 세상을 위해 무엇을 할 수 있을까요? (mueoteul hal su isseulkayo?) - What can we do to create a sustainable world we can live in?
- 가정에서 (gajungeseo) 환경을 지키기 위해 어떤 노력을 할 수 있을까요? (hwankyungeul jikigi wihae eotteon noryeoreul hal su isseulkayo?) - What efforts can we make at home to protect the environment?

환경을 지키기 위해 함께 노력합니다! (Hwangeungeul jikigi wihae hamkke noryeokhapsida!) Let's all work together to protect the environment!

Experiment 4.A. – Italian Correction

User

You are an Italian teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

La mia famiglia vive in una grande casa rossa. Mia madre lavora come infermiera ed è un'ottima cuoca. Ha i capelli castani e sorride sempre molto. Mio padre lavora su un ufficio e pulisce la casa. Ho una sorella. Lei è più giovane di me e non va a scuola. Anche noi abbiamo un cane. Il suo nome è Chase ed è bianco e marrone. Mia nonna viene a trovarci qualche volta. Prepara biscotti e racconta storie. Amo molto la mia famiglia!

Gemini

Grade: 85/100

Corrections:

- "La mia famiglia vive in una grande casa rossa." (My family lives in a large red house.) - This sentence is correct.
- "Mia madre lavora come infermiera ed è un'ottima cuoca." (My mother works as a nurse and is an excellent cook.) - This sentence is also correct.
- "Ha i capelli castani e sorride sempre molto." (She has brown hair and smiles a lot.) - This sentence is correct.
- "Mio padre lavora su un ufficio e pulisce la casa." (My father works in an office and cleans the house.) - This sentence should be changed to "Mio padre lavora in un ufficio e pulisce la casa."
- "Ho una sorella. Lei è più giovane di me e non va a scuola." (I have a sister. She is younger than me and does not go to school.) - This sentence is correct.
- "Anche noi abbiamo un cane. Il suo nome è Chase ed è bianco e marrone." (We also have a dog. His name is Chase and he is white and brown.) - This sentence is correct.
- "Mia nonna viene a trovarci qualche volta. Prepara biscotti e racconta storie." (My grandmother comes to visit us sometimes. She makes cookies and tells stories.) - This sentence is correct.
- "Amo molto la mia famiglia!" (I love my family very much!) - This sentence is correct.

Overall Feedback:

This is a well-written passage with only a few minor errors. The student's grammar and vocabulary are good, and they are able to express themselves clearly and concisely. I would encourage the student to continue practicing their Italian, and to read and write as much as possible.

Additional Feedback:

- The student could use more descriptive language in some places. For example, instead of saying "una grande casa rossa," they could say "una grande casa con un tetto rosso" (a large house with a red roof).
- The student could also use more idiomatic expressions. For example, instead of saying "mia madre è un'ottima cuoca," they could say "mia madre ha le mani d'oro in cucina" (my mother has golden hands in the kitchen).
- Finally, the student could try to vary their sentence structure a bit more. For example, instead of using all simple sentences, they could use some compound and complex sentences.

Overall, this is a very good piece of writing, and I am confident that the student will continue to improve their Italian skills with practice.

User

You are an Italian teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

La mia famiglia vive in una grande casa rossa. Mia madre lavora come infermiera ed è un'ottima cuoca. Ha i capelli castani e sorride sempre molto. Mio padre lavora su un ufficio e pulisce la casa. Ho una sorella. Lei è più giovane di me e non va scuola.

Anche noi abbiamo un cane. Il suo nome è Chase ed è bianco e maron. Tua nonna viene a trovarci qualche volta. Prepara biscotto e racconta storie. Amo molto la mia famiglia!

Gemini

Grading and Feedback:

Grade: 80/100

Corrections:

- "su un ufficio" should be "in un ufficio".
- "maron" should be "marrone".
- "biscotto" should be "biscotti" (plural form).
- "Tua nonna" should be "Mia nonna" (since you're talking about your own grandmother).

Overall Feedback:

This is a well-written passage with a few minor errors in grammar and spelling. The student's vocabulary is good, and they are able to express themselves clearly. With a bit more attention to detail, the student could easily achieve a higher score.

Additional Feedback:

The student could use more descriptive language in some places. For example, instead of saying "una grande casa rossa," they could say "una grande casa con un tetto rosso" (a large house with a red roof).

The student could also use more idiomatic expressions. For example, instead of saying "mia madre è un'ottima cuoca," they could say "mia madre ha le mani d'oro in cucina" (my mother has golden hands in the kitchen).

Finally, the student could try to vary their sentence structure a bit more. For example, instead of using all simple sentences, they could use some compound and complex sentences.

Overall, this is a good piece of writing, and I am confident that the student will continue to improve their Italian skills with practice.

User

You are an Italian teacher. Grade this passage out of 100, correct the mistakes and provide feedback.

La mia famiglia vive in una grande casa rossa. Mia madre lavora come infermiera ed è un'ottima cuoca. Ha i capelli castani e sorride sempre molto. Mio padre lavora su un ufficio e pulisce la casa. Sto avendo una sorella. Lei è più giovane fra me e non va scuola. Anche noi un cane. Il suo nome è Chase ed è bianco e maron. Tua nonna viene a trovarci qualche volta. Prepara biscotto e racconta storie. Amo molto la mia famiglia!

Gemini

Grading and Feedback:

Grade: 75/100

Corrections:

- "infermiera" should be "infermiera" (correct spelling for "nurse").
- "fra me" should be "di me" (correct preposition to indicate possession).
- "un cane" should be "un cane" (no article needed before "cane" since it's already introduced with "anche noi").
- "qualce volta" should be "qualche volta" (correct spelling for "sometimes").
- "biscotto" should be "biscotti" (plural form).
- "Tua nonna" should be "Mia nonna" (since you're talking about your own grandmother).

Overall Feedback:

This passage shows a basic understanding of Italian grammar and vocabulary. The student is able to convey their thoughts and ideas, but there are several errors that need to be corrected. With more practice and attention to detail, the student can improve their writing skills and achieve a higher score.

Additional Feedback:

- As mentioned in previous feedback, the student could use more descriptive language to enhance their writing.
- Incorporating idiomatic expressions would add a more natural and authentic feel to the passage.
- Varying sentence structures would make the writing more engaging and interesting to read.

Overall, this is a decent effort, and I encourage the student to continue practicing and learning Italian.

Experiment 4.B. – Italian Reading

User

You are an Italian teacher. Create a reading exercise - generate a text and three questions about this text for learners that speak Italian on the beginner level.

Gemini

Buon giorno! (Good morning!)

Marco va al parco (Marco goes to the park)

Marco è un ragazzo simpatico. Abita in una città con la sua famiglia. Una mattina di primavera, Marco decide di andare al parco vicino a casa. Prende la sua palla rossa e cammina allegramente. Al parco, vede la sua amica Sofia seduta su una panchina e corre verso di lei.

(Marco is a friendly boy. He lives in a city with his family. One spring morning, Marco decides to go to the park near his house. He takes his red ball and walks happily. At the park, he sees his friend Sofia sitting on a bench and runs towards her.)

Domande (Questions)

- Dove abita Marco? (Where does Marco live?)
- Che cosa prende Marco quando va al parco? (What does Marco take when he goes to the park?)
- Chi incontra Marco al parco? (Who does Marco meet at the park?)

Experiment 4.C. – Italian Grammar

User

You are an Italian teacher. Create a grammar exercise from the Past Tense for learners of Italian.

Gemini

Esercizio sul Passato Prossimo (Past Tense) - Livello A2/B1

Ciao ragazzi! Oggi ripassiamo il passato prossimo, un tempo verbale fondamentale per raccontare le azioni avvenute in un momento ben definito del passato.

Istruzioni: Completa le frasi seguenti usando il passato prossimo del verbo corretto tra quelli proposti. (conjugated verb will be in parentheses)

- Ieri sera io e Marco siamo andati (andare) al cinema. Abbiamo visto (vedere) un film commedia divertentissimo!
- La settimana scorsa Luisa _____ (telefonare) a sua nonna per farle gli auguri di compleanno. (telefonare)
- Stamattina mi sono svegliato (svegliarsi) presto perché _____ (dovere) prendere un treno in anticipo. (dovere)
- Quando eravamo piccoli, spesso _____ (giocare) a calcio con i nostri amici nel parco. (giocare)
- L'anno scorso avete _____ (viaggiare) all'estero per le vacanze? (viaggiare)
- Ragazzi, avete già _____ (finire) i compiti? (finire)
- Ieri sera non sono riuscito a dormire perché i vicini _____ (fare) troppo rumore. (fare)
- La settimana scorsa ho incontrato (incontrare) la mia vecchia insegnante di italiano al supermercato.
- Marco e Giulia si sono conosciuti (conoscere) all'università. 1 o. Dopo cena, mia sorella ha lavato (lavare) i piatti.

Bonus: Scegli 3 delle frasi e riscrivile usando il passato remoto al posto del passato prossimo. (Choose 3 sentences and rewrite them using the Past Remote instead of the Past Perfect)

Risposta: (Answers will be provided after student completes the exercise)

Correzione: Correggerò volentieri le vostre risposte! Non dimenticate che potete sempre chiedere se avete dei dubbi sul passato prossimo o su altri tempi verbali.

User

You are an Italian teacher. Create a grammar exercise from the Future Tense for learners of Italian.

Gemini

Esercizio sul Futuro Semplice (Simple Future) - Livello A1/A2

Ciao a tutti! Oggi impareremo a usare il futuro semplice, un tempo verbale utilissimo per parlare di azioni e previsioni che accadranno in un momento futuro.

Istruzioni: Completa le frasi seguenti usando la forma corretta del futuro semplice dei verbi tra parentesi. (conjugated verb will be in parentheses)

1. Domani (io - uscire) con i miei amici. Andremo a cena fuori. (uscire - andare)
2. (tu - studiare) per l'esame di domani? (studiare)
3. La settimana prossima noi (viaggiare) in treno fino a Roma. (viaggiare)
4. Se piove, (rimanere) a casa tutto il giorno. (rimanere)
5. Marco (finire) il suo compito entro mezz'ora. (finire)
6. Cosa (fare) voi stasera? Guarderete un film? (fare - guardare)
7. Penso che (loro - partire) per le vacanze tra due settimane. (partire)
8. Non credo che (noi - vedere) Lucia oggi pomeriggio. (vedere)
9. Chi (telefonare) a tua madre domani? (telefonare)
10. (venire) tu al cinema con me venerdì sera? (venire)

Bonus: Scegli 3 delle frasi e riscrivile usando un'espressione con "andare a" per indicare un'azione futura specifica. (Choose 3 sentences and rewrite them using "andare a" + infinitive to indicate a specific future action)

Risposta: (Answers will be provided after student completes the exercise)

Correzione: Controllerò volentieri i vostri esercizi! Se avete domande sul futuro semplice o su altri tempi verbali, non esitate a chiedere.

User

You are an Italian teacher. Create a grammar exercise from the Present Tense for learners of Italian.

Gemini

Esercizio sul Presente (Present Tense) - Livello A2

Buongiorno ragazzi! Oggi rivediamo il presente indicativo, il tempo verbale più usato per parlare di azioni abituali, stati d'essere e verità generali.

Istruzioni: Completa le frasi seguenti usando la forma corretta del presente indicativo dei verbi tra parentesi. (conjugated verb will be in parentheses)

1. Io abito (abitare) in una città grande, ma tu dove (abitare)? (abitare)
2. Ogni mattina (noi - fare) colazione alle 7:30. (fare)
3. Che cosa (leggere) Marco in questo momento? (leggere)

4. Lucia non (capire) sempre quello che dico! (capire)
5. Di solito (voi - studiare) l'italiano il mercoledì pomeriggio? (studiare)
6. A che ora (aprire) il negozio di fronte a casa tua? (aprire)
7. Io (adorare) mangiare la pizza! E tu? (adorare)
8. Mi dispiace, ma non (credere) a quello che dici. (credere)
9. La Terra (girare) intorno al sole. (girare)
10. In Italia si (mangiare) la pasta quasi tutti i giorni. (mangiare)

Bonus: Scegli 3 delle frasi e riscrivile usando il presente progressivo (present continuous tense) per indicare un'azione in corso al momento. (Choose 3 sentences and rewrite them using the present continuous tense)

Risposta: (Answers will be provided after student completes the exercise)

Correzione: Sono felice di correggere i vostri esercizi! Se avete qualche dubbio sul presente indicativo o su altri tempi verbali, chiedete pure!

Experiment 4.D. – Italian Vocabulary

User

You are an Italian teacher. Create a vocabulary exercise involving the vocabulary with the theme family.

Gemini

Esercizio sul Vocabolario della Famiglia (Family Vocabulary Exercise)

Ciao! Oggi pratichiamo le parole della famiglia. (Hi! Today we practice family vocabulary.)

A. Completa le frasi con la parola giusta. (Complete the sentences with the right word.)

- Mia madre è la mamma di mio fratello e di me. Io sono suo... (daughter/figlio)
- Il padre di mio padre è il mio... (nonno/zio)
- La sorella di mia madre è mia... (zia/cugina)
- Il figlio di mio zio è mio... (cugino/nipote)
- I genitori di mio marito/moglie sono miei... (suoceri/cognati)

B. Cruciverba (Crossword Puzzle)

Orizzontale (Horizontal)

- Fratello o sorella (Brother or sister)
- Moglie (Wife)
- Figlio maschio (Son)
- Nonno (Grandfather)

Verticale (Vertical)

- Genitori (Parents)
- Marito (Husband)
- Figlia (Daughter)
- Nonna (Grandmother)

C. Descrivi la tua famiglia. (Describe your family.)

Scrivi un paragrafo di 3-5 frasi sulla tua famiglia. Puoi usare parole come: grande, piccola, unita, divertente, rumorosa, ecc. (Write a paragraph of 3-5 sentences about your family. You can use words like: big, small, close, fun, loud, etc.)

Bonus!

Canta una canzone sulla famiglia che conosci! (Sing a song about family that you know!)

Risposte (Answers)

A.

- figlio
- nonno
- zia
- cugino
- suoceri

B.

Orizzontale

- fratello/sorella
- moglie
- figlio

Verticale

- genitori

- marito
- figlia
- nonna

User

You are an Italian teacher. Create a vocabulary exercise involving the vocabulary with the theme transport.

Gemini

Esercizio sul Vocabolario dei Trasporti (Transportation Vocabulary Exercise)

Buongiorno classe! Oggi impareremo (Good morning class! Today we will learn) some new words related to transportation. Pronti? (Ready?)

A. Indovina il mezzo di trasporto! (Guess the transportation!)

- Vado al lavoro su due ruote, con un manubrio e dei pedali. (I go to work on two wheels, with handlebars and pedals.) _ (La bicicletta - Bicycle)_
- Viaggio per mare su un grande mezzo con cabine e una piscina. (I travel by sea on a large vessel with cabins and a pool.) _ (La nave - Ship)_
- Prendo questo mezzo pubblico per spostarmi velocemente in città. Si ferma alle fermate e ha bisogno di un biglietto. (I take this public transportation to move quickly in the city. It stops at stations and requires a ticket.) _ (L'autobus - Bus)_
- Attraverso le montagne con questo mezzo a binari che collega città e paesi. (I cross the mountains with this tracked vehicle that connects cities and towns.) _ (Il treno - Train)_
- Volo per le vacanze su un mezzo con le ali che decolla e atterra in aeroporti. (I fly for vacation on a winged vehicle that takes off and lands at airports.) _ (L'aereo - Airplane)_

B. Frase scrambling! (Sentence scrambling!)

Metti le parole in ordine per creare frasi di senso compiuto sui trasporti. (Put the words in order to create meaningful sentences about transportation.)

prendere - dobbiamo - in aeroporto - per Roma - il treno - domani

_ (Dobbiamo prendere il treno per Roma in aeroporto domani.)_ (We need to take the train to Rome at the airport tomorrow.)

parcheggiare - non posso - la macchina - è vietato - qui

_ (Non posso parcheggiare la macchina qui, è vietato.)_ (I can't park the car here, it's forbidden.)

andare - dobbiamo - centro - in - dobbiamo comprare - biglietti - bus - al

_ (Dobbiamo andare in centro con il bus, dobbiamo comprare i biglietti al centro.)_ (We need to go downtown by bus, we need to buy tickets downtown.)

in ritardo - sempre - è - metro - il

_ (Il metro è sempre in ritardo.)_ (The subway is always late.)

andare - vuoi - come - mare - al - in nave - tu

_ (Come vuoi andare al mare? In nave?)_ (How do you want to go to the sea? By ship?)

C. Racconta un viaggio! (Tell about a trip!)

Scrivi un paragrafo di 5-7 frasi su un viaggio che hai fatto usando parole relative ai trasporti. (Write a paragraph of 5-7 sentences about a trip you took using words related to transportation.)

User

You are an Italian teacher. Create a vocabulary exercise involving the vocabulary with the theme environment.

Gemini

Esercizio sul Vocabolario dell'Ambiente (Environmental Vocabulary Exercise)

Buongiorno classe! Oggi parleremo dell'ambiente e impareremo alcune parole importanti per proteggerlo. (Good morning class! Today we will talk about the environment and learn some important words to protect it.)

A. Abbina le parole alle immagini. (Match the words to the pictures.)

(Show pictures of the following)

- Albero (Tree)
- Fiume (River)
- Mare (Sea)
- Montagna (Mountain)
- Rifiuti (Trash)

(Provide a list of words for students to match)

- Inquinamento (Pollution)
- Riciclo (Recycle)
- Energia solare (Solar energy)
- Animale selvatico (Wild animal)
- Specie in via di estinzione (Endangered species)

B. Completa le frasi. (Complete the sentences.)

- È importante ridurre l'uso di plastica per combattere l'... (inquinamento)
- Possiamo risparmiare energia usando luci a basso consumo e ... (energia solare)
- Dobbiamo gettare la carta nel cestino del ... (riciclo)
- La deforestazione è una minaccia per gli ... (animali selvatici) e per il nostro ecosistema.
- Le giraffe e i panda sono due esempi di specie ... (in via di estinzione)

C. Scrittura creativa. (Creative writing)

Immaginate di essere un supereroe/supereroina dell'ambiente! Scrivi un racconto breve di 5-7 frasi su come proteggi il pianeta. (Imagine you are an environmental superhero! Write a short story of 5-7 sentences about how you protect the planet.)

D. Discussione di classe. (Class discussion)

Quali sono alcune azioni quotidiane che possiamo fare per aiutare l'ambiente? (What are some daily actions we can take to help the environment?)