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**Effectiveness of teaching English as a foreign language to the  
D/deaf in Poland on the basis of the analysis of the lesson  
discourse, errors in the *Matura* exam written works and the  
results of the *Matura* exam  
(Appendices)**

Ph.D. thesis written under the supervision of  
prof. UŁ dr hab. Kamila Ciepiela

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Uniwersytet Łódzki  
Wydział Filologiczny  
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**Efektywność nauczania G/głuchych języka angielskiego jako  
obcego na podstawie analizy dyskursu lekcyjnego, błędów w  
maturalnych pracach pisemnych oraz wyników matury z języka  
angielskiego  
(Załączniki)**

Praca doktorska napisana pod kierunkiem  
prof. UŁ dr hab. Kamili Ciepeli

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## Appendix 1

### **Core curriculum - the teaching content - detailed requirements that are obligatory for both hearing and D/deaf students at the *Matura* exam at the basic level**

(based on

[https://cke.gov.pl/images/\\_EGZAMIN\\_MATURALNY\\_OD\\_2015/Podstawa\\_programowa/Tom\\_3\\_J\\_zyki\\_obce\\_w\\_szkole\\_podstawowej\\_gimnazjum\\_i\\_liceum.pdf](https://cke.gov.pl/images/_EGZAMIN_MATURALNY_OD_2015/Podstawa_programowa/Tom_3_J_zyki_obce_w_szkole_podstawowej_gimnazjum_i_liceum.pdf))

ZAKRES PODSTAWOWY na podbudowie wymagań poziomu III.0 dla III etapu edukacyjnego
1. Uczeń posługuje się w miarę rozwiniętym zasobem środków językowych (leksykalnych, gramatycznych, ortograficznych oraz fonetycznych), umożliwiającym realizację pozostałych wymagań ogólnych
w zakresie następujących tematów: 1) człowiek (np. dane personalne, wygląd zewnętrzny, cechy charakteru, uczucia i emocje, zainteresowania, problemy etyczne); 2) dom (np. miejsce zamieszkania, opis domu, pomieszczeń domu i ich wyposażenia, wynajmowanie, kupno i sprzedaż mieszkania); 3) szkoła (np. przedmioty nauczania, oceny i wymagania, życie szkoły, kształcenie poza szkolne, system oświaty); 4) praca (np. zawody i związane z nimi czynności, warunki pracy i zatrudnienia, praca dorywcza, rynek pracy); 5) życie rodzinne i towarzyskie (np. okresy życia, członkowie rodziny, koledzy, przyjaciele, czynności życia codziennego, formy spędzania czasu wolnego, święta i uroczystości, styl życia, konflikty i problemy); 6) żywienie (np. artykuły spożywcze, posiłki i ich przygotowanie, lokale gastronomiczne, diety); 7) zakupy i usługi (np. rodzaje sklepów, towary, sprzedawanie i kupowanie, reklama, korzystanie z usług, środki płatnicze, banki, ubezpieczenia); 8) podróżowanie i turystyka (np. środki transportu, informacja turystyczna, baza noclegowa, wycieczki, zwiedzanie, wypadki);

- 9) kultura (np. dziedziny kultury, twórcy i ich dzieła, uczestnictwo w kulturze, media);
- 10) sport (np. dyscypliny sportu, sprzęt sportowy, imprezy sportowe, sport wyczynowy);
- 11) zdrowie (np. samopoczucie, choroby, ich objawy i leczenie, higieniczny tryb życia, niepełnosprawni, uzależnienia, ochrona zdrowia);
- 12) nauka i technika (np. odkrycia naukowe, wynalazki, obsługa i korzystanie z pod stawowych urządzeń technicznych, awarie, technologie informacyjno-komunikacyjne);
- 13) świat przyrody (np. klimat, świat roślin i zwierząt, krajobraz, zagrożenia i ochrona środowiska naturalnego, klęski żywiołowe, katastrofy, przestrzeń kosmiczna);
- 14) państwo i społeczeństwo (np. struktura państwa, urzędy, organizacje społeczne i między narodowe, konflikty wewnętrzne i międzynarodowe, przestępczość, polityka społeczna, gospodarka);
- 15) elementy wiedzy o krajach obszaru nauczanego języka oraz o kraju ojczystym, z uwzględnieniem kontekstu międzykulturowego oraz tematyki integracji europejskiej, w tym znajomość problemów pojawiających się na styku różnych kultur i społeczności.

2. Uczeń rozumie ze słuchu proste, typowe wypowiedzi (np. instrukcje, komunikaty, ogłoszenia, rozmowy) artykułowane wyraź nie, w standardowej odmianie języka:

- 1) określa główną myśl tekstu;
- 2) określa główną myśl poszczególnych części tekstu;
- 3) znajduje w tekście określone informacje;
- 4) określa intencje nadawcy/autora tekstu;
- 5) określa kontekst wypowiedzi (np. czas, miejsce, sytuację, uczestników);
- 6) rozróżnia formalny i nieformalny styl wypowiedzi.

3. Uczeń rozumie proste wypowiedzi pisemne (np. napisy informacyjne, listy, broszury, ulotki reklamowe, jadłospisy, ogłoszenia, rozkłady jazdy, instrukcje obsługi, proste artykuły prasowe i teksty narracyjne):

- 1) określa główną myśl tekstu;
- 2) określa główną myśl poszczególnych części tekstu;

<p>3) znajduje w tekście określone informacje;</p> <p>4) określa intencje nadawcy/autora tekstu;</p> <p>5) określa kontekst wypowiedzi (np. nadawcę, odbiorcę, formę tekstu);</p> <p>6) rozpoznaje związki pomiędzy poszczególnymi częściami tekstu;</p> <p>7) rozróżnia formalny i nieformalny styl wypowiedzi.</p>
<p>4. Uczeń tworzy krótkie, proste, zrozumiałe, wypowiedzi ustne:</p> <p>1) opisuje ludzi, przedmioty, miejsca, zjawiska i czynności;</p> <p>2) opowiada o wydarzeniach życia codziennego i komentuje je;</p> <p>3) przedstawia fakty z przeszłości i teraźniejszości;</p> <p>4) relacjonuje wydarzenia z przeszłości;</p> <p>5) wyraża i uzasadnia swoje opinie, poglądy i uczucia;</p> <p>6) przedstawia opinie innych osób;</p> <p>7) przedstawia zalety i wady różnych rozwiązań i poglądów;</p> <p>8) opisuje intencje, marzenia, nadzieje i plany na przyszłość;</p> <p>9) opisuje doświadczenia swoje i innych osób;</p> <p>10) wyraża pewność, przypuszczenie, wątpliwości dotyczące zdarzeń z przeszłości, teraźniejszości i przyszłości;</p> <p>11) wyjaśnia sposób obsługi prostych urządzeń (np. automatu do napojów, bankomatu);</p> <p>12) stosuje formalny lub nieformalny styl wypowiedzi w zależności od sytuacji</p>
<p>5. Uczeń tworzy krótkie, proste, zrozumiałe wypowiedzi pisemne (np. wiadomość, opis, notatka, ogłoszenie, zaproszenie, ankieta, pocztówka, e-mail, list prywatny, prosty list formalny):</p> <p>1) opisuje ludzi, przedmioty, miejsca, zjawiska i czynności;</p> <p>2) opisuje wydarzenia życia codziennego i komentuje je;</p> <p>3) przedstawia fakty z przeszłości i teraźniejszości;</p> <p>4) relacjonuje wydarzenia z przeszłości;</p> <p>5) wyraża i uzasadnia swoje opinie, poglądy i uczucia;</p> <p>6) przedstawia opinie innych osób;</p> <p>7) przedstawia zalety i wady różnych rozwiązań i poglądów;</p> <p>8) opisuje intencje, marzenia, nadzieje i plany na przyszłość;</p> <p>9) opisuje doświadczenia swoje i innych;</p> <p>10) wyraża pewność, przypuszczenie, wątpliwości dotyczące zdarzeń z</p>

przeszłości, te-raźniejszości i przyszłości;

11) wyjaśnia sposób obsługi prostych urządzeń (np. automatu do napojów, automatu telefonicznego);

12) stosuje zasady konstruowania tekstów o różnym charakterze; 13) stosuje formalny lub nieformalny styl wypowiedzi w zależności od sytuacji.

6. Uczeń reaguje ustnie w sposób zrozumiały, w typowych sytuacjach:

1) nawiązuje kontakty towarzyskie (np. przed stawia siebie i inne osoby, udziela podstawowych informacji na swój temat i pyta o dane rozmówcy i innych osób);

2) rozpoczyna, prowadzi i kończy rozmowę;

3) stosuje formy grzecznościowe;

4) uzyskuje i przekazuje informacje i wyjaśnienia;

5) prowadzi proste negocjacje w typowych sytuacjach życia codziennego (np. wymiana zakupionego towaru);

6) proponuje, przyjmuje i odrzuca propozycje i sugestie;

7) prosi o pozwolenie, udziela i odmawia pozwolenia;

8) wyraża swoje opinie, intencje, preferencje i życzenia, pyta o opinie, preferencje i życzenia innych;

9) wyraża emocje (np. radość, niezadowolenie, zdziwienie);

10) prosi o radę i udziela rady;

11) wyraża prośby i podziękowania oraz zgodę lub odmowę wykonania prośby;

12) wyraża skargę, przeprosza, przyjmuje przeprosiny;

13) prosi o powtórzenie bądź wyjaśnienie tego, co powiedział rozmówca.

7. Uczeń reaguje w formie prostego tekstu pisanego (np. e-mail, wiadomość, list prywatny i prosty list formalny) w typowych sytuacjach:

1) nawiązuje kontakty towarzyskie (np. przedstawia siebie i inne osoby, udziela podstawowych informacji na swój temat i pyta o dane rozmówcy i innych osób);

2) uzyskuje i przekazuje informacje i wyjaśnienia;

3) prowadzi proste negocjacje (np. uzgadnianie formy spędzania czasu);

4) proponuje, przyjmuje i odrzuca propozycje i sugestie;

5) prosi o pozwolenie, udziela i odmawia pozwolenia;

6) wyraża swoje opinie, intencje, preferencje i życzenia, pyta o opinie, preferencje i życzenia innych, zgadza się i sprzeciwia;

7) wyraża emocje (np. radość, niezadowolenie, zdziwienie);

<p>8) prosi o radę i udziela rady;</p> <p>9) wyraża prośby i podziękowania oraz zgodę lub odmowę wykonania prośby;</p> <p>10) wyraża skargę, przeprasza, przyjmuje przeprosiny.</p>
<p>8. Uczeń przetwarza tekst ustnie lub pisemnie:</p> <p>1) przekazuje w języku obcym informacje za wartość w materiałach wizualnych (np. wykresach, mapach, symbolach, piktogramach), audiowizualnych (np. filmach, reklamach) oraz tekstach obcojęzycznych;</p> <p>2) przekazuje w języku polskim główne myśli lub wybrane informacje z tekstu w języku obcym;</p> <p>3) przekazuje w języku obcym informacje sformułowane w języku polskim.</p>
<p>9. Uczeń dokonuje samooceny (np. przy użyciu portfolio językowego) i wykorzystuje techniki samodzielnej pracy nad językiem (np. korzystanie ze słownika, poprawianie błędów, prowadzenie notatek, zapamiętywanie nowych wyrazów, korzystanie z tekstów kultury w języku obcym).</p> <p>10. Uczeń współdziała w grupie, np. w lekcyjnych i pozalekcyjnych językowych pracach projektowych.</p> <p>11. Uczeń korzysta ze źródeł informacji w języku obcym (np. z encyklopedii, mediów, instrukcji obsługi) również za pomocą technologii informacyjno-komunikacyjnych.</p> <p>12. Uczeń stosuje strategie komunikacyjne (np. domyślanie się znaczenia wyrazów z kontekstu, rozumienie tekstu zawierającego nieznaną słowa i zwroty) oraz strategie kompensacyjne (np. parafraza, definicja) w przypadku, gdy nie zna lub nie pamięta jakiegoś wyrazu.</p> <p>13. Uczeń posiada świadomość językową (np. podobieństw i różnic między językami).</p>



## Appendix 2

### Grammatical structures for the standard level of the matriculation examination in English for both hearing and D/deaf students

(based on

[https://cke.gov.pl/images/\\_EGZAMIN\\_MATURALNY\\_OD\\_2015/Informatory/2015/Język-angielski\\_informator\\_od\\_2015.pdf](https://cke.gov.pl/images/_EGZAMIN_MATURALNY_OD_2015/Informatory/2015/Język-angielski_informator_od_2015.pdf))

Poziom podstawowy
CZASOWNIK
1. Bezokolicznik i formy osobowe, np. to sleep, sleeps.
2. Czasowniki posiłkowe, np. be, do, have.
3. Czasowniki modalne i półmodalne: <ul style="list-style-type: none"><li>•can, np. I can draw very well. You can go without me if you want. Can you help me with the luggage, please? I can't hear you.</li><li>•could, np. I could read when I was six. I'm sorry but I couldn't help you yesterday. Could you sing this song for us, please?</li><li>•may, np. May I sit here? My mother may still be at work. You may stay longer if you want.</li><li>•might, np. They might be a little late. Don't touch it, you might break it.</li><li>•must; have to, np. It must be cold outside. I must do this exercise for tomorrow. You mustn't smoke in here. We have to make the beds every morning. You didn't have to help them.</li><li>•will, np. I will study harder this year. Will you do something for me, please? I promise I won't do that again.</li><li>•shall, np. Shall we go to the seaside this weekend? Shall I help you? What shall we do?</li><li>•would, np. It would be a good idea. Would you like some tea? I wouldn't like to be in his place.</li><li>•should; ought to, np. We should finish the project this week. I ought to be home</li></ul>

by 10 p.m. You shouldn't play with matches.

- need; need to, np. You needn't worry about it. You don't need to go there
- used to, np. We used to go to the seaside every weekend when I was a child.

4.Konstrukcje czasownikowe:

- going to, np. It's going to rain. What are you going to do about it?
- be able to, np. Will you be able to do it tomorrow?
- would like to, np. What would you like to order?

5.Czasowniki regularne i nieregularne, np. listen-listened-listened; go-went-gone.

6.Imiesłów czynny i bierny, np. writing, written

7.Czasowniki złożone (phrasal verbs), np. What are you looking for? Turn the radio down, please. My friend came up with a great idea.

8.Czasy gramatyczne:

- Present Simple, np. I am from Sweden.The shop is closed on Sundays. I do the shopping here every morning. Their plane lands at 7 p.m. The sun sets in the west. I have a new car. I will call you when the meeting starts.
- Present Continuous, np. I'm writing an important email. We're staying in the Rocamar Hotel. I'm getting tired. My parents are leaving on holiday tomorrow. I'm having lunch at the moment.
- Present Perfect, np. We have just had dinner. I have been here since Monday. It's the first time I have tried a passion fruit.The show has already finished.
- Present Perfect Continuous, np. We have been waiting here for ages! How long have you been living in this area? Have you been crying?
- Past Simple, np. We were a little worried about you. I bought this car yesterday. When she was younger, she was really shy. We went for a walk and then we had dinner in a restaurant.
- Past Continuous, np. Yesterday at 5 p.m. I was swimming in the ocean. When we arrived, most of the guests were dancing.
- Past Perfect, np. The train had left before we reached the station. I felt I had been there before
- Future Simple, np. We will go on a trip next weekend. I hope it won't rain tomorrow. I will take this bag, it's great! When will I see you again? Will you help me? We will get up when we want.

•Future Continuous, np. I'll be working at five.
<b>RZECZOWNIK</b>
1.Nazwy rzeczy policzalnych, np. a car, an answer i niepoliczalnych, np. money, flour.
2.Liczba mnoga rzeczowników, np. a skirt – skirts, a child –children, a wife – wives, a baby – babies, a box – boxes a sheep – sheep, a foot – feet
3.Rzeczowniki występujące tylko w formie pojedynczej, np. news, advice lub mnogiej, np. trousers, glasses.
4.Sposoby wyrażania posiadania i przynależności, np. the daughter's wedding, the size of the room.
5.Rodzaj, np. an actor – an actress; a nephew – a niece.
6.Rzeczowniki złożone, np. toothpaste, a mother-in-law, a dance school.
<b>PRZEDIMEK</b>
1.Przedimek nieokreślony, np. a house / an umbrella, a yellow box, a bar of chocolate; I have a small garden.
2.Przedimek określony, np. the house of my dreams, the United States, the Himalayas, the table on the right, the most beautiful girl, play the guitar; I have a small garden. In the garden there are different flowers.
3.Przedimek zerowy, np. lunch, furniture, Mount Everest; Dogs and cats are our favourite pets.
<b>PRZYMIOTNIK</b>
1.Stopniowanie regularne i nieregularne, np. tall – taller – the tallest, elegant – more elegant – the most elegant, good – better – the best, little – less – the least.
2.Użycie przymiotników z so i such np. She's so beautiful. They are such nice people.
3.Przymiotniki dzierżawcze, np. my, your.
4.Przymiotniki po czasownikach postrzegania, np. It smells great
<b>PRZYIMEK</b>
1.Przymyki z określeniami miejsca, czasu, kierunku, odległości, przyczyny, sposobu, np. in London, at 7 p.m., on Sunday,in July, on Saturday evening, by bus,with a pen, to get a reward.
2.Przymyki po rzeczownikach, czasownikach i przymiotnikach, np. interest in, famous for, think of.

SPÓJNIKI
Spójniki, np. and, or, but, if, unless, that, till, until, when, where, while, after, before, as soon as, because, although, however, so, in spite of, despite.
SKŁADNIA
1. Zdania oznajmujące: -twierdzące, np. I'm seventeen years old. There's too little time. I have been here before. I'm going to learn Japanese. -przeczące, np. I don't know the answer to this question. I haven't seen you for ages. There is no food in the fridge. I can't do anything about it.
2. Zdania pytające, np. How old are you? Where are you going? Who is this cake for? How long does it take to get to the airport? When did the match start? Do you have to do any housework today? What is your room like? What happened?
3. Zdania rozkazujące, np. Put the kettle on. Don't tell me what to do. Let's go there together.
4. Zdania wykrzyknikowe, np. How nice of you! What wonderful scenery!
5. Zdania z podmiotem it, np. It's half past two. It's getting cloudy. It's really great here. It makes me happy.
6. Zdania z podmiotem there, np. There are too many people in this room. There weren't any clouds in the sky when we left. There will be over a thousand people at the concert
7. Zdania z dwoma dopełnieniami, np. My boyfriend brought me wonderful flowers.
8. Strona bierna, np. It is made of wood. The building was destroyed by the storm. The parcel has just been delivered. The meal will be served in a moment. It must be finished today.
9. Pytania typu question tags, np. He's English, isn't he? Give me the book, will you? i dopowiedzenia, np. So do I. Nor/Neither do I
10. Pytania pośrednie, np. Can you tell me what time it is? Could you tell me where I should turn? I don't know where everybody is.
11. Mowa zależna, np. My mum said she was tired. The teacher told me to answer the question. The neighbour asked me not to play music too loudly. A doctor wanted to know what was wrong. I wanted to know when the bus would come. I asked mum how many cakes she had bought for the party.
12. Zdania współrzędnie złożone, np. I called my friend and asked him to help

me.He came to the meeting but refused to accept our offer

13.Zdania podrzędnie złożone:

- podmiotowe, np. What I know about it is confidential.
- orzecznikowe, np. The problem is that we need help.
- dopełnieniowe, np. He promised that he would come soon. He'd like everyone to enjoy the party.
- przydawkowe np. The train that we wanted to take was delayed. My aunt, who has been helping our family for years, is a rich duchess.
- okolicznikowe: –celu, np. I phoned him (in order) to tell him the news.  
–czasu, np. Say your name when they ask you  
–miejsca, np. They found themselves where they had never been before.  
–porównawcze, np. Sylvia's garden isn't so big as Margaret's (is). I respect him more than words can say. Jake has as much courage as his older brother (has)  
–przyczyny, np. I lent him the book because he asked me to. As it was quite late, we went straight home.  
–przyzwolenia, np. Although he was big and strong, he didn't want to fight.  
–skutku, np. I worked till late so I was tired.  
–sposobu, np. Do as I tell you.

14.Zdania warunkowe (typu 0, I, II), np.If you enter the room, an alarm goes off.If it rains tomorrow, we will stay at home. If he changed his ways, he'd have more friends

15.Zdania wyrażające życzenie, preferencje lub przypuszczenie, np.

- wish, np. I wish you were here
- it's time, np. It's (high) time he found a job.
- had better, np. You'd better (not) come tomorrow.
- would rather, np. I would rather (not) go there.

16.Konstrukcje bezokolicznikowe, np. I promise to write every day. It's difficult for me to decide. I want you to do it. I'm glad to see you. I have many letters to write. I'd prefer to fly rather than travel by bus. Will you let me go there? Don't make me laugh.

oraz gerundialne, np. I enjoy swimming and sunbathing. I couldn't help reading your message. I was excited about getting birthday presents. I prefer skiing to

snowboarding. I couldn't remember writing the letter. I heard him singing.

17. Konstrukcja have/get something done, np. He had his room painted yesterday.

I must get it done tomorrow.

## Appendix 3a

### The *Matura* exam sheets – basic level

#### The *Matura* exam sheet – standard version - basic level

(Retrieved from

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#### Zadanie 1. (0–5)

Usłyszysz dwukrotnie fragment programu radiowego. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

		T	F
1.1.	In the morning the radio station will play songs by local artists.		
1.2.	The weather is going to improve in the afternoon.		
1.3.	The local basketball team lost their final match.		
1.4.	To answer the question of the day, listeners should call the radio station.		
1.5.	Kevin is less punctual than his girlfriend.		

#### Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi związane z lustrami. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

#### The speaker

- A. is describing a book he/she would like to find.
- B. is encouraging someone to buy something.
- C. is a guide showing tourists around a historic building.
- D. is a teacher telling students about a place they are going to visit.
- E. is talking about a project which has made living in a certain place better.

2.1.	2.2.	2.3.	2.4.

**Zadanie 3. (0–6)**

Usłyszysz dwukrotnie sześć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

**Tekst 1.**

**3.1. The woman has just found out that Ann and Chris**

- A. decided to stay at an underwater hotel.
- B. enjoy skiing holidays.
- C. met during a boat trip.

**Tekst 2.**

**3.2. What is the woman going to do?**

- A. contact Mike again
- B. give the presentation instead of Mike
- C. ask the boss to move the meeting to another day

**Tekst 3.**

**3.3. What has the best effect on plants?**

- A. tap water
- B. sparkling water
- C. sweet fizzy drinks

**Tekst 4.**

**3.4. What should be written in the subject line of the email to parents?**

- A. Sailing instructor absent
- B. Practice moved to another day
- C. Warning about bad weather on Saturday

**Tekst 5.**

**3.5. The speaker**

- A. invites listeners to an event at the theatre.
- B. recommends seeing the theatre's latest play.
- C. encourages listeners to take part in a competition about theatre.

**Tekst 6.**

**3.6. After watching a BBC broadcast, some people believed that spaghetti**

- A. tastes different when eaten in the garden.
- B. can only be bought in Italy.
- C. is something you can grow.

**PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. NA KARTĘ ODPOWIEDZI!**



**Zadanie 4. (0–4)**

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (4.1.–4.4.).  
Wpisz odpowiednią literę w każdą kratkę.

Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A. ANCIENT LEGEND ABOUT THE TIME CHANGE
- B. TIPS FOR ADAPTING TO THE TIME CHANGE
- C. CYCLE OF DAYS AND SEASONS
- D. NEGATIVE EFFECTS OF DAYLIGHT SAVING TIME
- E. ADVANTAGES OF DAYLIGHT SAVING TIME
- F. LONG TRADITION OF SAVING DAYLIGHT

DAYLIGHT SAVING TIME

4.1.

In many countries worldwide, clocks are put forward an hour in spring, and then put back an hour in autumn. This practice is called daylight saving time. It gives an extra hour of daylight, and so saves money on artificial light. It also allows people to do outdoor activities longer in daylight and might help to reduce crime, which mostly takes place at night.

4.2.

Although daylight saving time was introduced only a century ago, saving daylight is not a new idea. Even ancient civilizations did something similar. For example, the Romans kept time using water clocks that had different scales for different months of the year. The sun has always been of great importance to people and they have adjusted their daily activities so that these could take place during daylight.

4.3.

Though there are many arguments for daylight saving time, research shows that a 60-minute time change can seriously affect one's body and health. Apart from disturbing sleep cycles, it increases the risk of heart attacks on the Monday immediately after the clocks go forward or back. Statistics also show that on that day car drivers have more accidents.

4.4.

However, you can minimize the negative effects of the time change. For example, instead of making the change on Sunday, you can do it earlier, on Friday night or on Saturday. Try to eat meals, sleep, and wake up according to that time over the weekend. You can also take a short nap during the day – no more than 20 minutes long. This way you will have more time to get used to the change and when Monday comes you will feel better.

*adapted from [www.timeanddate.com](http://www.timeanddate.com)*

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 5. (0–3)**

Przeczytaj trzy teksty związane z kosmosem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.

**Tekst 1.**

A NIGHT IN SPACE

Have you ever dreamt of travelling to space and spending a night on a space station? If you have, book yourself into the *Space Suite* of the Grand Hotel in Zurich, Switzerland. The room comes with a “zero-gravity bed” that seems to float above the floor and a two-screen video installation visualizing space from Earth’s orbit. Inside you’ll also find books and movies about space travel and pictures of galaxies. The designer’s task wasn’t to create a comfortable bedroom but rather an environment which would be as close as possible to living on a space station. The experience will cost you \$2,000 per night but it’s definitely worth it!

*adapted from www.digitaltrends.com*

**5.1. The author of the text**

- A. encourages readers to stay in the *Space Suite*.
- B. describes a luxury room on a space station.
- C. complains about the bed in the *Space Suite*.

**Tekst 2.**

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This year, for the first time ever, the International Astronomical Union will let the public decide on the names of ten distant planets that have been discovered recently. Anybody can write an email with their suggestions and explain why they’ve decided on these particular names. First, the jury will pick 50 names for each planet. Then, these names will be presented on a website and everybody who wants to vote will be able to choose their favourites. Prizes will be given to the people who suggested the winning names. Interested? Visit the [nameexoworlds.org](http://nameexoworlds.org) website.

*adapted from http://kfor.com*

**5.2. Which is the best title for this text?**

- A. UNEXPECTED CHANGE OF A PLANET’S NAME
- B. PLANETS WITH UNUSUAL NAMES
- C. A CHANCE TO NAME PLANETS

**Tekst 3.**

A FARAWAY STAR

Gladia raised her left hand and made a gesture. Her house was at once illuminated. In the soft light she noticed the shadowy figures of several robots, but she was not bothered by them. In any house, there were always robots available for humans, both for security and for service. Gladia took a last look at the sky, where the light of the stars was becoming weaker. Would it make her feel better if she could see the sun of the world she had run away from? She might simply choose any star, tell herself it was Solaria's sun, and look at it.

*adapted from Robots and Empire by Isaac Asimov*

**5.3. Which is TRUE about Gladia?**

- A. She was scared of the robots in the house.
- B. She had lived somewhere else before.
- C. She found the star she had been looking for.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 6. (0–5)**

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

One stormy evening, an elderly couple who were looking for a room for the night arrived at the Belle Vue Hotel in Philadelphia. It was raining heavily so they hurried in.

"Could you give us a room?" the elderly man asked.

The clerk, a friendly young man, explained that there were three international conferences in town and not a single hotel had rooms available.

"All the guest rooms are taken," the clerk said. "But I can't send you out into the rain. Would you like to sleep in my room? It's not very big but you'll be comfortable there."

"Where are *you* going to sleep?" the elderly man asked.

"Don't worry. I can sleep in the reception area. You have no option but to stay here. You might not even get a taxi to the station in this kind of weather," the clerk told them, and the couple agreed to his kind offer.

The next morning the elderly man offered some money for the room but the clerk refused to take it. "I didn't do it for money. I just wanted to help you," the clerk said.

"You are the person who should be the manager of the best hotel in the world. If I built a great hotel, would you come and join me?" the elderly man asked.

The clerk did not take the offer seriously and just laughed. "If you build one, I certainly will, Sir. And now, your taxi is waiting," he replied.

Two years passed. The clerk had been promoted and had forgotten about the incident. But one day he received a letter from the elderly man, inviting him to visit New York. Inside the envelope there was also a train ticket.

The clerk was curious and decided to go. The elderly man met him at the station, and led him to the corner of Fifth Avenue and 34<sup>th</sup> Street. He then pointed to a huge new building there, with towers reaching up into the sky.

"That," said the elderly man, "is the hotel I have just built for you to manage."

"You must be joking," the young man said.

"I am not. I hired the best architects to design it and I need the best manager to run it," he replied.

The elderly man's name was William Waldorf, one of the richest men in New York, and that magnificent structure was the original Waldorf-Astoria Hotel, at the time one of the best hotels in the world. The young clerk was George C. Boldt. He ran the hotel for the next 23 years.

*adapted from <http://academicstips.org>*

**6.1. The elderly couple who came to the Belle Vue Hotel**

- A. wanted to wait in the reception for the rain to stop.
- B. had no reservation for the night.
- C. tried to change their booking.
- D. asked the clerk to check the weather forecast.

**6.2. In the morning, the elderly man**

- A. refused to pay for the accommodation.
- B. complained about the room he had got.
- C. wanted to see the manager of the hotel.
- D. suggested the clerk should work somewhere else.

**6.3. In his letter, the elderly man**

- A. asked the clerk to pay him a visit.
- B. informed the clerk he would visit the hotel again.
- C. promised to send the clerk some money.
- D. congratulated the clerk on his promotion.

**6.4. When the clerk arrived in New York, he**

- A. met an architect who had designed a famous hotel.
- B. was shown the oldest hotel in the city.
- C. was offered a job in a luxurious hotel.
- D. visited the best hotels on Fifth Avenue.

**6.5. Which would be the best title for the text?**

- A. BE CAREFUL WHAT YOU WISH FOR
- B. DISHONEST HOTEL GUESTS
- C. AN UNLUCKY HOTEL CLERK
- D. IT PAYS TO BE HELPFUL

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 7. (0–3)**

Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę (7.1.–7.3.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

A STRANGE COINCIDENCE

In 1973 a young actor, Anthony Hopkins, got a role in *The Girl from Petrovka* – a film based on the novel of the same title by George Feifer. 7.1. \_\_\_\_ But he discovered that it wasn't available in any London bookshop and finally had to give up.

A few days later, he went for a walk in a park. 7.2. \_\_\_\_ To his surprise, it was a copy of *The Girl from Petrovka*. Hopkins looked around to find its owner, but there was nobody nearby. He picked the book up and opened it. Most pages had handwritten comments on them.

One day, Hopkins was talking to George Feifer on the film set. 7.3. \_\_\_\_ Feifer agreed and added that he had lent his only copy to a friend in London, who had accidentally left it in a park. "It had all my notes in it," added Feifer. "This one?" asked Anthony Hopkins, pulling the book out of his bag.

It was the same book...

*adapted from www.friendsreunited.com*

- A. He made a comment about how difficult it was to find a copy of the book.
- B. He couldn't believe it was the book he'd been looking for.
- C. When he sat on a bench, he noticed a book with a red cover lying there.
- D. He asked if it was possible to borrow a copy of the book from them.
- E. To prepare better for the part, he decided to read the book.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

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**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 8. (0–5)**

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B albo C.

HOLIDAY WARS

Imagine spending a holiday in sunny Italy. You wake up in the morning and, right after breakfast, **8.1.** \_\_\_\_\_ for the beach. Unfortunately, it is likely that the best spots have already been taken. There are towels or other belongings left on all of the deckchairs, so there is no space for you today!

Last year, Italian authorities **8.2.** \_\_\_\_\_ to fight the irritating habit people have of leaving towels overnight to reserve the best places on the beach. It's clear that this is unfair to other visitors who **8.3.** \_\_\_\_\_ the rules and take their things home for the night. That is why most Italian holiday resorts have made it illegal to leave personal belongings unattended on the beach overnight, that is **8.4.** \_\_\_\_\_ 10 p.m. and 8:30 a.m. Breaking the rule could cost you up to 200 euros. However, this isn't just a problem on beaches but at hotel pools as well. In some hotels, when a deckchair **8.5.** \_\_\_\_\_ for a certain period of time, anything left on it is removed and the guests can't get their things back until evening.

*adapted from www.theguardian.com*

**8.1.**

- A. set off
- B. catch up
- C. put on

**8.2.**

- A. begin
- B. have begun
- C. began

**8.3.**

- A. follow
- B. set
- C. play

**8.4.**

- A. during
- B. between
- C. from

**8.5.**

- A. wasn't using
- B. isn't used
- C. doesn't use

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 9. (0–5)**

W zadaniach 9.1.–9.5. spośród podanych odpowiedzi (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania lub jego fragmentu. Zakreśl jedną z liter: A, B albo C.

**9.1. I don't find this book very interesting.**

- A. I lost an interesting book.
- B. This book doesn't interest me much.
- C. I can't find a book which interests me.

**9.2. You are not allowed to swim without a cap.**

- A. Swimmers don't have to wear a cap.
- B. I do not go swimming without a cap.
- C. Swimming without a cap is forbidden.

**9.3. It took Vicky thirty minutes to buy a dress for the party.**

- A. Vicky spent thirty minutes buying
- B. In thirty minutes Vicky is going to buy
- C. Vicky wanted to spend thirty minutes on buying

**9.4. The printer I bought here doesn't work so I want a full refund.**

- A. I want to ask for a discount
- B. I want to return the money
- C. I want to get my money back

**9.5. We will have a barbecue next Saturday on condition that the weather gets better.**

- A. unless the weather is better
- B. if the weather improves
- C. even if the weather is bad

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**





## The *Matura* exam sheet –version for D/deaf graduates - basic level

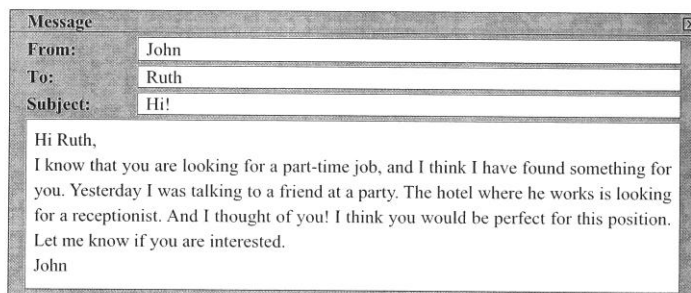
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### Zadanie 1. (0–4)

Przeczytaj cztery teksty. W zadaniach 1.1.–1.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.


#### Tekst 1.



#### 1.1. John wrote this e-mail

- A. to invite Ruth to a party at work.
- B. to tell Ruth about his new job.
- C. to inform Ruth about a job offer.


#### Tekst 2.



**BRIGHTON PIER**

If you like the seaside, beautiful views and variety of attractions, you should visit Brighton and its famous pier. Brighton is one of the UK's top holiday destinations. There is something to do for all the family.

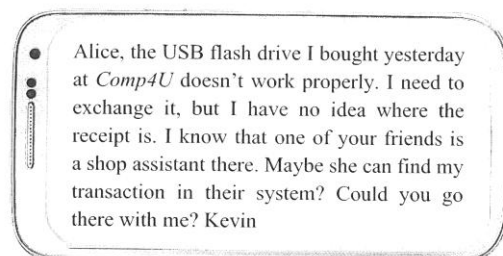
1.2. \_\_\_\_ They can also ride the horses on a traditional merry-go-round. Teens and adults can have fun on the high-speed roller coasters. And after all this excitement they can choose one of the many places to eat and enjoy the unforgettable views of Brighton's seafront and the English Channel.



#### 1.2. Which sentence best completes the gap in the text?

- A. The pier is easy to get to by bus.
- B. The kids can jump on trampolines.
- C. The opening hours are from 9 a.m. to 10 p.m.

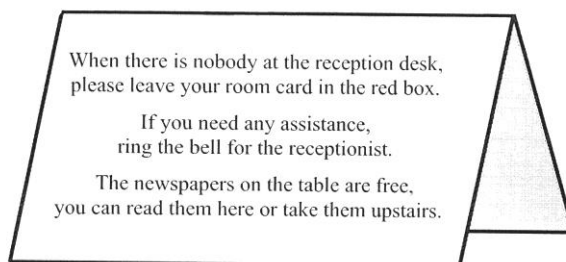
**Tekst 3.**



**1.3. Which is true about Kevin?**

- A. He is satisfied with his new USB flash drive.
- B. He has got a friend who works at *Comp4U*.
- C. He has lost the receipt.

**Tekst 4.**



**1.4. This information is addressed to people**

- A. visiting a café.
- B. staying in a hotel.
- C. buying something at a newsagent's.

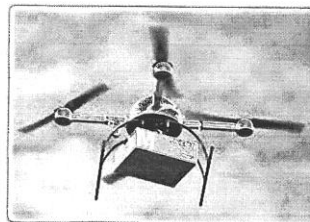
**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 2. (0–3)**

Przeczytaj tekst. Dobierz właściwy nagłówek (A–D) do każdej części tekstu (2.1.–2.3.).  
Wpisz odpowiednią literę w każdą kratkę.

Uwaga: jeden nagłówek został podany dodatkowo i nie pasuje do żadnej części tekstu.

- A. ADVANTAGES OF DRONE DELIVERY
- B. NO RISK FOR WORKERS
- C. FIRST CUSTOMERS
- D. DANGEROUS TECHNOLOGY



**FLYING PIZZAS**

2.1.

Emma and Johnny Norman from New Zealand were very excited when they got their pizza delivered by drone. The Normans ordered it from one of *Domino's Pizza* restaurants, which is 20 miles from their house. Thirty minutes later, after a short flight, their chicken pizza landed safely in their garden. Nobody had ever got their pizza delivered in this way before.

2.2.

This new idea for delivery has been developed by *Domino's Pizza* company as an alternative to the traditional solution. Drones don't have to wait in jams, so pizzas don't get cold in transport when there is heavy traffic in the streets. And the still hot pizza is at the hungry customer's place in a shorter time.

2.3.

The *Domino's Pizza* manager tells the restaurant employees that they do not need to worry about losing their jobs. Drones will never replace them. Restaurant staff will still have plenty of duties like taking orders, packing pizzas and, of course, operating the drones. So, in fact, some new jobs will be created.

*adapted from www.cnn.com*

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 3. (0–4)**

Przeczytaj trzy teksty (A–C) o pierwszym dniu pracy oraz zdania 3.1.–3.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli.

Uwaga: jeden z tekstów pasuje do dwóch zdań.

**A. Tom Spark**

My first day at work was a disaster. Fortunately, I didn't lose the job! While I was getting ready for work in the morning, I ruined my new shirt because the iron was too hot. So finally, I put on a T-shirt and jeans, but when I arrived at the office, it was full of people wearing formal clothes! The boss, who is very strict, got really angry. She said that she expected me to look professional and wear a shirt and tie every day.

**B. Katherine Greenville**

On my first day at my new job I wore smart clothes, which made me feel confident. It turned out that the person I was going to work with was absent. I tried to ask other people for information, but they were busy. I didn't know what to do. As soon as the boss noticed the problem, she came over to me, smiled, introduced me to my new team and answered all my questions. I soon liked the new job!

**C. Phil Lyon**

On my first day, I arrived at work dressed in formal clothes and immediately met my boss. She told me what to do, but I didn't fully understand. I wasn't brave enough to say that I needed more information. I just pretended I knew what to do. But actually, I did everything wrong and my boss was disappointed with me. At the end of the day she told me that it had been a kind of test. I had failed it and I had to start looking for work again.

*adapted from The Ultimate Job Hunter's Guidebook*

**On the first day at work, this person**

3.1.	lost his/her job.	
3.2.	was treated kindly by his/her boss.	
3.3.	was too shy to ask what to do.	
3.4.	wore casual clothes.	

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 4. (0–4)**

Przeczytaj tekst oraz zdania 4.1.–4.4. Zaznacz znakiem X w tabeli, które zdania są zgodne z treścią tekstu (T–True), a które – nie (F–False).

**KEEP CALM AND TRAVEL**

*Keep Calm and Travel* was one of the 25 most successful travel blogs of 2018. Its author Cle Mattena comes from the Italian island of Sardinia. As a little girl she dreamt of visiting distant places, but her family was poor, so they couldn't afford it.

At the age of 19, Cle left her hometown and went to work in Rome for a few years. When she was 30, she moved to London to learn English. Within 5 years she got a job at an international company, was promoted, and had a good salary. She was satisfied with her professional life, but something was still missing.

In 2013 she decided to quit the job. She bought a one-way ticket to Bangkok, Thailand, and moved there. She was already the author of her own blog, which she began writing for fun in London. Now she combines her passion for travelling with blogging. You can read her travel stories, plan a vacation and have a look at amazing travel pictures. It's also possible to consult her on how to earn money by blogging. But surprisingly, when asked about her tips for aspiring travellers she says, "Don't read too many travel guides before visiting a new destination."

*adapted from [keepcalmandtravel.com](http://keepcalmandtravel.com)*

		T	F
4.1.	Cle travelled a lot when she was a child.		
4.2.	She was successful at work in England.		
4.3.	Cle started writing her blog in Thailand.		
4.4.	You can get advice from Cle on how to make blogging profitable.		

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 5. (0-5)**

Wybierz poprawne uzupełnienie luk w tekście. Wpisz litery A-G w luki 5.1.-5.5.  
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. finally	B. get	C. idea	D. lost	E. take	F. time	G. where
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COMMUNICATION WITHOUT WORDS

During my stay in Tokyo, I was looking for the restaurant 5.1. \_\_\_\_\_ a friend of mine worked. It was quite difficult because the restaurant wasn't well-known. Very soon I got 5.2. \_\_\_\_\_ and decided to ask someone the way. There were hundreds of busy people walking fast in all directions. In the end, I stopped a man but he had no 5.3. \_\_\_\_\_ what I was saying in English, so I showed him the name of the restaurant on my phone. He didn't know how to 5.4. \_\_\_\_\_ there, either. But instead of walking away, he started asking people about the restaurant in Japanese and 5.5. \_\_\_\_\_ he went there with me! Isn't that amazing? We couldn't understand each other's languages but we were able to communicate!

*adapted from hostelgeeks.com*

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 6. (0–5)**

Wybierz poprawne uzupełnienie luk w zdaniach 6.1.–6.5. Zakreśl jedną z liter: A, B albo C.

6.1. My friend \_\_\_\_\_ in this house when he was a child.

- A. has lived
- B. is going to live
- C. used to live

6.2. You look tired. I think you \_\_\_\_\_ go to bed and rest now.

- A. ought
- B. should
- C. had to

6.3. It is \_\_\_\_\_ cold for swimming.

- A. too
- B. such
- C. enough

6.4. My parents have been married \_\_\_\_\_ twenty years.

- A. since
- B. during
- C. for

6.5. If Tom still has a cold tomorrow, he \_\_\_\_\_ in the match on Saturday.

- A. won't play
- B. didn't play
- C. wouldn't play

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**



**Zadanie 7. (0–4)**

**Dobierz właściwą reakcję do każdej sytuacji. Wpisz litery A–E w luki 7.1.–7.4.**

**Uwaga:** jedna reakcja została podana dodatkowo i nie pasuje do żadnej luki.

- A. Right now she is very upset.
- B. Was it? I think it was quite amusing.
- C. I'm sure he will be fine.
- D. I'd love to, but I have to get up early on Saturday.
- E. Fantastic! When do you start?

**Chris:** Honestly, I didn't like that movie. It was boring.

**Sue:** 7.1. \_\_\_\_\_

**Matt:** I have some great news! I've got the job I told you about!

**Jean:** 7.2. \_\_\_\_\_

**Sally:** I heard that Jane's boyfriend has left her. How is she?

**Diana:** 7.3. \_\_\_\_\_

**Gary:** What are you doing on Friday evening? How about going to the club?

**Frank:** 7.4. \_\_\_\_\_

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

Wypowiedź pisemna (0–11)

**Zadanie 8.**

Popatrz na zdjęcie. Odpowiedz na pytania 8.1.–8.3. pełnymi zdaniami w języku angielskim. W pytaniu 8.3. nie musisz udzielać prawdziwej odpowiedzi, możesz ją wymyślić.



[www.verywellfamily.com/](http://www.verywellfamily.com/)

8.1. Where are these people?

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8.2. Why are they smiling?

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8.3. Who do you usually go shopping with? Why?

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## Appendix 3b

### The *Matura* exam sheets –extended level

#### The *Matura* exam sheet – standard version - extended level

(Retrieved from

[https://cke.gov.pl/images/\\_EGZAMIN\\_MATURALNY\\_OD\\_2015/Arkusze\\_egzaminacyjne/2020/formula\\_od\\_2015/jezyk\\_angielski/MJA-R1\\_1P-202.pdf](https://cke.gov.pl/images/_EGZAMIN_MATURALNY_OD_2015/Arkusze_egzaminacyjne/2020/formula_od_2015/jezyk_angielski/MJA-R1_1P-202.pdf))

#### Zadanie 1. (0–3)

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

##### Tekst 1.

##### 1.1. How should the news item be headlined?

- A. ORDINARY EATERY TO COMPETE FOR MICHELIN STAR
- B. ERROR LEADS TO SUDDEN POPULARITY
- C. CLEVER TRICK ATTRACTS CROWDS OF CUSTOMERS

##### Tekst 2.

##### 1.2. Which of the following is mentioned in the text as an opinion, not a fact?

- A. About one third of children's injuries are sports-related.
- B. Swimming is safer than football as far as injuries are concerned.
- C. Most sports injuries result from overtraining.

##### Tekst 3.

##### 1.3. The speaker

- A. draws attention to the importance of taking the right approach to a task.
- B. questions the results of an experiment which was carried out.
- C. praises a group of employees who have dealt with a task efficiently.

#### Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat opóźnień podczas podróży samolotem. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

##### This speaker

- A. suggested the airline wanted to avoid passenger claims for the delay.
- B. was delayed because the crew were waiting for a plane with a politician on board.
- C. experienced an additional delay after landing at the destination.
- D. was astonished that a minor mechanical fault could cause such a delay.
- E. discovered that an aircraft crew member had not revealed the real reason for the delay.

2.1.	2.2.	2.3.	2.4.

**Zadanie 3. (0–5)**

Usłyszysz dwukrotnie wywiad z aktorem, który zagrał rolę naukowca. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.

**3.1. Geoffrey Rush finally agreed to play the role of Einstein because**

- A. the project he was working on with his wife was cancelled.
- B. he managed to reschedule his other assignments.
- C. the shooting of another film had ended earlier.
- D. the director of *Genius* postponed the filming.

**3.2. While preparing for the role, Rush learned that**

- A. Einstein had sometimes dressed in an eccentric way.
- B. Einstein's financial situation had been secure.
- C. Einstein's adolescence had been a troubled one.
- D. Einstein had contributed to the creation of the atomic bomb.

**3.3. To transform Rush into Einstein, the make-up team**

- A. changed the shape of his nose.
- B. gave him fuller eyebrows.
- C. hid some wrinkles around his eyes.
- D. made him wear wigs throughout the film.

**3.4. To prepare for filming, Rush and Flynn**

- A. met scientists involved in research on Einstein.
- B. watched films showing Einstein's private life.
- C. were instructed by the same speech coach.
- D. acted out their roles on Skype.

**3.5. When answering the last question, Rush**

- A. explains the value of Einstein's scientific achievements.
- B. talks about the ridicule Einstein was exposed to.
- C. reveals how Einstein's weaknesses affected his relationships.
- D. points out some features Einstein had in common with ordinary people.

**PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. NA KARTĘ ODPOWIEDZI!**

**Zadanie 4. (0–4)**

Przeczytaj trzy teksty o znanych ulicach w Stanach Zjednoczonych (A–C) oraz zdania 4.1.–4.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli.

**Uwaga:** jeden tekst pasuje do dwóch zdań.

4.1.	A motor vehicle ban is in force on the most prominent part of this street.	
4.2.	This road once had a sad record of fatal accidents.	
4.3.	A stretch of this street was restructured to make driving safer there.	
4.4.	There are different surfaces on this road.	

**A. MULHOLLAND DRIVE**

When Mulholland Drive was completed in 1924, the city took the day off. The fifty-five-mile-long road twists wildly along the top of the mountains until it becomes unpaved. There it winds west through dry creeks thick with wild flowers. Descending through a steep oak and eucalyptus canyon, it ends at Leo Carrillo State Park. This section, known by many as Dirt Mulholland, is not accessible by car, but it's popular with mountain bikers. The paved stretch was once popular with car racers, some of whom underestimated its challenge. The increasing death toll made the city police increase monitoring on the street to discourage racing.

**B. PENNSYLVANIA AVENUE**

Designed as part of the layout of Washington, D.C., Pennsylvania Avenue was intended to be a 'grand avenue' vital to the city's infrastructure. It was one of the earliest roads constructed in the capital. Until it was paved with crushed stone in 1832, it had been a dirt road. George Washington and Thomas Jefferson recognized its significance and planted oak trees along its edges to distinguish it from other streets in the city. Tradition calls for the President to walk down Pennsylvania Avenue after taking the Oath of Office. After the 9/11 terrorist attack, which claimed thousands of lives, its best-known stretch in front of The White House was permanently closed to traffic for security reasons, but is still open to cyclists and pedestrians.

**C. LOMBARD STREET**

Lombard Street in San Francisco is world-famous for its quarter-of-a-mile-long cliff-like section. The street was once so steep and hazardous for horse-drawn wagons and early cars that there was talk of imposing a ban on traffic there. However, to make it more manageable and reduce the risk of accidents, an enterprising local property owner suggested the system of sharp hairpin bends which is still in use. The bends were later lined with flowers which bloom at different times of year and significantly add to the street's scenic appeal.

*adapted from [www.inside-guide-to-san-francisco.com](http://www.inside-guide-to-san-francisco.com); [www.sftravel.com](http://www.sftravel.com); [theculturetrip.com](http://theculturetrip.com)*

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 5. (0–4)**

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (5.1.–5.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst.  
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

CLUNY'S CAGE

Charles Edward Stuart (1720–1788), commonly known as the Young Pretender, or Bonnie Prince Charlie, is an important figure in Scotland's history. He believed the British crown was his birthright and together with his Jacobite followers planned to remove the Hanoverian usurper George II from the throne. His bold attempt to achieve this, initiated in 1745, ended with the total defeat of his army at the Battle of Culloden. **5.1.** \_\_\_\_\_ Bonnie Prince Charlie was one of them.

Historians from the *1745 Association* have long sought to establish the whereabouts of the hideout where Bonnie Prince Charlie stayed with Cluny MacPherson, one of his closest allies, in early September 1746. Maps of the area have long marked "Prince Charlie's Cave", also called "Cluny's Cage", on the southern slopes of Ben Alder. **5.2.** \_\_\_\_\_ They claim that slightly to the west of the traditional spot they have found a location which more closely matches MacPherson's description of the prince's shelter.

The vice-president of the *1745 Association* commented on the discovery saying that it cannot be claimed with any certainty that it is the real site of "Cluny's Cage", but it is a reasonable candidate. **5.3.** \_\_\_\_\_ And the two large rocks found there must indeed have formed a perfect fireplace from which there was a natural chimney. Besides, smaller stones at the site appear to be blackened on the underside, suggesting a fire may have been lit there. The new location fits MacPherson's description almost entirely. **5.4.** \_\_\_\_\_ Yet, it follows from various accounts that there were some in this area during the mid-18<sup>th</sup> century. The Association will now consider what further research or archaeological work may be possible and affordable in order to establish this claim beyond doubt.

*adapted from www.scotsman.com*

- A. The spot is said to have been chosen by the fugitives because smoke from cooking could disappear up the cliff face without being noticed.
- B. His accomplice, Cluny MacPherson, made an attempt to overthrow the king, but failed and had to flee and hide.
- C. The Jacobites who survived the bloodshed had to run for their lives, and often spent months in hiding.
- D. The only thing that is not in keeping with it is the fact that there are no trees at the site of the supposed hideout.
- E. However, some members of the organisation have doubts whether it is the true site of the hideout.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 6. (0-5)**

Przeczytaj dwa teksty na temat pszczół. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

**Tekst 1.**

A WALK WITH AUGUST

On our first Friday evening, when the sky was still pink from the sunset, I went with August to the bee yard. I hadn't been to the hives before, so she gave me a lesson in "bee yard etiquette". She reminded me that the world was really one big bee yard, and the same rules worked fine in both places. Don't be afraid, no life-loving bee wants to sting you. Still, don't be an idiot; wear long sleeves and trousers. If you feel anxious, whistle. Anxiety agitates, while whistling melts a bee's temper. Above all, send the bees love. August had been stung so many times she had immunity. In fact, she said, stings helped her arthritis, but since I didn't have arthritis, I should cover up. She made me put on one of her long-sleeved white shirts, then placed one of the white helmets on my head and adjusted the netting. Everything appeared softer, nicer.

August kept 48 hives scattered through the woods around the house, and she was allowed to have another 280 on neighbouring farms. Thus, the bees had a rich variety of flowers to choose from and produced honey which was more delicious than ever. Those farmers loved her bees, as they made the watermelons redder and the cucumbers bigger. They would have welcomed her bees for free, but to show her gratitude, August paid every one of them with five gallons of honey.

She was constantly checking on all her hives. I watched her load her red wagon with frames that you put in the hives for the bees to deposit honey on.

"We have to make sure the queen has plenty of room to lay her eggs, or else we'll get a swarm," she said.

"What does a swarm mean?"

"Well, if you have a queen and a group of independent-minded bees that split off from the rest of the hive and look for another place to live, then you've got a swarm. They usually cluster on a tree branch somewhere."

It was clear she didn't like swarms.

"So," she said, getting down to business, "what we have to do is take out the frames filled with honey and put in empty ones."

August pulled the wagon while I walked behind it carrying the smoker stuffed with pine straw. August's assistant beekeeper, Zach, had placed a brick on top of each hive to inform August what to do. If the brick was at the front, it meant the colony had nearly filled the combs and needed another frame. If the brick was at the back, there were problems which had to be dealt with, like wax moths or ailing queens. Turned on its side, the brick announced a happy bee family. August struck a match and lit the straw in the smoker. She waved the bucket, sending smoke into the hive. The smoke, she said, worked better than a sedative. Still, when August removed the lids, the bees poured out flapping their wings around our faces. The air rained bees, and I sent them love, just like August said. She pulled out a frame.

"There she is, Lily," said August. "That's the queen, the large one."

I made a curtsy like people do for the Queen of England, which made August laugh.

*adapted from The Secret Life of Bees by Sue Monk Kidd*



**6.1. In the first paragraph, the narrator**

- A. presents the precautions recommended by August.
- B. questions August's attitude to bees.
- C. blames arthritis on bee stings.
- D. offers a few comments on her ignorance of "bee yard etiquette".

**6.2. From the second paragraph, we learn that**

- A. the farmers insisted on some compensation for keeping the beehives on their land.
- B. a variety of flowers made the bees produce more honey.
- C. August used tricks to encourage the bees to move to beehives on farms.
- D. August's cooperation with the farmers was mutually beneficial.

**6.3. What was the significance of a brick's position on a beehive?**

- A. It indicated the time when the lid was last removed.
- B. It alerted August to a swarm forming in a beehive.
- C. It showed which beehives mustn't be approached.
- D. It signalled what action, if any, ought to be taken.

**Tekst 2.**

**MONITORING THE SECRET LIFE OF BEES**

“2 bee, or not 2 bee?” That is the question Londoners could be asking when trying to spot one of hundreds of specially numbered bees released into the capital. Biologists at Queen Mary University of London have super-glued “licence plates” to 500 bees and will be sending them off from campus rooftops as part of the *London Pollinator Project* aimed at preventing a further decline in urban bee numbers caused by habitat loss, pesticides or a lack of flowers rich in nectar and pollen. In an effort to restore the population of these beneficial creatures, researchers are attempting to uncover the secret lives of the insects: locate their preferred patches in the capital and discover their favourite flowers. Hopefully, thanks to these findings, appropriate steps can be taken and the number of bees will gradually go up.

Local residents can play a part in the project by creating bee-friendly spaces. Should the same bees return to their balcony or garden, they can record how many times during the day bees do so and which flowers they choose. Then they can send these observations to the researchers using a dedicated smartphone app. In addition, to encourage a city-wide appreciation of bees, the university is also going to award prizes for the best snapshots of these insects. Pictures should be sent via email to the address given on the university website.

Knowledge acquired about bee memory for places or flower preferences can help the authorities improve planting schemes which aim to stimulate bee population growth. Additionally, this experience is likely to develop individuals’ connections with bees and, consequently, awaken a deeper understanding of why assistance with the conservation of these threatened creatures is crucial. According to bee experts, Britain’s bees are facing multiple threats, but we can all play a part in helping them. Making our cities friendly to bees is easy and can make a real difference to the insects’ survival.

*adapted from www.telegraph.co.uk*

**6.4. The main goal of the *London Pollinator Project* is**

- A. to encourage city dwellers’ fondness for bees.
- B. to estimate the number of bees in the urban environment.
- C. to investigate ways of increasing the bee population in the city.
- D. to create a visual record of different varieties of urban bees.

**6.5. The smartphone app enables local residents to**

- A. enter a bee-related photo competition.
- B. submit reports of bee sightings.
- C. receive feedback on new planting schemes in cities.
- D. get advice on growing plants attractive for bees.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 7. (0–4)**

**Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.**

SHAKESPEARE'S ORIGINAL CLASSROOM REVEALED

Following a £1.8 million restoration, Shakespeare's Schoolroom & Guildhall in Stratford-upon-Avon opened its doors to the public on 23<sup>rd</sup> April, 2016. Located in the heart of the town and within a five-minute walk from Shakespeare's place of birth, this is the building where William Shakespeare is believed to 7.1. \_\_\_\_\_. Michael Wood, a historian and broadcaster, described it as "one of the most atmospheric, magical and important buildings in the whole of Britain."

There are no surviving records of the school's pupils in the 16<sup>th</sup> century, but it is almost certain that this was the school Shakespeare attended until the age of 14 or 15.

7.2. \_\_\_\_\_ Shakespeare didn't go to university, all his formal education would have taken place in this single room. There would have been 40 boys, aged from 7 to 15, all taught together by the same teacher. This was a classical education which placed a strong 7.3. \_\_\_\_\_ on Latin and memorisation.

In the building, visitors exploring Shakespeare's childhood learn the story of his time in Stratford – his education and the inspiration that 7.4. \_\_\_\_\_ him to become the world's greatest playwright.

*adapted from www.bbc.com*

7.1.

- A. having studied
- B. being studied
- C. have studied
- D. be studying

7.2.

- A. Despite
- B. As
- C. However
- D. Even so

7.3.

- A. effect
- B. inspiration
- C. pressing
- D. emphasis

7.4.

- A. let
- B. held
- C. made
- D. led

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 8. (0–4)**

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

DO PROFESSIONAL ATHLETES GET PAID TOO MUCH?

Wouldn't it be great to make \$100 million a year simply by doing sports? Many professional athletes certainly think so. But do they really deserve all that money?

To my mind, absolutely not. The money you receive should be relative to the importance of your job and its value to society. Yet, **8.1.** \_\_\_\_\_ to statistics, nurses are paid considerably less than professional athletes. Police officers, firefighters, and rescue teams **8.2.** \_\_\_\_\_ their own lives while saving others and earn a fraction of what sports stars make. It's truly a pity that **8.3.** \_\_\_\_\_ of them are given the same recognition as our sporting heroes.

I do understand that **8.4.** \_\_\_\_\_ takes a tremendous number of hours of hard work and dedication to succeed in a competitive sporting environment. However, these people do nothing more than entertain the public.

*adapted from bleacherreport.com*

**Zadanie 9. (0–4)**

Uzupełnij zdania 9.1.–9.4., wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

9.1. You (*must / forget*) \_\_\_\_\_  
to tell them how to get to our house. Otherwise, they would have arrived long before now.

9.2. (*Jack / request / have*) \_\_\_\_\_  
a day off met with his employer's refusal.

9.3. If the trekkers (*decide / take*) \_\_\_\_\_  
the shorter route, they would be in trouble now. Fortunately they didn't.

9.4. The ski jumping competition (*have to / cancel*) \_\_\_\_\_  
yesterday due to strong wind.



## The *Matura* exam sheet –version for D/deaf graduates - extended level

(Retrieved from

[https://cke.gov.pl/images/\\_EGZAMIN\\_MATURALNY\\_OD\\_2015/Arkusze\\_egzaminacyjne/2020/formula\\_od\\_2015/jezyk\\_angielski/MJA-R1\\_7P-202.pdf](https://cke.gov.pl/images/_EGZAMIN_MATURALNY_OD_2015/Arkusze_egzaminacyjne/2020/formula_od_2015/jezyk_angielski/MJA-R1_7P-202.pdf))

### Zadanie 1. (0–4)

Przeczytaj trzy teksty o znanych ulicach w Stanach Zjednoczonych (A–C) oraz zdania 1.1.–1.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli.

Uwaga: jeden tekst pasuje do dwóch zdań.

1.1.	A motor vehicle ban is in force on the most prominent part of this street.	
1.2.	This road once had a sad record of fatal accidents.	
1.3.	A stretch of this street was restructured to make driving safer there.	
1.4.	There are different surfaces on this road.	

#### A. MULHOLLAND DRIVE

When Mulholland Drive was completed in 1924, the city took the day off. The fifty-five-mile-long road twists wildly along the top of the mountains until it becomes unpaved<sup>1</sup>. There it winds west through dry creeks thick with wild flowers. Descending through a steep oak and eucalyptus canyon, it ends at Leo Carrillo State Park. This section, known by many as Dirt Mulholland, is not accessible by car, but it's popular with mountain bikers. The paved stretch<sup>2</sup> was once popular with car racers, some of whom underestimated its challenge. The increasing death toll made the city police increase monitoring on the street to discourage racing.

#### B. PENNSYLVANIA AVENUE

Designed as part of the layout of Washington, D.C., Pennsylvania Avenue was intended to be a 'grand avenue' vital to the city's infrastructure. It was one of the earliest roads constructed in the capital. Until it was paved with crushed stone in 1832, it had been a dirt road. George Washington and Thomas Jefferson recognized its significance and planted oak trees along its edges to distinguish it from other streets in the city. Tradition calls for the President to walk down Pennsylvania Avenue after taking the Oath of Office. After the 9/11 terrorist attack, which claimed thousands of lives, its best-known stretch in front of The White House was permanently closed to traffic for security reasons, but is still open to cyclists and pedestrians.

#### C. LOMBARD STREET

Lombard Street in San Francisco is world-famous for its quarter-of-a-mile-long cliff-like section. The street was once so steep and hazardous for horse-drawn wagons and early cars that there was talk of imposing a ban on traffic there. However, to make it more manageable and reduce the risk of accidents, an enterprising local property owner suggested the system of sharp hairpin bends<sup>3</sup> which is still in use. The bends were later lined with flowers which bloom at different times of year and significantly add to the street's scenic appeal.

<sup>1</sup> unpaved – nieutwardzony, niebrukowany

<sup>2</sup> stretch – fragment ulicy

<sup>3</sup> hairpin bend – serpentyna, zakręt o 180 stopni

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 2. (0–4)**

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (2.1.–2.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

CLUNY'S CAGE

Charles Edward Stuart (1720–1788), commonly known as the Young Pretender, or Bonnie Prince Charlie, is an important figure in Scotland's history. He believed the British crown was his birthright<sup>1</sup>. Together with his Jacobite followers, he planned to remove the Hanoverian usurper<sup>2</sup> George II from the throne. His attempt to achieve this, initiated in 1745, ended with the total defeat of his army at the Battle of Culloden. **2.1.** \_\_\_\_ Bonnie Prince Charlie was one of them.

Historians from the *1745 Association* have long sought to establish the location of the hideout<sup>3</sup> where Bonnie Prince Charlie stayed with Cluny MacPherson, one of his closest allies<sup>4</sup>, in early September 1746. Maps of the area have long marked "Prince Charlie's Cave", also called "Cluny's Cage", on the southern slopes of Ben Alder. **2.2.** \_\_\_\_ They claim that slightly to the west of the traditional spot<sup>5</sup> they have found a location which more closely matches MacPherson's description of the prince's shelter.

The vice-president of the *1745 Association* commented on the discovery saying that it cannot be claimed with any certainty that it is the real site of "Cluny's Cage", but it is a reasonable candidate. **2.3.** \_\_\_\_ And the two large rocks found there must indeed have formed a perfect fireplace from which there was a natural chimney. Besides, smaller stones at the site appear to be blackened on the underside, suggesting a fire may have been lit there. The new location fits MacPherson's description almost entirely. **2.4.** \_\_\_\_ Yet, it follows from various accounts that there were some in this area during the mid-18<sup>th</sup> century. The Association will now consider what further research or archaeological work may be possible and affordable in order to establish this claim beyond doubt.

<sup>1</sup> birthright – something you believe is yours because of your family history

<sup>2</sup> usurper – a person who takes control of something without having the right

<sup>3</sup> hideout – a place where you go to hide, especially if you are in danger

<sup>4</sup> ally – someone who supports you, especially when other people are against you

<sup>5</sup> spot – a place

- A. The spot is said to have been chosen by the fugitives because smoke from cooking could disappear up the cliff face without being noticed.
- B. His accomplice, Cluny MacPherson, made an attempt to overthrow the king, but failed and had to flee and hide.
- C. The Jacobites who survived had to run for their lives, and often spent months in hiding.
- D. The only thing that is not in keeping with it is the fact that there are no trees at the site of the supposed hideout.
- E. However, some members of the organisation have doubts whether it is the true site of the hideout.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**



**Zadanie 3. (0-5)**

Przeczytaj dwa teksty na temat pszczół. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.

**Tekst 1.**

A WALK WITH AUGUST

On our first Friday evening, when the sky was still pink from the sunset, I went with August to the bee yard. I hadn't been to the hives<sup>1</sup> before, so she gave me a lesson in "bee yard etiquette". Don't be afraid, no life-loving bee wants to sting you. Still, don't be an idiot; wear long sleeves and trousers. If you feel anxious, whistle. Anxiety agitates, while whistling calms bees down. Above all, show the bees love. August had been stung so many times she had immunity. In fact, she said, stings helped her arthritis, but since I didn't have arthritis, I should cover up. She made me put on one of her long-sleeved white shirts, then placed one of the white helmets on my head and adjusted the netting.

August kept 48 hives in the woods around the house, and she was allowed to have another 280 on neighbouring farms. Thus, the bees had a rich variety of flowers to choose from and produced honey which was more delicious than ever. Those farmers loved her bees, as they made the watermelons redder and the cucumbers bigger. They would have welcomed her bees for free, but to show her gratitude, August paid every one of them with five gallons of honey.

She was constantly checking on all her hives. I watched her load her red wagon with frames that you put in the hives for the bees to deposit honey on.

"We have to make sure the queen has plenty of room to lay her eggs, or else we'll get a swarm<sup>2</sup>," she said.

"What does a swarm mean?"

"Well, if you have a queen and a group of independent-minded bees that split off from the rest of the hive and look for another place to live, then you've got a swarm. They usually cluster on a tree branch somewhere."

It was clear she didn't like swarms.

"So," she said, getting down to business, "what we have to do is take out the frames filled with honey and put in empty ones."

We walked towards the hives. August's assistant beekeeper, Zach, had placed a brick on top of each hive to inform August what to do. If the brick was at the front, it meant the colony needed another frame. If the brick was at the back, there were problems which had to be dealt with, like wax moths or ailing<sup>3</sup> queens. Turned on its side, the brick announced a happy bee family. August pulled out a frame from one of the hives.

"There she is, Lily," said August. "That's the queen, the large one."

I made a curtsy like people do for the Queen of England, which made August laugh.

<sup>1</sup>hive – ul

<sup>2</sup>swarm – rój

<sup>3</sup>ailing – chory, niedomagający

**3.1. In the first paragraph, the narrator**

- A. presents the precautions recommended by August.
- B. questions August's attitude to bees.
- C. blames arthritis on bee stings.

**3.2. From the second paragraph, we learn that**

- A. a variety of flowers made the bees produce more honey.
- B. August used tricks to encourage the bees to move to beehives on farms.
- C. August's cooperation with the farmers was mutually beneficial.

**3.3. What was the significance of a brick's position on a beehive?**

- A. It indicated the time when the lid was last removed.
- B. It alerted August to a swarm forming in a beehive.
- C. It signalled what action, if any, ought to be taken.

## Tekst 2.

### MONITORING THE SECRET LIFE OF BEES

“2 bee, or not 2 bee?” That is the question Londoners could be asking when trying to spot one of hundreds of specially numbered bees released<sup>1</sup> into the capital. Biologists at Queen Mary University of London have super-glued numbers to 500 bees. The biologists will be sending them off from campus rooftops as part of the *London Pollinator Project*, aimed at preventing a further decline in urban bee numbers caused, for example, by pesticides or a lack of flowers rich in nectar. In an effort to restore<sup>2</sup> the population of these beneficial creatures, researchers are attempting to uncover the secret lives of the insects: locate their preferred places in the capital and discover their favourite flowers. Hopefully, thanks to these findings, appropriate steps can be taken and the number of bees will gradually go up.

Local residents can play a part in the project by creating bee-friendly spaces. Should the same bees return to their balcony or garden, they can record how many times during the day bees do so and which flowers they choose. Then they can send these observations to the researchers using an app created for that purpose. In addition, to encourage a city-wide appreciation<sup>3</sup> of bees, the university is also going to award prizes for the best snapshots of these insects. Pictures should be sent via email to the address given on the university website.

Knowledge acquired about bee memory for places or flower preferences can help the authorities improve planting schemes which aim to stimulate bee population growth. Additionally, this experience is likely to develop individuals’ connections with bees and, consequently, awaken a deeper understanding of why assistance with the conservation<sup>4</sup> of these creatures is crucial. According to bee experts, Britain’s bees are facing multiple threats<sup>5</sup>, but we can all play a part in helping them. Making our cities friendly to bees is easy and can make a real difference to the insects’ survival.

<sup>1</sup> release – to give freedom

<sup>2</sup> restore – to return something to its earlier good condition

<sup>3</sup> appreciation – an understanding of how good something is

<sup>4</sup> conservation – protection of plants and animals

<sup>5</sup> threat – a suggestion that something unpleasant may happen

#### 3.4 The main goal of the *London Pollinator Project* is

- A. to encourage city dwellers’ fondness for bees.
- B. to estimate the number of bees in the urban environment.
- C. to investigate ways of increasing the bee population in the city.

#### 3.5. The smartphone app enables local residents to

- A. enter a bee-related photo competition.
- B. submit reports of bee sightings.
- C. receive feedback on new planting schemes in cities.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 4. (0–4)**

**Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B albo C.**

SHAKESPEARE'S ORIGINAL CLASSROOM REVEALED

Following a £1.8 million restoration, Shakespeare's Schoolroom & Guildhall in Stratford-upon-Avon opened its doors to the public on 23<sup>rd</sup> April, 2016. Located in the heart of the town and within a five-minute walk from Shakespeare's place of birth, this is the building where William Shakespeare is believed to **4.1.** \_\_\_\_\_. Michael Wood, a historian and broadcaster, described it as "one of the most atmospheric, magical and important buildings in the whole of Britain."

There are no surviving records of the school's pupils in the 16<sup>th</sup> century, but it is almost certain that this was the school Shakespeare attended until the age of 14 or 15.

**4.2.** \_\_\_\_\_ Shakespeare didn't go to university, all his formal education would have taken place in this single room. There would have been 40 boys, aged from 7 to 15, all taught together by the same teacher. This was a classical education which placed a strong **4.3.** \_\_\_\_\_ on Latin and memorisation.

In the building, visitors exploring Shakespeare's childhood learn the story of his time in Stratford – his education and the inspiration that **4.4.** \_\_\_\_\_ him to become the world's greatest playwright.

**4.1.**

- A. being studied
- B. have studied
- C. be studying

**4.2.**

- A. Despite
- B. As
- C. However

**4.3.**

- A. effect
- B. inspiration
- C. emphasis

**4.4.**

- A. held
- B. made
- C. led

***PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!***

**Zadanie 6. (0–4)**

Uzupełnij zdania 6.1.–6.4., wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

6.1. You (*must / forget*) \_\_\_\_\_  
to tell them how to get to our house. Otherwise, they would have arrived long before now.

6.2. (*Jack / request / have*) \_\_\_\_\_  
a day off met with his employer's refusal.

6.3. If the trekkers (*decide / take*) \_\_\_\_\_  
the shorter route, they would be in trouble now. Fortunately they didn't.

6.4. The ski jumping competition (*have to / cancel*) \_\_\_\_\_  
yesterday due to strong wind.

**Zadanie 6. (0-4)**

Uzupełnij zdania 6.1.–6.4., wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać **maksymalnie pięć** wyrazów, wliczając w to wyrazy już podane.

6.1. You (*must / forget*) \_\_\_\_\_  
to tell them how to get to our house. Otherwise, they would have arrived long before now.

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a day off met with his employer's refusal.

6.3. If the trekkers (*decide / take*) \_\_\_\_\_  
the shorter route, they would be in trouble now. Fortunately they didn't.

6.4. The ski jumping competition (*have to / cancel*) \_\_\_\_\_  
yesterday due to strong wind.



## Appendix 4

### Adjustments within the texts in task 3 of the *Matura* exam sheet for D/deaf graduates – extended level

Text 1.

#### A WALK WITH AUGUST

On our first Friday evening, when the sky was still pink from the sunset, I went with August to the bee yard. I hadn't been to the hives before, so she gave me a lesson in "bee yard etiquette". ~~She reminded me that the world was really one big bee yard, and the same rules worked fine in both places (= Ø).~~ Don't be afraid, no life-loving bee wants to sting you. Still, don't be an idiot; wear long sleeves and trousers. If you feel anxious, whistle. Anxiety agitates, while whistling ~~melts a bee's temper~~ (=calms bees down). Above all, ~~send~~ (=show) the bees love. August had been stung so many times she had immunity. In fact, she said, stings helped her arthritis, but since I didn't have arthritis, I should cover up. She made me put on one of her long-sleeved white shirts, then placed one of the white helmets on my head and adjusted the netting. ~~Everything appeared softer, nicer.~~ (= Ø).

August kept 48 hives scattered through the woods around the house, and she was allowed to have another 280 on neighbouring farms. Thus, the bees had a rich variety of flowers to choose from and produced honey which was more delicious than ever. Those farmers loved her bees, as they made the watermelons redder and the cucumbers bigger. They would have welcomed her bees for free, but to show her gratitude, August paid every one of them with five gallons of honey.

She was constantly checking on all her hives. I watched her load her red wagon with frames that you put in the hives for the bees to deposit honey on.

"We have to make sure the queen has plenty of room to lay her eggs, or else we'll get a swarm," she said.

"What does a swarm mean?"



“Well, if you have a queen and a group of independent-minded bees that split off from the rest of the hive and look for another place to live, then you’ve got a swarm. They usually cluster on a tree branch somewhere.”

It was clear she didn’t like swarms.

“So,” she said, getting down to business, “what we have to do is take out the frames filled with honey and put in empty ones.”

~~August pulled the wagon while I walked behind it carrying the smoker stuffed with pine straw.~~ (= We walked towards the hives.) August’s assistant beekeeper, Zach, had placed a brick on top of each hive to inform August what to do. If the brick was at the front, it meant the colony ~~had nearly filled the combs and~~ (=Ø) needed another frame. If the brick was at the back, there were problems which had to be dealt with, like wax moths or ailing queens. Turned on its side, the brick announced a happy bee family. August ~~struck a match and lit the straw in the smoker. She waved the bucket, sending smoke into the hive. The smoke, she said, worked better than a sedative. Still, when August removed the lids, the bees poured out flapping their wings around our faces. The air rained bees, and I sent them love, just like August said.~~ She (=Ø) pulled out a frame (+ from one of the hives).

“There she is, Lily,” said August. “That’s the queen, the large one.”

I made a curtsy like people do for the Queen of England, which made August laugh. (548)

Text 2.

#### MONITORING THE SECRET LIFE OF BEES

“2 bee, or not 2 bee?” That is the question Londoners could be asking when trying to spot one of hundreds of specially numbered bees released into the capital. Biologists at Queen Mary University of London have super-glued ~~“license plates”~~ (=numbers) to 500 bees. ~~and~~ (=The biologists) will be sending them off from campus rooftops as part of the *London Pollinator Project*, aimed at preventing a further decline in urban bee numbers caused ~~by habitat loss,~~ (=for example, by pesticides or a lack of flowers rich in nectar (+and pollen)). In an effort to restore the population of these beneficial creatures, researchers are attempting to uncover the secret lives of the insects: locate their preferred ~~patches~~ (=places) in the capital and discover their favourite flowers. Hopefully, thanks to

these findings, appropriate steps can be taken and the number of bees will gradually go up.

Local residents can play a part in the project by creating bee-friendly spaces. Should the same bees return to their balcony or garden, they can record how many times during the day bees do so and which flowers they choose. Then they can send these observations to the researchers using ~~a dedicated~~(=Ø) an app **created for that purpose** (+). In addition, to encourage a city-wide appreciation of bees, the university is also going to award prizes for the best snapshots of these insects. Pictures should be sent via email to the address given on the university website.

Knowledge acquired about bee memory for places or flower preferences can help the authorities improve planting schemes which aim to stimulate bee population growth. Additionally, this experience is likely to develop individuals' connections with bees and, consequently, awaken a deeper understanding of why assistance with the conservation of these ~~threatened~~ (=Ø) creatures is crucial. According to bee experts, Britain's bees are facing multiple threats, but we can all play a part in helping them. Making our cities friendly to bees is easy and can make a real difference to the insects' survival.

## Appendix 5a

### The D/deaf lessons notation key

The key:	
<i>italics</i>	English or Polish phonic speech
<b>word</b> <sup>Spell Pr</sup>	Spelling Pronunciation
(doing)	action accompanying speaking or signing
WORD	PJM signs
[W-O-R-D]	fingerspelt Polish or English words
<b>W</b> <sup>ord</sup>	only the first letter of the word is signed (fingerspelt)
*word	unclear pronunciation
**word	very unclear pronunciation
(\$)	error in fingerspelling, wrong sign used, imprecise sign used
Ø	lack of sign, lack of word
@ABC@	fingers movement but random, not fingerspelling
≈	communication noise (e.g. wiggling fingers while fingerspelling)
≠	mouthing
CO/TO/JEST	one sign
—	gesture of moving to the next word
ooo	merging two signs into one
<b>INDEX</b> <sup>whiteboard</sup>	indicating something
&	two or more people speaking / signing simultaneously
XXX	invented sign
¿	interrogative intonation
+	pantomime
< T >	merging

!	hypercorrect articulation
■ ■ ■	syllable pronunciation
<i>word</i> <sup>+NG</sup> <b>SIGN</b> <sup>+NG</sup>	natural gesture

## Appendix 5b

### D/deaf classroom discourse notation – selected material

Teacher:	OK. $\frac{\text{Pierwsze pytanie}}{\text{PIERWSZY PYTANIE}}$ $\frac{\text{What is your name}}{\text{What I}^s \text{Y}^{\text{our}} [\text{N-A-M-E}]}$ ?
Kamil:	(shrugs)
Teacher:	(to Kamil) <i>Nie rozumiesz?</i>
Kamil:	(shaking his head)
Teacher:	$\frac{\text{What}}{[\text{W-A-T-H}]}$ <i>Nie, nie, nie</i> (gesture of removing something). <i>Jeszcze raz.</i>  $\frac{\text{What is your name}}{[\text{W-H-A-T}][\text{I-S}][\text{Y-O-U-R}][\text{N-A-M-E}]}$ ?
Cyprian:	*Aaa. $\frac{\text{*ty jest imię}}{\text{TY JEST IMIĘ}}$
Teacher:	<i>Tak.</i> $\frac{\text{A jak odpowiedzieć?}}{\text{JAK ODPOWIEDŹ?}}$
Ola:	$\frac{\text{My name is Oliwia}^{\text{SpellPr}}}{[\text{M-Y}][\text{N-A-M-E}][\text{I-S}][\text{O-L-A}]}$
Teacher:	$\frac{\text{Bardzo dobrze}}{\text{BARDZO DOBRY}}$  $\frac{\text{My name is}^{\text{SpellPr}} \text{ i wstawiamy twoje,twoje,twoje.moje imię}}{[\text{M-Y}][\text{N-A-M-E}][\text{I-S}] \text{ WSTAWIAC TWÓJ TWÓJ TWÓJ MÓJ WSTAWIAC}}$  $\frac{\text{My name is Kamil}}{[\text{M-Y}][\text{N-A-M-E}] [\text{I-S}][\text{K-A-I}^s\text{-C-P-E-I}^s\text{-R}]}$ <i>Tak?</i>
Kamil:	[K - ...] <i>Tak.</i>
Teacher:	(to Jola) $\frac{\text{What is your name?}}{\text{What I}^s \text{Y}^{\text{our}} \text{Name}^s}$ ?

Jola:	<i>Coo?</i>
Weronika	(to Jola) <u>Zamień po polsku</u> ZAMIENIĆ POLSKI
Weronika	(to the teacher) <u>Trzeba zamienić litera.</u> TRZEBA ZAMIENIĆ [L-I-T-E-R-A]
Teacher:	OK. <u>What is your name</u> [W-H-A-T][I-S][Y-O-U-R][N-A-M-E]?
Kamil:	(together with the teacher) <u>*co jest twój imię</u> CO JEST TWÓJ IMIĘ
Jola:	<u>*co .....imię</u> (Jola nods) CO.....IMIĘ
Teacher:	<u>Odpowiedz</u> ODPOWIADAĆ TERAZ
Jola:	<u>*co jest twój imię</u> CO JEST TWÓJ IMIĘ
Teacher:	<u>Dobrze A teraz odpowiedz po angielsku.Migaj.</u> Ø DOBRY TERAZ ODPOWIADAĆ ANGIELSKI MIGAC [M-Y]...
Kamil:	(looking at Jola) Ø <u>*mój mój</u> ODPOWIADAĆ MÓJ MÓJ
Teacher:	(to Weronika) <u>Wiesz</u> WIEDZIEĆ?
Weronika	(helps Jola, uses PJM, invisible in the camera)
:	
Kamil:	(calls Jola) Ø <u>*mój Ø</u> NA PRZYKŁAD MÓJ NAZWA
Jola:	(shakes her head) <b>**Nie wiem.</b>
Teacher:	<u>Kto pomoże</u> KTO POMAGAĆ?
Teacher:	(indicating Weronika) Ø TY POMAGAĆ TŁUMACZYĆ ONA (indicating Jola)
Weronika	<u>Nie.Tłumaczyć ciężko</u> TŁUMACZYĆ CIĘZKO
:	
Teacher:	(to Ola) Ø TY POMAGAĆ CO MA ROBIĆ ONA (indicating Julia)
Ola:	<u>*Dobrze</u> (to Jola) DOBRY  <i>*Ona (indicating the teacher)ty odpowiedz mój imię jest Jola My name is Jola<sup>spellPr</sup> Jola<sup>spellPr</sup></i> ODPOWIADAĆ MÓJ IMIĘ JEST [J-O-L-A][M-Y][N-A-M-E][I-S][J-O-L-A]ODPOWIADAĆ DOBRY ROZUMIEĆ

Teacher:	<u>Ø</u> ODPOWIADAĆ
Jola:	<u>**M name is Jola.</u> [M-Y][N-A-M-E][I-S][J-O-L-A]
Teacher:	<u>Brawo.</u> (clapping her hands) <i>Bardzo ładnie.</i>
Teacher:	(to Ania) <u>What is your name</u> [W-H-A-T][I-S][Y-O-U-R][N-A-M-E]?
Ania:	<i>Jaka. Co to jest imię?</i>
Teacher:	<u>Odpowiedź</u> ODPOWIADAĆ
Ania:	<u>My name is Ania<sup>Spell Pr</sup></u> @M-I-A@
Teacher:	<i>A mówimy?</i> <u>My name is Ania<sup>Spell Pr</sup></u> @M-I-A@
Ania:	<i>My *name [nei] is Ania.</i>
Teacher:	OK. <u>Drugie pytanie</u> DRUGI PYTANIE
Teacher:	<u>Ø</u> [W-H-E-R-E][A-R-E][Y-O-U][F-R-O-M]?
Cyprian:	<u>*Gdzie</u> GDZIE ...
Kamil:	<u>Ø</u> <u>*Gdzie jest</u> GDZIE JEST ... GDZIE JEST ...
Cyprian:	<u>*Gdzie</u> GDZIE ...
Teacher:	<u>≠Where are you ...</u> [W-H-E-R-E][A-R-E][Y-O-U-R(\$)][F-R-O-M]?
Kamil:	TWÓJ
Teacher:	<i>Czyli</i> <u>Gdzie ty Ø</u> GDZIE TY MIESZKAĆ? <i>Dobrze.</i>
Ola:	MIESZKAĆ
Teacher:	<i>Czyli</i> <u>jak odpowiadamy po angielsku?</u> JAK ODPOWIADAĆ ANGIELSKI?
Cyprian:	POLSKA
Kamil:	<u>My<sup>Spell Pr</sup> nie I'm s<sup>Spell Pr</sup> nie I'm Polish<sup>Spell Pr</sup></u> [M-Y][I-M-S][I-M][P-O-L-I-S-H]
Teacher:	(hesitating) OK.

Cyprian:	* <i>Nie. Pani!</i> $\frac{\emptyset}{[i-/-M][i-S][P-O-L-A-N-D]}$
Teacher:	$\frac{\pm I am^{Spell Pr}}{[i][A-M]} \dots$
Ola:	$\frac{I am from Poland^{Spell Pr}}{[i][A-M][F-S(\$)-R-O-M][P-O-L-A-N-D]}$
Teacher:	(looking at Cyprian and Kamil) Aha. (signing to Ola) RÓWNY $\frac{Jak się mówi: racja, prawda, dobrze}{\emptyset \quad RACJA (\$) \quad PRAWDA \quad DOBRY}$
Ola:	(nodding her head)
Teacher:	<i>OK.</i> $\frac{I am from \pm Poland}{[i][A-M][F-R-A(\$)-M][P-O-L-A-N-D]}$ <i>OK?</i> $\frac{Jestem z Polaki}{JEST W Z WARSZAWA}$
Teacher:	<i>Uwaga. Trzecie pytanie.</i> $\frac{\emptyset}{UWAGA \quad TRZECI \quad PYTANIE} \quad \frac{\emptyset}{[H-O-W][O-L-D][A-R-E][Y-U(\$)-O-U]}$
Cyprian:	$\frac{+lat}{WIEK}$
Ola:	WIEK
Cyprian:	$\frac{+lat}{WIEK}$
Teacher:	$\frac{\emptyset}{TWÓJ \quad WIEK} \quad \frac{\emptyset}{TWÓJ \quad WIEK}$
Cyprian:	<i>Pani! CZ.... Pani!</i> (The teacher does not notice the student)
Ania:	(nodding, she seems not to understand)
Teacher:	<i>Jak odpowiadamy?</i> $\frac{Ja mam siedemnaście?}{JA \quad MIEĆ \quad 17}$
Weronika	<i>I'm seventeen.</i>
:	
Teacher:	(to Weronika) <i>Brawo.</i> $\frac{Powiedziałas I'm seventeen.}{POWIEDZIEĆ \quad [i-M] \quad \emptyset}$
Cyprian:	I ... <i>Pani</i> $\frac{I am is}{[i][AM][IS]} \dots$
Teacher:	$\frac{bez \quad \emptyset \quad \emptyset}{BEZ \quad [i-S] \quad [i][A-M]}$
Cyprian:	$\frac{+siedemnaście \quad +years^{Spell Pr} \quad \emptyset \quad \emptyset}{17 \quad [Y-E-A-R-S][Y-E-A-R-S][O-L-D]}$
Teacher:	$\frac{\emptyset \quad To \quad jest \quad migowy, \emptyset \quad a \quad po \quad angielsku \quad to \quad jak}{17 \quad MIGAĆ \quad 17 \quad ANGIELSKI \quad JAK} ?$
Cyprian:	$\frac{+seven}{[S-E-V-E-N]} \dots$



Teacher:	$\frac{\text{teen}^{\text{Spell Pr}}}{[\text{T-E-E-N}]}$ . <i>Mhm.</i> $\frac{\text{Okay.Ciężko?}}{[\text{O-K}] \text{ CIĘŻKI}}$
Cyprian:	TROCHE
Teacher:	(Students open the books and look at the text. The teacher indicates the text) $\frac{\text{Co to jest}}{\text{CO/TO/JEST}}?$ $\frac{\text{Na początku jest tytuł}}{\text{POCZĄTEK TEMAT (\$)}}$ . <i>Napisane</i> $\frac{\text{year out}^{\text{Spell Pr}}}{[\text{Y(\$)-Y-E-A-R}][\text{O-U-T}]}$
Ania:	$\frac{\text{gap years}^{\text{Spell PR}}}{\emptyset}$ .
Teacher:	<i>Aha.</i> $\frac{\text{year out}^{\text{Spell Pr}}}{[\text{Y-E-A-R}][\text{O-U-T}]}$ $\frac{\text{Co to jest}}{\text{CO/TO/JEST}}?$ $\frac{\text{rok out}^{\text{Spell Pr}}}{\text{ROK } [\text{O-U-T}]}$ $\frac{\text{Co to jest}}{\text{CO/TO/JEST}}?$ (The teacher opens a pencil case and takes out a pen. Then she put it in and signs $\frac{\text{in}}{[\text{I-N}]}$ . Then takes it out, puts it on the table and signs $\frac{\text{out out}^{\text{Spell Pr}}}{[\text{O-U-T}]}$ <i>Czyli</i> $\frac{\text{rok } \emptyset}{\text{ROK STRONA (\$)}}$ $\frac{\text{To co znaczy Dziwne}}{\text{CO/TO/JEST DZIWNY}}?$
Weronika :	<i>Na zewnątrz.</i>
Teacher:	<i>Na zewnątrz. Czyli co to znaczy na zewnątrz?</i> <u>Bez szkoły. Rok bez szkoły. Bez uczenia się. Rok wolny. Wolny rok. OK? Dobrze.</u> BEZ SZKOŁA ROK BEZ SZKOŁA BEZ UCZYĆ ROK WOLNY WOLNY ROK $\emptyset$ <u>Inna nazwa tego roku wolnego to jest...to (bierze książkę i pokazuje tytuł: Gap year).</u> INNY NAZWA ROK WOLNY UWAGA [G-A-P][Y-] <u>Co to jest gap?</u> $\emptyset \approx [\text{G-A-P}]$ <u>Dziura Tak? Dobrze mówię? Dziura? Aaa. Dziura. Dziura.</u> PUSTY PUSTY PUSTY $\emptyset$ DZIURA. DZIURA <u>Więc to jest</u> $\frac{\text{to samo}}{\text{TAKI/SAM}}$ $\frac{\text{rok bez uczenia się}}{\text{ROK BEZ UCZYĆ/SIĘ}}$ <u>między skończeniem szkoły i rozpoczęciem studiów</u> MIĘDZY KOŃCZYĆ SZKOŁA I(\\$) ZACZAĆ STUDIA <u>albo rozpoczęciem pracy</u> ALBO ZACZYNAĆ PRACA. <i>Tak?</i> <u>Młodzi ludzie biorą rok wolnego aby pomyśleć co chcą robić w przyszłości</u> MŁODY LUDZIE WYBIERAĆ ROK WOLNY ABY MYŚLEĆ CO CHCIEĆ ROBIĆ W PRZYSZŁOŚĆ <u>jaka praca jest ciekawa dla nich i to nazywa się po angielsku gap year, year. OK?</u> JAKI PRACA JEST CIEKAWY DLA WY(\\$) I(\\$) TO NAZWYWAĆ SIĘ ANGIELSKI [G-A-P][Y-E-Ø(\\$)-R][Y-(\\$)] <u>Teraz będziemy czytać o tym właśnie wolnym roku dla uczniów</u> TERAZ BĘDZIE CZYTAĆ TEN $\emptyset$ WOLNY ROK DLA UCZYĆ <i>Dobrze.</i>

	<p><i>Napisałam. Nie. Pierwsze, pierwsze, <math>\frac{\text{pierwsze}}{\text{PIERWSZY}}</math> ćwiczenie tutaj (indicating to exercise 1 in the coursebook).</i></p> <p><i>(to Ania) Ania <math>\frac{\text{przeczytaj}}{\text{CZYTAĆ}}</math> tutaj zdanie pierwsze (pokazuje w książce).</i></p>
Ania:	<i>What are the <math>\text{Spell Pr}</math> ... który roku szkolnego ...</i>
Teacher:	<p><i>What are the advantages of taking a year off after school?</i></p> <p><i><math>\frac{\text{Jakie są plusy, czyli dobre strony wzięcia wolnego roku po skończeniu szkoły?}}{\text{JAKI SĄ PLUS } \emptyset \text{ DOBRY STRONA WYBRAĆ WOLNY ROK PO SKOŃCZYĆ SZKOŁA}}</math></i></p> <p><i><math>\frac{\text{Jakie są plusy?}}{\text{JAKI SĄ PLUS}}</math> (indicating Kamil) <math>\frac{\emptyset}{\text{PLUS WIEDZIEĆ JAKI}}</math></i></p>
Kamil:	<i>(shakes his head and smiles)</i>
Teacher:	<p><i><u>Powiedz po angielsku oczywiście: Mam dużo wolnego czasu</u></i></p> <p><i><math>\frac{\text{POWIEDZIEĆ ANGIELSKI } \emptyset \text{ MIEĆ DUŻO WOLNY CZAS}}{\text{= Powiedz po angielski albo migaj}}</math></i></p> <p><i><math>\frac{\text{POWIEDZIEĆ ANGIELSKI ALBO MIGAĆ}}{\text{albo napisz}}</math></i></p> <p><i><math>\frac{\emptyset \text{ PISAĆ}}</math></i></p>
Kamil:	<i>I *Nie. MIEĆ I <math>\frac{\text{I have } \text{Spell Pr}}{[\text{I}][\text{H-A-V-E}]}</math></i>
Teacher:	DUŻO
Kamil:	$\frac{\text{lot}}{[\text{L-O-T}]} \widehat{\quad} \frac{\text{of}}{[\text{O-F}]} \widehat{\quad} \dots$
Teacher:	WOLNY CZAS
Kamil:	WOLNY ( <i>shakes his head, signalling that he doesn't know</i> )
Ola:	<i><math>\frac{\text{free time } \text{Spell Pr}}{[\text{F-R-E-E}][\text{T-I-M-E}]}</math></i>
Teacher:	<i>Aha. <math>\frac{\text{= free time } \text{Spell Pr}}{[\text{F-R-E-E}][\text{T-I-M-E}]}</math>. (addressing Kamil) <math>\frac{\text{Całe zdanie}}{\text{CAŁY ZDANIE}}</math></i>
Kamil:	....
Teacher:	<p><i><math>\frac{\text{I have a lot of free time } \text{Spell Pr}}{[\text{i}][\text{H-A-V-E}][\text{A}][\text{L-O-T}][\text{A}(\text{\\$})][\text{O-F}][\text{F-R-E-E}][\text{T-I-M-E}]}</math>. <i>Tak? Dobrze.</i></i></p> <p><i><math>\frac{\text{Dziękuję}}{\text{DZIĘKOWAĆ}}</math>. <i>Bardzo dobrze.</i></i></p> <p><i><math>\frac{\text{Inny plus}}{\text{INNY PLUS}} \dots \frac{\text{wolnego roku po skończeniu szkoły}}{\text{WOLNY ROK PO KOŃCZYĆ SZKOŁA}}</math>? <i>Inne.</i></i></p> <p><i><math>\frac{\text{Mogę spotykać się z przyjaciółmi.}}{\text{MÓC SPOTYKAĆ PRZYJACIEL}}</math></i></p>

	<u>Jak powiemy po angielsku</u> ? JAK POWIEDZIEĆ ANGIELSKI?
Cyprian:	[I] [CH]... ( <i>shaking his head</i> )
Ola:	<u>I meet with my friends</u> <sup>Spell Pr</sup> [I][M-E-E-T][W-I-T-H][M-Y][F-R-I-E-N-D-S]
Teacher:	<u>Brawo.</u> <u>I</u> <sup>Spell Pr</sup> <u>meet with my friends</u> <sup>Spell Pr</sup> ( <i>clapping her hands</i> ) [I][M-E-E-T][W-I-T-H][M-Y][F-R-I-E-N-D-S](\$)  <u>Albo:Ja mogę, to jak powiemy? Ja mogę spotykać się...</u> ALBO JA MÓC JAK POWIEDZIEĆ JA MÓC SPOTYKAĆ...
Weronika :	<i>I can.</i>
Teacher:	<u>I can. Powiedz całe zdanie</u> CAŁE ZDANIE
Weronika : & Teacher:	<i>I can meet with my friends.</i> & [I] [C-A-N] [M-E-E-T] ...
Teacher:	<i>Bardzo ładnie. I can meet with my friends. OK.</i> <u>Bardzo dobrze.</u> WSPANIAŁY
Teacher:	<u>To są plusy</u> A Ø PLUS  <u>Jakie są minusy, czyli ile strony wolnego czasu po skończeniu szkoły</u> JAKI SĄ MINUS Ø ZŁY STRONA WOLNY CZAS BĘDZIE (\$) PO SKOŃCZYĆ SZKOŁA
Weronika :	<i>I haven't... I haven't a lot of free time</i>
Teacher:	<i>I haven't got a lot of free time</i> <u>bo</u> <u>muszę pracować</u> <u>na przykład.</u> <u>Bo</u> ? [B-O] TRZEBA PRACOWAĆ [B-O]
Weronika : & Teacher:	<i>Because I must</i> <sup>Spell Pr</sup> <i>work.</i> & <u>I must...I must work.</u> JA MUSIEĆ Ø <i>Bardzo ładnie. Brawo. Because I must work. Dobrze.</i>  <u>Teraz będziemy czytać</u> TERAZ BĘDZIE CZYTAĆ ... <i>raz, dwa, trzy i ... to tu</i> ( <i>indicating short text in the course book</i> ) OK?  <u>Wybrałam słowa, które mogą być trudne dla was i zapisałam tu</u> ( <i>indicating the whiteboard</i> ) WYBRAĆ SŁOWO KTÓRY MÓC BYĆ TRUDNY DLA WY I(\$)PISAĆ TU <sup>index</sup>

Teacher:	<p><u>Co znaczy słowo aim</u>    <u>Cel</u>    <u>Cel</u>    <u>Co to jest cel</u>?</p> <p>CO/TO/JEST [A-I-M] [C-E-L] [C-E-L] CO/TO/JEST [C-E-L]?</p> <p><u>Każda osoba</u></p> <p>KAŻDY OSOBA...</p>
Kamil:	<p>WYŁĄCZYĆ_Z_GNIAZDKA <sup>offSpellPr</sup> [O-F-F] (indicating whiteboard)</p>
Teacher:	<p><u>Razem</u></p> <p>RAZEM (indicating: year off on the whiteboard)</p>
Kamil:	<p>WIEK ROK WYŁĄCZYĆ_Z_GNIAZDKA</p>
Jola:	<p>(laughs)</p>
Teacher:	<p><u>No dobrze, czyli rok wolny, to znaczy wolny rok. Możecie sobie zapisać.</u> (writes:  DOBRY ØROK WOLNY ZNAK WOLNY ROK MÓC PISAĆ</p> <p>wolny rok on the whiteboard)</p>
Kamil:	<p><b>Aha.</b></p>
Teacher:	<p><u>Czyli bez szkoły, bez pracy. OK. Co znaczy słówko aim</u></p> <p>Ø BEZ SZKOŁA BEZ PRACA [O-K] CO ZNAK SŁOWO [A-I-M]?</p>
Weronika	<p><b>Cel.</b></p>
:	
Teacher:	<p><u>Cel</u>    <u>Rozumiesz słowo? Co to jest cel, Jola?</u></p> <p>CEL ROZUMIEĆ SŁOWO CO TO JEST CEL JOLA<sup>index</sup> TŁUMACZYĆ</p>
Kamil:	<p>(signing XXX)</p>
Teacher:	<p>(repeating the sign XXX) <b>Tak się miga cel?</b></p>
&	<p>&amp;</p>
Kamil:	<p>XXX XXX [C-E-L] XXX (to Cyprian)</p>
Cyprian:	<p>CEL</p>
Ola:	<p><u>+cel</u></p> <p>CEL</p>
Teacher:	<p><u>Na przykład. Ja wytłumaczę</u></p> <p>JA TŁUMACZYĆ</p>
&	
Kamil	<p>&amp;</p>
and	
Weronika	<p>(negotiating the meaning of the sign)</p>
:	
Teacher:	<p><u>Jeśli chcę coś zrobić na przykład znaleźć dobrą pracę w przyszłości to znaczy że ja mam cel</u></p> <p>JEŻELI CHCIEĆ CO ROBIĆ NA PRZYKŁAD SZUKAĆ(S) DOBRY PRACA Ø PRZYSZŁOŚĆ TO ZNAK Ø MIEĆ [C-E-L]'</p> <p><u>aby mieć dobrą pracę w przyszłości</u></p> <p>ABY MIEĆ DOBRY PRACA Ø PRZYSZŁOŚĆ'</p> <p><u>Cel to znaczy to co ja chcę. Inna osoba chce mieć, nie wiem, samochód albo dom albo dużą rodzinę</u></p> <p>[C-E-L] ZNAK TO CO JA CHCIEĆ INNY INNY CHCIEĆ MIEĆ Ø SAMOCHÓD ALBO DOM Ø DUŻY(S) RODZINA</p> <p><u>To jest cel</u></p> <p>Ø [C-E-L]'</p>

Teacher:	<i>Dobrze. Future career.</i>
Kamil:	PRZYSZŁOŚĆ SAMOCHÓD
Teacher:	<p><u>Przyszła kariera</u> PRZYSZŁOŚĆ [K-A-R-I-E-R-A]</p> <p><i>Kariera?</i> <u>Jeżeli ktoś chce mieć wspaniałą pracę duży pieniądze</u> JEŻELI KTO CHCIEĆ Ø WSPANIAŁY PRACA DUŻO PIENIĄDZE</p> <p><u>to znaczy, że robi kariera (\$)</u> <u>Albo jest, jak to się mówi aktor</u> Ø ROBIĆ ROBIĆ [K-A-R-I-E-R-A] ALBO JEST BOGATY (\$) ....</p>
Jola: & Ola:	<p><u>**Aktor</u> AKTOR</p> <p>&amp;</p> <p><u>*Aktor</u> AKTOR</p>
Teacher:	<p><u>aktorem, to znaczy, że wszyscy go znają, to znaczy, że on zrobił kariera</u> <i>Tak?</i> AKTOR ZNAK WSZYSCY ON ZNAĆ Ø Ø ROBIĆ [K-A-R-I-E-R-A]</p> <p><i>No dobrze. Volunteer work (indicating the words on the whiteboard)</i></p> <p><u>Co to jest</u> ? CO/TO /JEST</p>
Kamil:	PRACA
Teacher:	<p><u>Praca? Jaka praca</u> ? PRACA JAKI PRACA</p>
Kamil:	<i>(shrugs his shoulders)</i>
Teacher:	<p><u>Jeżeli ja pracuję, ale nie mam pieniędzy tylko pracuję bez pieniędzy</u> JEŻELI JA PRACOWAĆ ALE NIE/MIEĆ PIENIĄDZE TYLKO PRACOWAĆ BEZ PIENIĄDZE</p> <p><u>bez pieniędzy</u> BEZ PIENIĄDZE ...</p>
Kamil:	BEZPŁATNY BEZPŁATNY
Teacher:	<p><u>bezpłatnie, to znaczy, że ja jestem wolontariusz (\$)</u> BEZPŁATNY ZNAK [Ż-E] JA JEST [W-O-L-O-N-T-A-R-I-U-SZ]</p> <p><u>Osoba, która nie dostaje pieniędzy za pracę</u> WYBIERAĆ (\$) KTÓRY NIE DOSTAĆ PIENIĄDZE Ø PRACA <i>Tak?</i></p> <p><u>Czyli praca wolontajna</u> <i>(writing the words on the whiteboard)</i></p> <p><u>Ciężkie słowo. Bez pieniędzy</u> CIĘŻKI SŁOWO BEZ PIENIĄDZY</p>
Teacher: & Ola:	<p><u>Others oznacza inni. Inne osoby</u> <i>(indicating the word on the whiteboard)</i> Ø INNY INNY OSOBA</p> <p>&amp;</p> <p><u>Inny</u> INNY</p>

Teacher:	<u><i>Dobrze. Earn money. Co znaczy</i></u> ? (indicating the word on the whiteboard)
Ania, Jola, Ola:	<u><i>*zarabiać pieniądze</i></u> ZARABIAĆ PIENIĄDZE
Teacher:	<u><i>zarabiać pieniądze</i></u> (writing the words on the whiteboard) <b>Tak jest. No</b> <b>dobrze.</b> <u><i>Możecie teraz zapisać to.</i></u> MÓC TERAZ PISAĆ TO <sup>index</sup> (indicating the words on the whiteboard)
Teacher:	<u><i>Będziemy czytać ten króciutki tekst</i></u> (indicating the text in the course book). <u><i>Przeczytamy.</i></u> BĘDZIE CZYTAĆ TEN <sup>index</sup> KRÓTKI TEKST CZYTAĆ  (holding a piece of paper in her hand) <u><i>Będę czytać głośno i migać A-B-C-D, pierwsze litery słów.</i></u> BĘDZIE CZYTAĆ GŁOŚNO I(\$) MIGAĆ A-B-C-D PIERWSZY L <sup>ITERY</sup> SŁOWO  <u><i>abyście widzieli, gdzie jesteśmy w tym tekście tu</i></u> (indicating the text) ABY WIDZIEĆ GDZIE JEST W Ø  <u><i>I teraz. Potem mi powiecie, czy to łatwiej, czy to lepiej, czy nie, źle, źle, lepiej bez. Dobrze?</i></u> Ø Ø POWIEDZIEĆ Ø ŁATWY Ø LEPSZY Ø NIE BEZ(\$) ŻŁE LEPSZY BEZ Ø
Teacher:	<u><i>Pierwsze</i></u> <b>Uwaga!</b> PIERWSZY  <u><i>This year thousands of young people in the UK will take a year off</i></u> T <sup>HIS</sup> Y <sup>EAR</sup> T <sup>HOUSANDS</sup> O <sup>F</sup> Y <sup>OUNG</sup> P <sup>EOPLE</sup> I <sup>N</sup> U <sup>-K</sup> W <sup>ILL</sup> T <sup>AKE</sup> A Y <sup>EAR</sup> O <sup>FF</sup>  <u><i>between school and university or before their first job</i></u> B <sup>ETWEEN</sup> S <sup>CHOOL</sup> A <sup>ND</sup> U <sup>NIVERSITY</sup> O <sup>R</sup> B <sup>EFORE</sup> T <sup>HEIR</sup> F <sup>IRST</sup> J <sup>OB</sup>  <u><i>±Pomaga?Nie? Ty patrzysz na mnie. A tu? Ciężko.</i></u> POMOC NIE (WERONIKA <sup>index</sup> ) PATRZEĆ JA <sup>index</sup> TEKST <sup>index</sup> CIĘŻKI
Weronika	<u><i>Patrzę ust (\$).</i></u> PATRZEĆ USTA
Teacher:	<b>Mhm.</b> <u><i>Usta</i></u> OK. <u><i>Następne zdanie</i></u> USTA NASTĘPNY ZDANIE  <u><i>The aim of this gap year can be to travel, learn a new language</i></u> T <sup>HE</sup> A <sup>IM</sup> O <sup>F</sup> T <sup>O</sup> <sup>index(\$)</sup> T <sup>HIS</sup> G <sup>AP</sup> Y <sup>EAR</sup> C <sup>AN</sup> B <sup>E</sup> T <sup>O</sup> T <sup>R</sup> AVEL L <sup>EARN</sup> A N <sup>EW</sup> L <sup>ANGU</sup> AGE  <u><i>or get experience for a future career</i></u> NASTĘPNY ZDANIE O <sup>R</sup> G <sup>ET</sup> T <sup>(S)</sup> E <sup>X</sup> PERIENCE F <sup>OR</sup> A F <sup>UTURE</sup> C <sup>AREER</sup>  <u><i>Sometimes people do voluntary work, others want to earn money</i></u> S <sup>OMETIMES</sup> P <sup>EOPLE</sup> D <sup>O</sup> V <sup>OLUNTARY</sup> W <sup>ORK</sup> O <sup>THERS</sup> W <sup>ANT</sup> T <sup>O</sup> E <sup>ARN</sup> M <sup>ONEY</sup>  <u><i>Here are three typical teenagers who are planning a gap year</i></u> H <sup>ERE</sup> A <sup>RE</sup> T <sup>HREE</sup> Y <sup>(S)</sup> T <sup>YPICAL</sup> T <sup>EENAGERS</sup> W <sup>HO</sup> A <sup>RE</sup> P <sup>LANNING</sup> A G <sup>AP</sup> Y <sup>EAR</sup>  <u><i>Myślę, że ten tekst jest łatwy, aby zrozumieć.</i></u> MYŚLEĆ Ø (KSIĄŻKA <sup>index</sup> ) JEST ŁATWY ABY ROZUMIEĆ

	<p><u>Teraz chcemy zamienić go na polski albo migowy</u>  TERAZ CHCIEĆ ZAMIENIĆ Ø Ø POLSKI ALBO MIGAĆ</p> <p><u>Pierwsze pierwsze zdanie</u>  PIERWSZY(\$) PPIERWSZY ZDANIE</p> <p>≈≈ <u>Jak Ø po polsku albo zamigasz to</u>  JAK POWIEDZIEĆ Ø POLSKI ALBO MIGAĆ (ZDANIE<sup>index</sup>)? <i>This year</i></p> <p><i>thousands of young people in the UK...</i> <u>Jak zamienimy to na polski</u>  JAK ZAMIENIĆ Ø Ø POLSKI</p>
Kamil:	NIE/WIEDZIEĆ JA NIE/ZNAĆ CZYTAĆ
Teacher:	<u>Teraz przeczytaj spokojnie jeszcze raz, pomyśl</u> TERAZ CZYTAĆ SPOKOJNY JESZCZE RAZ MYŚLEĆ...
Kamil:	WIEK WIEK ( <i>indicating a word in the text and shaking his head</i> )
Teacher:	( <i>approaching Kamil, indicating the text</i> ) <u>Co to znaczy thousands</u> Ø Ø Ø [T-H-O]?
Ola:	( <i>shaking her head</i> )
Teacher:	<b>OK. To ja wytłumaczę.</b> <u>W tym roku tysiące... Tak tysiąc</u> A tysiąc. Tysiące młodych ludzi w Wielkiej Brytanii będzie weźmie W INDEX <sup>text</sup> (\$) ROK XXX TYSIĄC MŁODY LUDZIE W ANGLIA BĘDZIE DOSTAĆ(\$)
Kamil:	<u>wolny rok between between między szkołą i studiami albo</u> WOLNY ROK ≈ ≈ W(\$) MIĘDZY SZKOŁA I(\$) STUDIA ALBO... ( <i>indicating</i> )
Ola:	<i>Ola</i>
Cyprian:	& ( <i>imitating the teacher</i> ) AHA TYSIĄC MŁODY LUDZIE NA ANGLIA BĘDZIE DOSTAĆ ZEBRAĆ WIEK ROK WOLNY MIĘDZY SZKOŁA I STUDIA ALBO WCZEŚNIEJ WCZEŚNIEJ PIERWSZY BEZ PIERWSZY
Ola:	& ... ANGLIA BĘDZIE DOSTAĆ DOSTAĆ WOLNY ROK MIĘDZY
Ola:	<b>**wcześniej</b> WCZEŚNIEJ...
Teacher:	<u>Aha</u> WCZEŚNIEJ
Ola:	<b>**pierwsz praca</b> <b>**pierwsz praca</b> PIERWSZY PRACA PIERWSZY PRACA
Teacher:	<u>Ø</u> <u>Przed pierwszą pracą</u> WCZEŚNIEJ BEZ(\$) PIERWSZA PRACA
Ola:	<b>**cel ten gap roku</b> CEL INDEX <sup>text</sup> WOLNY $\frac{[G-A-P]}{(confused)}$ ROK

Teacher:	<u>Celem tego wolnego roku</u> CEL INDEX <sup>text</sup> WOLNY ROK... (indicating Ola)
Ola:	<u>**może być podróż uczyć nowych języki albo...get...get</u> MOŻE BYĆ PODRÓŻ UCZYĆ NOWY JĘZYK ALBO [G-E-T][G-E-T]
Teacher:	<u>zebrać</u> DOSTAĆ (\$) & (to Cyprian) ZEBRAĆ ZEBRAĆ [X-X-X-X?] (Cyprian nodding)
Ola:	<u>*zebrać experience<sup>Spell Pr</sup></u> DOSTAĆ (\$)
Teacher:	<u>doświadczenie</u> [D-O-Ś-W-I-A-D-C-Z-E-N-I-E]
Ania:	DOŚWIADCZENIE
Ola:	DOŚWIADCZENIE
Teacher:	<u>doswiadczenie doswiadczenie</u> i i DOŚWIADCZENIE DOŚWIADCZENIE
Ola:	<u>**doświadczenie z future career</u> DOŚWIADCZENIE Z [F-U-T-U-R-E][C-A-R-E-E-R]
Teacher:	<u>dla przyszłej pracy</u> DLA PRZYSZŁOŚĆ PRACA
Ola:	<u>**przyszła pracy</u> <u>**trochę ludzie</u> PRZYSZŁOŚĆ PRACA PRZYSZŁOŚĆ CHWILA LUDZIE
Teacher:	<u>Niektórzy Ludzie</u> Ø LUDZIE
Ola:	<u>voluntary<sup>Spell Pr</sup></u> i [V-O-L-U-N-T-A-R-Y]
Teacher:	<u>Robią pracę wolontaryją</u> ROBIĆ PRACA (indicating the word wolontaryjny on the whiteboard)  <u>to znaczy bez pieniędzy</u> ZNAK BEZ PEINIĄDZE
Ola:	<u>**Praca bez pieniędzy praca inni chcą zarabiać pieniądze tu trzy</u> <u>typical<sup>Spell Pr</sup></u> PRACA BEZ PIEDZIADZE PRACA INNY CHCIEĆ ZARABIAĆ PIENIĄDZE INDEX <sup>text</sup> [T-Y-P-I-C-A-L]  <u>Co to jest typical<sup>Spell Pr</sup></u> CO/TO/JEST [T-Y-P-I-C-A-L]
Teacher:	<u>typowy</u> [T-Y-P-O-W-Y]
Ola:	<i>Aha.</i>



Teacher:	<u>czyli taki normalny jak każdy</u> Ø Ø NORMALNY JAK KAŻDY
Ola:	<u>teenage ... Spell Pr</u> ¿
Teacher:	<u>Co to jest teenager</u> CO/TO/JEST Ø <i>teenager. (to Weronika) Znasz to słowo?</i>  <u>Ostatnia ostatnia linijka</u> XXX  <u>teenager</u> [T-E-E-N-A-G-E-R]
Weronika :	<i>Nastolatek</i>
Teacher:	<i>Nastolatek (indicating to Weronika and Ola, with this gesture asking Weronika to explain to Ola the meaning of the word teenager)</i>
Ola:	AHA. MŁODZIEŻ <sup>**kto są planować wolny wolny rokU(\$)</sup> KTO SĄ PLANOWAĆ WOLNY ROK
Teacher:	<i>wolny rok</i> <u>którzy planują wziąć wolny rok</u> OK. <u>Bardzo dobrze.</u> KTÓRY PLANOWAĆ DOSTAĆ WOLNY ROK BARDZO DOBRY
Teacher:  & Kamil (to Cyprian):	<u>Chciałabym, abyście teraz popatrzeli na ..to tutaj ćwiczenie.</u> UWAGA CHCIEĆ ABY Ø PATRZEĆ Ø (indicating an exercise in the book)  <u>Widać Widzicie?Chciałabym, abyście połączyli...powstaną takie słowa na przykład</u> WIDZIEĆ WIDZIEĆ CHCIEĆ ABY ŁĄCZYĆ(\$) XXX XXX Ø PARA Ø PIERWSZY  <u>Ja to wytrę</u> Ø
Cyprian:	NIE Pani. <u>volunt ...</u> <u>praca</u> [V-O-L-U-N-] PRACA
Teacher:	<i>Mhm. Dobrze. Bardzo ładnie.</i>
Kamil:	(to Cyprian) RACJA JA
Teacher:	(to Cyprian) <u>Pierwsze już masz. Następne</u> PIERWSZY Ø MIEĆ NASTĘPNY
Teacher:	(to Weronika) XXX (meaning: łączyć)
Cyprian:	Pani. <u>tourist</u> <sup>Spell Pr</sup> [T-O-U-R-I-S-T]
Teacher:	<u>turysta</u> [T-U-R-Y-S-T-A] <i>Wiesz?</i>

	<u>Osoba, która podróżuje, ogląda, z plecakiem chodzi</u> OSOBA KTÓRY PODRÓŻOWAĆ(\$) ZWIEDZAĆ(\$) (+pantomime) [T-R](\$)
Kamil:  & Cyprian:	WYCIECZKA WYCIECZKA $\frac{\text{Alps Spell Pr}}{[A-L-P-S]}$ $\frac{\text{Alps Spell Pr}}{[A-L-P-S]}$  & $\frac{\text{Alps Spell Pr}}{[A-L-P-S]}$
Teacher:	<u>Góry wysokie we... Francja Francja...</u> GÓRY WYSOKI W $\approx \approx \emptyset$ [F-R-A-N-C-]
Jola and Kamil:	FRANCJA FRANCJA
Teacher:	FRANCJA FRANCJA $\frac{\text{Góry. To jest nazwa gór we Francji. Alpy}}{\text{GÓRY } \emptyset \text{ NAZWA GÓRY FRANCJA [A-L-P-Y]}}$
Cyprian:	*Aha. INNY
Teacher:  & Cyprian:	(to Weronika, indicating Cyprian) $\frac{\text{Pytał, co to jest Alpy}}{\text{(indicating Czarek) [A-L-P-S]}}$  $\frac{\text{Góry nazwa we Francji Alpy}}{\text{GÓRY NAZWA FRANCJA [ALPY]}}$  & & WIEDZIEĆ FRANCJA
Teacher:	(after a while) $\frac{\text{Pierwsze. Kto ma?}}{\text{PIERWSZY KTO MIEĆ}}$ PIERWSZY ŁĄCZYĆ(\$)
Weronika :	<i>work ... voluntary work</i>
Teacher:	<b>Bardzo dobrze. Brawo. Voluntary work.</b>
Kamil:	BYŁO
Teacher:	$\frac{\text{Było? OK. Co to znaczy? Znaczenie?}}{\text{BYŁO [O-K] } \emptyset \text{ ZNAK}}$ (approaching Kamil and reading carefully what he wrote) <b>Bardzo dobrze. To już mamy <math>\frac{\text{następne}}{\text{NASTĘPNY}}</math>. On</b>  (indicating Kamil) połączył (indicating the pair on the board) $\frac{\text{francuskie Alpy takie góry}}{\text{FRANCJA [A-L-P-Y] GÓRY}}$
Cyprian:	(indicating something)
Teacher:	<b>Dobrze.</b> (approaching the whiteboard and writing) <b>Conservation <math>\frac{\text{project}}{\text{KURS}}</math>.</b>  $\frac{\text{project}}{\text{KURS}}?$

Weronika :	<b>Projekt...</b> ( <i>thinking</i> ) $\approx$ <u>projekt</u> PROJEKT
Teacher:	<u>Projekt ochrony środowiska</u> PROJEKT OBRONA ZWIERZĘTA
Weronika :	<i>Nie wiem, jak się miga środowiska</i>
Teacher:	<u>środowiska</u> <u>zwierzęta, drzewa, przyroda</u> ZWIERZĘTA ZWIERZĘTA DRZEWO [P-R-Z-Y-R-O-D-A]
Weronika :	<u>Las</u> LAS
Teacher:	<u>Las</u> XXX <i>OK. To jest conservation project (indicating the whiteboard).</i>  <u>Bardzo dobrze Następne.Co jeszcze macie</u> DOBRY $\approx$ NASTĘPNY(\$) Ø
Teacher:	<u>Co połączymy ze słówkiem tourist</u> $\approx$ ŁĄCZYĆ(\$) INDEX <sup>word:tourist on the whiteboard</sup>
Jola: & Weronika :	<u>** Job</u> <sup>Spell Pr</sup> [J-O-B]  & <u>Job</u> i
Ania: & Ola:	<u>zachować</u> <sup>jobbing</sup> <sup>Spell Pr</sup> @J-O@  & PRACA
Teacher:	<i>Nie, nie, nie.</i> ( <i>still indicating things on the whiteboard</i> ) <i>tourist industry</i>  <u>to znaczy przemysł turystyczny</u> ZNAK [P-R-Z-E-M-Y-S-Ł T-U-R-Y-S-T-Y-C-Z-N-Y]  <u>czyli</u> XXX ...
Cyprian:	<i>Pani!</i> ( <i>the teacher approaches the student</i> )  <u>part time jobs</u> <sup>Spell Pr</sup> [P-A-R-<T>-I-M-E][J-O-B-S]
Teacher:	<i>Dobrze. Part time jobs</i> ( <i>speaking while approaching the whiteboard</i> )
Cyprian:	CO/TO/JEST
Teacher:	<u>Praca na pół etat</u> PRACA Ø PÓŁ [E-T-A-T]
Cyprian:	Aha.

Kamil:	& GRUPA $\frac{\text{time}^{\text{Spell Pr}}}{[\text{T-I-M-E}]}$
Teacher:	GRUPA <i>Tak?</i>
Kamil:	$\frac{\text{grupa}}{[\text{G-R-U-P-A}]}$ (indicating the word 'time' on the whiteboard)
Teacher:	<i>Nie.</i> (approaching the whiteboard) <i>Tu jest ...</i> $\frac{\text{ti}^{\text{Spell Pr}}}{[\text{T-I}]}$ <i>Nie</i> (writes the word 'team' on the board)
Kamil:	(nodding)
& Cyprian:	&  Aaa.
Teacher:	$\frac{\text{team}^!}{[\text{T-E-A-M}]} \dots$
Cyprian:	$\frac{+Wiem}{\text{WIEDZIEĆ}}$
Teacher:	<i>... a to</i> (indicating the whiteboard) $\frac{\text{time}^!}{[\text{T-I-M-E}]}$ (approaching Kamil) $\text{team}^! \sim \text{time}^!$ PODOBNY
Kamil:	TAK (after a while) JUŻ WSZYSTKO
Teacher:	$\frac{\text{Wszystko}_?}{\text{XXX}}$
Kamil:	WSZYSTKO
Teacher:	(looking at the whiteboard and counting) <i>Raz, dwa, trzy, cztery ...</i>
Kamil:	JESZCZE
Teacher:	$\frac{\text{Jeden}_?}{\text{JEDEN}}$
Kamil:	$\frac{+ski}{[\text{S-K-I}]}$
Teacher:	<i>Aaa, ski. Dobrze, ski</i> (writing on the board) <i>instructor</i> ■■■.
& Cyprian:	& <i>Pani!</i> +ZJEŹDŹAĆ ZE STOKU NA NARTACH
Teacher:	<i>Ski instructor, czyli</i> $\frac{\text{Kto to jest ski instructor}}{\text{KTO } \emptyset}$ (indicating 'ski instructor' on the whiteboard)



Kamil:	$\frac{+ma}{MIEĆ} \dots \frac{our^{Spell Pr}}{[O-U-R]}$
Teacher:	NASZ
Kamil:	NASZ ... $\frac{local}{[L-O-C-A-L]}$ ?
Teacher:	$\frac{miejsc...}{\approx[M-I-E-J-S-C-O-W-Y]} \frac{miejscowy}{MIEJCSE}$
Kamil:	SZKOŁA
Teacher:	<i>Mhm.</i> $\frac{Co robi}{CO ROBIĆ}$ ?
Kamil:	KOBIETA $\frac{\emptyset **chce uczyć szkoła}{KOBIETA CHCIEĆ <UCZYĆSZKOŁA>}$
Teacher & Kamil:	( <i>laugh</i> )
Teacher:	UWAGA $\frac{Ale te wyrażenia tutaj}{(not signing but indicating in the student's book)}$  $\frac{Które wybierzesz,aby wstawić}{KTO WYBRAĆ ABY (indicating in the student's book)}$
Cyprian:	<i>Pani!</i> NIE/WIEDZIEĆ (indicating a sentence in the book)
Teacher:	$\frac{Oni pracują,aby przygotować co}{INDEX^{AIR (ON)} PRACOWAĆ ABY PRZYGOTOWAĆ CO}$ ?  $\frac{Aby chronić zwierzęta, nie, tam jest tygrysy}{ABY CHRONIĆ ZWIERZĘTA} \frac{tygry...}{\emptyset\emptyset @T-Y-G-Y@} [\approx[T-Y-G-G-T-Y]$
Cyprian:	<i>Aaa.</i> $\frac{con^{Spell Pr}}{[C-O-N-S-E-R]}$
Teacher:	<i>Mhm.</i> $\frac{Czyli w pierwszym wybieramy}{\emptyset PIERWSZY WYBIERAĆ}$ .... (writing on the whiteboard: <i>conservation project</i> )
Cyprian:	( <i>after a while, reading a sentence: I'm doing three different ____ to pay for my university studies</i> )  $\frac{**Ja robię trzy niebezpieczny niebezpieczny}{JA ROBIĆ TRZY NIEBEZPEICZNE NIEBEZPIECZNE}$
Teacher:	$\frac{\neq różne różne}{RÓŻNY RÓŻNY}$
Cyprian:	$\frac{to pay^{Spell Pr}}{[INDEX^{ten/ta/to} [P-A-Y]}$
Teacher:	$\frac{Aby \emptyset \neq za \neq moje \neq studia}{ABY SPRZEDAĆ(\$) ZA MOJE STUDIA}$

Cyprian:	(indicating the board) PIERWSZY
Teacher:	<u>Trzy</u> TRZY
Kamil:	<u>*Francja</u> FRANCJA
Cyprian:	FRANCJA
Teacher:	(to Ola) <u>Co wybrałaś w drugim?</u> CO WYBRAĆ W DRUGI
Kamil:	TRZECI DRUGI
Cyprian:	<u>** trzeci</u> TRZECI
Kamil:	PRACA
Weronika	<i>Pani, a to drugie?</i>
:	
Ola:	<u>**tourist industry</u> [T-O-U-R-I-S-T I-N-D-U-S-T-R-Y] (indicating the board) DRUGI
Teacher:	<i>To?</i> (indicating the word on the board)
Ola:	(nods) <u>*drugie</u> DRUGI
Teacher:	<u>W drugim wybieramy...</u> (indicating the expression on the board) W DRUGI WYBIERAĆ
Kamil:	Aaa. TRZY
Cyprian:	PÓŁ UCZYĆ
Teacher:	<u>Uwaga.Praca na pół etatu</u> TŁUMACZYĆ CHCIEĆ(\$) PRACA PÓŁ [E-T-A-T-U] TAK?  <u>Czyli można powiedzieć dodatkowa praca</u> <u>dodatkowa praca</u> ø ø ø                     DODATKOWY PRACA     DODATKOWY PRACA  <u>Ja mam albo ja robię trzy dodatkowe prace,aby zarobić pieniądze na moje studia</u> JA MIEĆ ø JA ROBIĆ TRZY DODATKOWY PRACA ABY PIENIĄDZE(\$) ø NA MÓJ STUDIA  <i>OK? Dobrze. Następne.</i> <u>Trzecie</u> TRZECI
Ola:	<u>**voluntary jobs</u> [V-O-L-U-N-T-A-R-Y ]-O-B-S]

Cyprian:	<u><i>*Pierwsze</i></u> PIERWSZY
Teacher:	<u><i>Języki pomagają, jeżeli pracujesz w turystyce.</i></u> JĘZYK POMAGAĆ JEŻELI PRACOWAĆ W [T-U-R-Y-S-T-Y-C-E]  <i>Czwarte.</i>
Ola:	<u><i>**voluntary work</i></u> [V-O-L-U-N-T-A-R-YW-O-R-K]
Teacher:	<u><i>Babcia pracuje bez pieniędzy, to znaczy</i></u> BABCIA PRACWAĆ BEZ PIENIĄDZE ZNAK  <u><i>pracuje wolontaryjnie, czyli bez pieniędzy</i></u> DODATKOWY(\$) [W-O-L-O-N-T-A-R-Y-J-N-I-E] Ø BEZ PIENIĄDZE  <u><i>Nowe słowo</i></u> <i>Tak?</i> OK NOWY SŁOWO
Cyprian: & Ola:	<u><i>**Francji Alps</i></u> <i>Pani!</i> FRANCJA [A-L-P-S]  &  <u><i>French<sup>Spell Pr</sup></i></u> [F-R-E-N-C-H][A-L-P-S]
Teacher:	<i>Mhm. ... Bardzo ładnie. Brawo.</i> <u><i>Piąte</i></u> PIĄTY
Ola:	<u><i>**Sześć.Ski</i></u> SZEŚĆ [S-K-I]
Teacher:	<u><i>Sześć</i></u> ( <i>writing on the board</i> ) <i>Dobrze</i> <u><i>Bardzo dobrze</i></u> <u><i>Ciężkie</i></u> ? SZEŚĆ BARDZO DOBRY TRUDNY?
Ania:	<i>Pisałam to tak patrzyłam...</i>



Teacher:	<u>OK.Dzisiaj będziemy rozmawiać o gramatyce. Hmm? O gramatyce!</u> DZISIAJ BĘDZIE ROZMAWIAĆ GRAMATYKA  (to Weronika) <u>Co robiłaś wczoraj?</u> CO ROBIĆ W CZORAJ
Weronika:	W domu?
Teacher:	Mhm.
Weronika:	<i>Jak skończyłam lekcje, to wracałam i byłam w Manu i ... przeglądałam, a (unclear) wracałam do domu.</i>
Teacher:	POWIEDZIEĆ MIGACĆ (indicating to Ola)
Weronika:	PO SZKOŁA PÓJŚĆ POCHODZIĆ _MANU WRÓCIĆ WRÓCIĆ DOM KONIEC
Ola:	AHA.
Teacher:	(to Ola) ≈ <CHCIEĆDZIĘKUJĘ> TY CO ROBIĆ W CZORAJ  <u>wczoraj</u> WCZORAJ
Ola:	<u>**Wczoraj bylam szkoła po Ø domu</u> WCZORAJ BYĆ INDEX <sup>TU</sup> SZKOŁA POTEM WRÓCIĆ DOM
Teacher:	OK. (indicating to Kacpe and Cyprian) <u>Ø Ø Ø wczoraj</u> <u>Cyprian</u> CO BYŁO ROBIĆ W CZORAJ C(\$),  Cyprian.
Cyprian:	<u>***Było wczoraj wstać śniadanie potem wyjść pakować plecak</u> BYŁO W CZORAJ BYŁO WSTAĆ ŚNIADANIE POTEM WYJŚĆ PAKOWAĆ PLECAK  <u>szkoła wrócić po obiad potem odpoczywałem rozmawiałem z kolegami</u> SZKOŁA WRÓCIĆ PO OBIAD POTEM ODPOCZYWAĆ ROZMAWIAĆ KOLEGA  <u>potem wyjść świetlica rozmawiam kolegami</u> POTEM WYJŚĆ ŚWIETLICA NIE ŚWIETLICA WYJŚĆ ROZMAWIAĆ KOLEGA  <u>potem pójść siatkówka potem wrócił</u> POTEM PÓJŚĆ SIATKÓWKA POTEM WRÓCIĆ
Teacher:	Aaa. <u>Siatkówka</u> FAJNY SIATKÓWKA
Kamil:	RAZEM
Teacher:	<u>Razem</u> TAK SAMO
Kamil:	(nodding) TAK SAMO
Czerak:	<u>wróciłem razem telefon trochę</u> WRÓCIĆ JUŻ RAZEM BYŁO TAKSAMO WRÓCIĆ TELEFON TROCZE

	<u>już rozmawiał trochę</u> <ŚWIETLICAINTERNAT > JUŻ ROZMAWIAĆ TROCHĘ
Kamil:	HERBATA
Cyprian:	<u>nie było potem trochę odpoczynek potem było myć się</u> NIE NIE BYŁO BYŁO POTE M TROCHĘ PÓJŚĆ ODPOCZYWAĆ  <u>POTE M BYŁO MYĆ SIĘ</u>  <u>potem wróciłem telefon grał trochę śpi</u> POTE M WRÓCIĆ TROCHĘ TELEFON GRAĆ TROCHĘ SPAĆ
Teacher:	SPAĆ(\$)
Kamil:	HERBATA
Cyprian:	<u>**Było</u> BYŁO JA
Teacher:	(to Kamil) <u>Tak samo? Siatkówka?</u> TAK SAMO SIATKÓWKA
Kamil:	PODOBNY RAZEM
Teacher:	<u>Podobnie. OK.</u> (turning to Ania) <u>Co wczoraj robiłaś?</u> PODOBNY CO BYŁO WCZORAJ ROBIĆ
Ania:	<u>Wczoraj nie byłam w szkole. Spałam.</u> <u>Chora byłam.</u> CHORY(\$)
Teacher:	<u>Spałam</u> ≈ SPAĆ LENIWY
Ania:	<u>Nie. Gorączkę miałam</u> (unclear) <u>leżałam.</u> GORĄCZKA(\$)
Teacher:	<u>Gorączka</u> (turning to Jola) <u>≠A ty co?</u> GORĄCZKA TY CO?
Jola:	..
Teacher:	OK. <u>Dziękuję bardzo</u> DZIĘKUJĘ  <u>Teraz chcemy to samo powiedzieć, ale po angielsku</u> TERAZ CHCIEĆ TAK SAMO POWIEDZIEĆ ANGIELSKI  <u>Jak powiedzieć po angielsku: 'Wczoraj poszłam do Manu'</u> JAK POWIEDZIEĆ ANGIELSKI WCZORAJ PÓJŚĆ DO [M-A-N-U] (turning to Weronika)
Weronika:	<u>Yesterday I WAS</u> <sup>Spell Pr</sup> <u>yesterday go</u> <u>Manu..faktura</u> ¿
Teacher:	<i>Aha. OK. So. (trying to write something on the board) Tutaj chyba będzie kłopot z tą tablicą. Zobaczmy</i>

Teacher:	(having written on the board) <i>I went to Manu yesterday.</i> <u>Ja poszłam do Manu wczoraj.</u> JA PÓJŚĆ DO [M-A-N-U] W CZORAJ <u>Grałem w siatkówkę wczoraj.</u> GRAĆ(\$) SIATKÓWKA W CZORAJ
Kamil:	<u>We</u> <sup>Spell Pr</sup> [W-E] (indicating to Cyprian and himself)
Teacher:	<i>Dobrze.</i> <u>My graliśmy w siatkówkę wczoraj.</u> MY GRAĆ SIATKÓWKA W CZORAJ
Kamil: & Cyprian:	<u>played volleyball</u> [PLAYED][VOLLEBALL](\$) (proud of himself) & [V-O-L-L-E-Y-B-A-L](\$)
Cyprian:	WCZORAJ
Teacher:	<u>A całe zdanie? Jeszcze raz. Jeszcze raz.</u> CAŁY ZDANIE PODEJŚĆ(\$)
Teacher: & Cyprian: & Kamil:	<u>My</u> MY & <u>My</u> [M-Y] <u>We played volleyball</u> <sup>Spell Pr</sup> [W-E][P-L-Y-A-Y-E-D](\$) [V-O-L-L-E-Y-B-E-A-E-L](\$) (indicating to Cyprian)
Teacher:	<u>Wczoraj.yesterday</u> [Y-E-S-T-E]
Kamil:	<u>Ye</u> <sup>Spell Pr</sup> [Y-E.]
Teacher:	<i>Bardzo dobrze. Mhm.</i> (writes the sentence on the board)
Kamil:	(to Jola) POMYŁKA
Teacher:	<u>A na przykład zdanie: 'Ja wczoraj spacerowałam '.</u> NA PRZYKŁAD ZDANIE JA W CZORAJ [S-P-A-C-E-R...]
All students:	SPACEROWAĆ
	<u>spacerowałam w parku</u> <sup>1</sup> SPACEROWAĆ
Weronika:	<u>parku</u> PARK

Ola:	<u>parku</u> PARK
Teacher:	<u>w parku Jak powiedzieć?</u> PARK JAK POWIEDZIEĆ
Ola:	<u>I went to...<sup>Spell Pr</sup></u> [i][W-E-N-T][T-O]
Teacher:	[P-A-R-K]
Ola:	<u>a park yesterday<sup>Spell Pr</sup></u> Ø [Y-E-S-T-E-R-D-A-Y]
Teacher:	<u>Yesterday. Dobrze. Ale spacerowałam, bo went to jest: Poszłam do parku</u> WCZORAJ DOBRY Ø SPACEROWAĆ Ø [W-E-N-T] ZNAK PÓJŚĆ DO PARK  <u>A spacerowałam jak?</u> SPACEROWAĆ JAK
Weronika:	<u>Walk, walk, walking ...</u>
&	&
Ola:	<u>Walk<sup>Spell Pr</sup></u> [W-A-L-K]
Teacher:	(turning to Weronika) <u>Całe zdanie</u> CAŁY ZDANIE
Weronika:	<u>I walking walked to a park<sup>Spell Pr</sup></u> JA WALKING G WALKED TO A PARK
Teacher:	<u>Yesterday</u> Dobrze. WCZORAJ
Weronika:	<u>Aaa. Yesterday.</u>
Teacher:	(The teacher writes the sentence: 'I walked to the park yesterday' down on the board)  <u>Albo w parku. OK. Dobrze</u> (The teacher writes the ALBO W PARK DOBRY  sentence: 'I walked in the park yesterday' down on the board)  <u>Jeszcze jedno zdanie. Wczoraj kupiłam nowy samochód.</u> JESZCZE JEDEN ZDANIE WCZORAJ KUPIĆ NOWY SAMOCHÓD
Kamil:	(raising his hand)
Teacher:	I <u>Kupiłam</u> KUPOWAĆ ...
Jola:	JA <u>I buy<sup>Spell Pr</sup></u> I [B-U-Y]
&	

Kamil:	&
&	$\frac{\text{bought}^{\text{Spell Pr}}}{[\text{B-O-U-G-H-T}]}$
Ola:	&
&	$\frac{\text{buy}^{\text{Spell Pr}}}{[\text{B-U-Y}]}$
Ania:	&
	(observing Jola) Pani! $\frac{I \text{buT}^{\text{Spell Pr}}}{I [\text{B-U-T}]}$
	(observing Ola) Pani! $\frac{I \text{but}^{\text{Spell Pr}}}{I [\text{B-U-T}]} \frac{I \text{buy}^{\text{Spell Pr}}}{I [\text{B-U-Y}]}$
Teacher:	$\frac{\text{Bardzo dobrze.}}{\text{BARDZO DOBRY (clapping her hands) OK.}} \frac{Y \text{B...B to jest teraz, a...}}{\approx Y \text{ B [BUY] TERAZ } \approx \approx}$
Jola:	[B-U-I] [B-U-Y] [C-A-R] SAMOCHÓD [N-E-W] NOWY ( <i>happily</i> )
Teacher:	( <i>confused</i> ) $\frac{\text{Jeszcze raz. Pozekajcie chwilę. Całe zdanie, Jola, jeszcze raz:}}{\emptyset \text{ CZEKAĆ CAŁY ZDANIE } \emptyset \emptyset \text{ INDEX}^{\text{Jola}} \emptyset \emptyset}$
&	$\frac{I \text{bought ht}^{\text{Spell Pr}} \text{ a new car.}}{I [\text{B-O-U-G-T}(\$)-\text{H-T}] \text{ A NOWY } [\text{N-E-W}][\text{C-A-R}]}$
Jola:	&
	$\frac{**I \text{bought a new car.}^{\text{Spell Pr}}}{I [\text{B-O-U-G-T}(\$)-\text{H-T}] [\text{A}] [\text{N-E-W}][\text{C-A-R}]}$
Kamil:	ILE
Teacher:	$\frac{\text{Ile? (thinking) Sto tysięcy dolarów}}{\text{STO TYSIĄC(\$) [D-O-L(\$)-A-R-S]}}$
&	
Jola:	&
	MILION ... PIENIĄDZE
Kamil:	( <i>smiling</i> ) CIĘŻKI
Teacher:	<b>OK. Napisz tu</b> ( <i>going to the blackboard and writing the sentence</i> ).
&	
Cyprian:	&
	(to Jola) [BUY] [ZMIENIĆ] $\widehat{\quad}$ [SŁOWO]
Teacher:	( <i>indicating to the sentences on the board</i> )
	$\frac{\text{Gdzie czasowniki są tutaj? Gdzie czasownik?}}{\text{GDZIE CZASOWNIK SĄ TUTAJ} \quad \text{GDZIE CZASOWNIK}}$
Cyprian:	( <i>raising his hand – B-shaped</i> ) PODKREŚLIĆ
Kamil:	(to Cyprian) POWIEDZIEĆ

Ola:	<u>bought</u> <sup>Spell Pr</sup> [B-O-U-G-H-T]
Teacher:	<u>Dobrze.Bought</u> DOBRY Ø (underlining the word on the board)
Kamil:	(to Cyprian) GŁUPI POMAGAĆ MIGAĆ
Weronika:	<b>Went.</b>
Teacher:	<b>Went. Brawo.</b>
Weronika:	<b>Played</b> <sup>Spell Pr</sup>
Teacher:	<b>Pięknie.</b>
Cyprian:	<u>Play</u> <sup>Spell Pr</sup> Ø [P-L-A-Y][W-A-L-K-E-D]
Teacher:	<u>To są czasowniki.Skąd wiemy, że to są czasowniki?</u> INDEX <sup>blackboard</sup> SA CZASOWNIK ABY(\$) WIEDZIEĆ INDEX <sup>blackboard</sup> SA CZASOWNIK  <u>I jeszcze do tego w czasie przeszłym</u> ? Ø Ø CZAS PRZESZŁY  <u>To skąd nie dobrze skąd ...</u> ABY (\$) ABY (\$)
Weronika:	<u>Skąd</u> SKĄD
Teacher:	<u>... skąd wiemy?</u> SKĄD WIEDZIEĆ  <u>...Bo na końcu czasownika w czasie przeszłym jest...</u> [B-O]NA KONIEC CZASOWNIK W CZAS PRZESZŁY JEST...
Weronika:	<b>ed?</b>
&	&
Cyprian:	[E-D] PRZESZŁOŚĆ
&	&
Jola:	[E-D]
Teacher:	<u>To jest znak, że to zdanie jest powiedziane, napisane w czasie przeszłym</u> INDEX <sup>TO</sup> JEST ZNAK INDEX <sup>TO</sup> ZDANIE JEST POWIEDZIEĆ NAPISAĆ W CZAS PRZESZŁY  <b>Tak? A tutaj?</b> (indicating the verb 'went' on the blackboard) <u>nie ma:ed</u> NIE/MIEĆ [E-D]
Kamil:	<u>Go</u> <sup>Spell Pr</sup> [G-O]
Weronika:	<b>I na koniec 't'.</b>
Teacher:	<u>Na końcu 't'</u> KONIEC [T]? <b>A właśnie.</b>
Weronika:	<b>Aaa.</b>

Kamil:	W DÓŁ $\frac{\text{buy}^{\text{Spell Pr}}}{[\text{B-U-Y}]}$
Wiktria:	<i>A zamiast tego...</i>
Teacher:	<u><i>Właśnie, bo mamy pierwszą formę czasow...tak jest</i></u> Ø [B-O] MIEĆ PIERWSZY F <sup>orma</sup> CZSOWNIK...
&	&
Kamil:	+ COLUMN <sup>^</sup> COLUMN <sup>^</sup> COLUMN ( <i>referring to the three forms of the irregular verbs</i> )
Teacher:	<u><i>Tak jest. Bardzo ładnie.</i></u> $\frac{\text{Pierwsza } \emptyset \text{ druga } \emptyset \text{ trzecia } \emptyset.}{\emptyset + \text{COLUMN} \emptyset + \text{COLUMN} \emptyset + \text{COLUMN}}$
&	&
Cyprian:	<u><i>Pierwsza } \emptyset \text{ druga } \emptyset \text{ trzecia } \emptyset.</i></u> $\emptyset + \text{COLUMN} \emptyset + \text{COLUMN} \emptyset + \text{COLUMN}$ & PIERWSZY + COLUMN <sup>^</sup> WYBIERAĆ DRUGI ( <i>indicating the board</i> ) [S-I-M-P-L-E P-A-S-T]
Teacher:	<u><i>Pierwsza czas } \emptyset</i></u> PIERWSZY + COLUMN CZAS TERAZ
Weronika:	<i>teraźniejszy</i>
Teacher:	<u><i>Druga czas przeszły, było</i></u> DRUGI + COLUMN CZAS PRZESZŁOŚĆ DAWNO
&	&
Cyprian:	<u><i>≠Było</i></u> DAWNO PRZESZŁOŚĆ
Teacher:	<u><i>A trzecia?</i></u> <TRZECI + COLUMN>
Weronika:	<i>Przyszły.</i>
&	&
Cyprian:	BĘDZIE
Teacher:	( <i>hesitating, thinking how to explain</i> ) <u><i>Jest taki czas Present Perfect inny, nowy czas</i></u> CZAS present perfect INNY NOWY CZAS <u><i>wtedy wybieramy trzecią</i></u> Ø WYBIERAĆ TRZECI + COLUMN <u><i>aby połączyć z innym czasownikiem i mamy nowy inny czas</i></u> WYBIERAĆ(\$) ŁĄCZYĆ(\$) INNY CZASOWNIK I MIEĆ NOWY INNY CZAS <u><i>To jeszcze będziecie rozmawiać o tym.</i></u> Ø Ø BĘDZIE ROZMAWIAĆ Ø
Kamil:	( <i>nodding</i> )
Teacher:	<b>OK. W każdym razie</b>

<p>&amp; Ania:</p>	<p><u>pierwsza forma, to jest czas teraźniejszy, a druga druga, czas przeszły</u>  <b>PIERWSZY F<sup>ORMA</sup> INDEX<sup>TO</sup> JEST CZAS TERAZ DRUGI</b> (indicating the verb) <b>CZAS PRZESZŁOŚĆ</b></p> <p>(writing: 'I F' above Past Simple verbs on the board)</p> <p>&amp;</p> <p>(to Ola) <b>DRUGI [F] CO/TO/JEST</b></p>
<p>Ola:</p>	<p><b>NIE/WIEDZIEĆ</b></p>
<p>Teacher:</p>	<p><u>Sprawdzamy. Jeżeli słowo nie ma Ø druga Ø nie ma, to znaczy, że trzeba dorzucić – ed.</u>  <b>SPRAWDAĆ JEŻELI SŁOWO <sup>NIE</sup> + COLUMN DRUGI + COLUMN ZNAK DODAC(\$) DODAC [E-D]</b></p> <p><u>Tak jak tu. OK?</u>  <b>TAK SAMO INDEX</b> played on the board</p> <p><u>Dobrze. To teraz ćwiczenia</u> (the teacher is distributing exercise sheets)  <b>Ø TERAZ ĆWICZENIE</b></p> <p><i>To jest dla was, można pisać.</i></p>
<p>Teacher:</p>	<p><u>Uwaga. Dobrze, teraz pierwsze ćwiczenie.</u>  <b>UWAGA Ø TERAZ PIERWSZY ĆWICZENIE</b></p> <p><u>Pierwsze to jest tu. Pierwsze ćwiczenie jest tu</u>  <b>PIERWSZY</b> (going round the class and indicating to the exercise on the students' sheets) <b>PIERWSZY</b></p> <p><u>To jest niepotrzebne, to można sobie wykreślić</u>    (crossing out the section on Julia's sheet)</p> <p><u>To jest inny ma... koniec innego tematu</u>  <b>INDEX</b> worksheet <b>KONIEC INNY TEMAT</b></p> <p><i>Patrzemy tu</i> (indicating the exercise on Jola's work sheet)</p> <p><u>Chciałabym, abyście zamienili te czasowniki na czas przeszły</u>  <b>CHCIEĆ ABY ZMIENIĆ INDEX</b> worksheet <b>CZAS(\$) CZAS PRZESZŁOŚĆ</b></p> <p><u>Pomyślcie, czy to jest czas z końcówką – ed, czy druga forma</u>  <b>MYŚLEĆ Ø CZAS [E-D] CZAS(\$) DRUGI [F-O-R] + COLUMN</b></p>
<p>Cyprian: &amp; Kamil:</p>	<p>[D-I-D]</p> <p>&amp;</p> <p><u>did</u> Spell Pr    [D-I-D]</p>
<p>Teacher:</p>	<p><u>Dobrze. Brawo. Did</u> Spell Pr <u>Piszemy</u>    Ø (clapping) [D-I-D] <b>PISAĆ</b></p> <p><i>Ja będę pisać tu</i> (nobody is watching the teacher).</p>
<p>Cyprian:</p>	<p><b>Pani!</b> <b>WSTAWIĆ [L-O-V-E-D]</b></p>
<p>Teacher:</p>	<p>(looking into the book) <u>Ø d tylko d</u>  <b>WSTAWIĆ [L-O-V-E-D]</b></p> <p><i>Dobrze. Czyli w pierwszym mamy 'did'</i> (writes down: 'do – did' on the board)</p> <p><u>Do czas przeszły did</u> Spell Pr  <b>[D-O] CZAS PRZESZŁOŚĆ [D-I-D]</b></p>



Ola:	$\frac{l}{[L]}$ ...
Teacher:	<u>Uwaga! Jeżeli słowo kończy się na 'e'</u> UWAGA JEŻELI SŁOWO KOŃCZY SIĘ NA [E]
Weronika:	<b>Loved</b> <sup>Spell Pr</sup>
Ania:	$\frac{ed}{[E-D]}$ <sup>Spell Pr</sup>
Teacher:	<u>...tak, to nie dodajemy drugiego 'e', tylko 'd'. Tak? OK.</u> NIE DODAWAĆ DRUGI [E] TYLKO [D]  <u>Czyli...Widzicie? Widać?</u> (writes: 'love-loved' on the board) WIDZIEĆ WIDZIEĆ
Weronika, Jola, Ola:	(nodding)
Ania:	<b>Pani! A call</b> <sup>Spell Pr</sup> ?
Teacher:	<u>Regularny, normalny czasownik, czyli 'ed'</u> <sup>Spell Pr</sup> <u>Tak, normalny.</u> ∅ NORMALNY CZAS ∅ [E-D] ∅ NORMALNY
& Ola: & Cyprian:	& <u>Talked</u> <sup>Spell Pr</sup> [C-A-L-L-E-D] & [C-A-L-L-E-D]
Teacher:	(writes: 'call-called' on the blackboard) Dobrze.
Kamil:	NORMALNY $\frac{ed}{[E-D]}$ <sup>Spell Pr</sup> NORMALNY $\frac{ed}{[E-D]}$ <sup>Spell Pr</sup>
Teacher:	<u><math>\frac{ed}{[E-D]}</math><sup>Spell Pr</sup> Ale kończy się na 'e', to co to znaczy?</u> [E-D] ∅ ∅ [E] ZNAK
Jola: & Kamil:	[D] & $\frac{d}{[D]}$
Teacher:	<u>Dodamy ...</u> (noticing Jola) <u>Brawo, tylko 'd'</u> <u>Dobra.</u> DODAĆ (clapping) TYLKO [D]  (writes: 'admire-admired' on the blackboard) <u>Okay. Dalej.</u> NASTĘPNY
Kamil:	ZAPOMNIEĆ

Ola:	<u>**ed</u> [E-D]
Cyprian:	≈[V-I-S-I-T-E-D]
Agela:	<i>A tu 'ed' też.</i>
Teacher:	<u>Tak</u> TAK (writes: 'visit-visited' on the blackboard)  <u>Visit 'ed'</u> Ø [E-D]
Weronika:	<b>Made</b> <sup>Spell Pr ?</sup>
Teacher:	<b>Brawo. Czyli nieregularny, prawda?</b>
Weronika:	(nodding)
Teacher:	<u>Czyli druga forma</u> Ø DRUGI + COLUMN
Kamil:	<u>met</u> [M-E-T]
Teacher:	<u>Nie</u> NIE (keeping eye contact with Kamil, the teacher writes: 'made' on the blackboard)
Kamil:	<b>Aaa.</b>
Ola:	[M]... [D] [D]
Teacher:	<u>'D' gdzie ?</u> [D] GDZIE
Ola:	<u>Make</u> <sup>Spell Pr</sup> [M-A-K-E-D]
Teacher:	(indicating: 'made' on the blackboard)  <u>To druga forma</u> INDEX <sup>made on the blackboard</sup> DRUGI forma  <u>Pierwsza forma, Ø Ø. Tak samo jak 'did'.</u> PIERWSZY + COLUMN DRUGI + COLUMN TAKI SAM JAK [D-I-D]  <u>Tak som jak 'bought'</u> TAK SAM JAK INDEX <sup>bought on the blackboard</sup>  <i>Nie wiem, czy mam tutaj coś do pokazania wam (flipping through the book)...</i>
Cyprian:	<i>Pani!</i> [L-E-F-T]
Teacher:	<u>left</u> <sup>Spell Pr</sup> [L-E-F-T] <b>Tak?</b>

	<p><u>Na końcu książki jest tabelka<sup>1</sup>. Tutaj nie mam.</u></p> <p>NA KONIEC KSIĄŻKA JEST + TABELKA TUTAJ NIE/MIEĆ</p>
Kamil:	<p><u>Mam</u></p> <p>MAM (taking out the student's book)</p>
Cyprian:	<p><u>Mam</u></p> <p>MAM (taking out the student's book)</p>
Teacher:	<p><b>To pokażcie książkę..... Pokażę tylko.</b></p> <p><u>Jeżeli nie ma czasownika tutaj, to znaczy, że trzeba dodać 'ed'</u></p> <p>JEŻELI NIE MA CZAS INDEX<sup>coursebook</sup> ZNAK TRZEBA DODAC [E-D]</p> <p><u>A jeżeli widzisz czasownik tu, to trzeba...hop pierwsza forma tu</u></p> <p>JEŻELI WIDZIEĆ CZAS INDEX<sup>irregular forms</sup> TRZEBA PIERWSZA F<sup>ORMA</sup></p> <p><u>Druga forma. Wybierasz drugą formę</u></p> <p>DRUGI F<sup>ORMA</sup> WYBIERAĆ DRUGI F<sup>ORMA</sup></p> <p><u>Na przykład 'kupować'. Poszukajmy 'kupować'. 'buy' i czas przeszły 'to jest...ght'<sup>Spell Pr</sup></u></p> <p>NA PRZYKŁAD KUPOWAĆ Ø Ø (Ola indicates the word in the book) CZAS PRZESZŁOŚĆ [B-O-U-G-H-T]</p> <p><u>OK? Rozumiecie.</u></p> <p>ROZUMIEĆ</p>
Ola:	(nodding)
	<p><b>Dobrze. OK. To ja oddaję chłopakom.</b></p> <p><b>Dobrze. Idziemy dalej. Idziemy dalej. Mamy make,</b></p> <p>czyli <u>Listen.Słuchać</u> (writing: 'listen' on the</p> <p>SŁUCHAĆ</p> <p>blackboard)</p> <p>(indicating the verb on the blackboard) <u>Regularny czy nie?</u></p> <p>R<sup>egularny</sup> NIE</p>
Weronika:	<b>Regularny. Nie jest.</b>
&	&
Cyprian:	<b>Nie ma. Nie ma.</b> NIE/MA DODAWAĆ [E-D]
Teacher:	<p><b>Dobrze.</b> [A-P-P-E-A-R]</p> <p><u>Po polsku to słówko oznacza: pojawić się<sup>1</sup>.</u></p> <p>POLSKI INDEX<sup>the word: appear on the blackboard</sup> ZNAK Ø</p>
Weronika:	<b>Aaa. ≠ Pojawić się</b>
Teacher:	<p><u>Jak zamigamy?</u></p> <p>JAK MIGAĆ</p>
Weronika:	<b>≠ Pojawić się ... Nie wiem.</b>
Teacher:	<p><u>Na przykład: przyjść, prawda? Ktoś otwiera drzwi, przychodzi, pojawia się.</u></p> <p>NA PRZYKŁAD PRZYCHODZIĆ KTO +OTWIERAĆ DRZWI PRZYCHODZIĆ Ø</p>
Cyprian:	[A-P-P-E-A-R-E-D]

Teacher:	<u>D Mhm. Appeared</u> ø
Ola:	[E-D] (surprised)
Weronika:	Jeszcze <b>care</b> <sup>Spell Pr</sup>
Teacher:	A dobrze. Coś opuściłam, tak? Aaa, care.
Kamil:	BAŁAGAN
Cyprian:	<u>Pani!</u> <sup>go</sup> <sup>Spell Pr</sup> [G-O]
Kamil:	[W-E-N-T]
Teacher:	<b>Poczekaj.</b> <sup>+NG</sup>
Teacher:	<u>Jeszcze opuściliśmy care.</u> Normalny czasownik <u>ed</u> <sup>Spell Pr Tak? Czyli dorzucamy /d/</sup> NORMANLNY CZAS [E-D] DODAC [D]
Kamil:	<u>Go</u> <sup>Spell Pr</sup> ø <u>went</u> <sup>Spell Pr</sup> [G-O]ZMIENIĆ [W-E-N-T]
Teacher:	<b>Dobrze. To jest tu</b> (indicating the word: went in a sentence on the blackboard) <b>I mamy: went</b> (writes: 'go-went' on the blackboard)
Cyprian:	[I-N-V-I-T-E-D]
Teacher:	<b>Dobrze. Invited. Dobrze.</b>
Weronika:	<b>Became</b> <sup>Spell Pr</sup> <b>Became</b> <sup>Spell Pr</sup> <b>Becam</b> <sup>Spell Pr</sup>
Teacher:	<b>Dobrze. Bardzo ładnie. Invited</b> (writes: invited on the blackboard) <b>Dobrze. Appeared było.</b> <u>Buy</u> [B-U-Y]?
Weronika:	<b>bought</b> <sup>Spell Pr(\$)</sup>
Teacher:	<b>Bought.</b> (writes: buy-bought on the blackboard)
Kamil:	BYŁO
Teacher:	<b>Następne? Co mamy?</b> <u>Discover</u> Discover
Weronika:	<b>Discovered</b> <sup>Spell Pr</sup> <b>ed</b> <sup>Spell Pr</sup>
Teacher:	<b>Regularny czasownik.</b> <b>Compete czy complete? Complete. Wypełniać.</b> <u>Na przykład ćwiczenie. Robimy ćwiczenie. Wypełniacie ćwiczenie</u> ø ø XXX ø ø <PISAĆWYPEŁNIAĆ> +PISAĆ <i>Ede. Mhm.</i> (writes: complete-completd on the blackboard) <b>Complete. Dobrze.</b>

Kamil:	<u>Started<sup>Spell Pr</sup></u> [S-T-A-R-T-E-D]
Teacher:	<u>Bardz dobrze.</u> BARDZO DOBRY (writes: start-started on the blackboard)
Kamil:	<u>Became<sup>Spell Pr</sup></u> [B-E-C-A-M-E]
&	&
Cyprian:	<u>Became<sup>Spell Pr</sup></u> [B-E-C-A-M-E]
&	&
Ola:	&
	<u>Becomed<sup>SpellPr</sup></u> [B-E-C-O-M-E-D] (The teacher does not see Ola's error)
Teacher:	(to Kamil) <u>Widzę że znacie wszystkie forma druga czas przeszły. Brawo. brawo. Bardzo ładnie.</u> ≈≈WIDZIEĆ ZNAĆ WSZYSTKIE FORMA DRUGI CZAS PRZESZŁOŚĆ (clapping)
Cyprian:	<u>*Było. ∅</u> BYŁO JA PAMIETAĆ
Teacher:	<u>Dobrze. Uwaga. Teraz zrobimy ćwiczenie trzecie. Trzecie ćwiczenie</u> UWAGA TERAZ ROBIĆ ĆWICZENIE TRZECI TRZECI TRZECI
Cyprian:	<u>*Drugie</u> ? DRUGI
Teacher:	<u>Drugie bez Trzecie bez<sup>+NG</sup></u> ≈≈≈ TRZECI(\$) BEZ
Cyprian:	<u>**Teraz trzecie</u> ? TERAZ TRZECI
Teacher:	<u>Trzecie.</u> TRZECI  <u>W nawiasach macie</u> NAWIAS NAWIAS MACIE
Cyprian:	<u>Pani!</u> <u>∅ was<sup>Spell Pr</sup></u> WYBIERAĆ [W-A-S]
Teacher:	<u>Tak. Czyli</u> <u>czasownik w nawiasie zamieniamy na czas przeszły, czyli jeżeli 'be' to 'was'</u> ≈ CZASOWNIK NAWIAS ZMIENIĆ CZAS PRZESZŁY ∅ [B-E] ∅ [W-A-S]  <u>jeżeli 'buy' to 'bought'</u> ∅ [B-U-Y] ∅ [B-O-U-G-H-T]
Cyprian:	<u>Nie ma dodać 'ed'</u> NIE/MA DODAC [E-D]

Teacher:	<u>...to dodajemy 'ed'</u> DODAC [E-D] <b>Tak?Dobrze.</b>
<i>(Students are doing the exercise. Jola is doing a different exercise – she wasn't looking at the teacher while she was explaining what to do.)</i>	
Teacher:	(to Jola) <u>Czasownik w nawiasie zamieniamy na czas przeszly. OK?</u> CZASOWNIK NAWIAS ZMIENIC CZAS PRZESZLY  <i>(tapping the table in front of Jola)</i> <u>Podobnie jak tu. Tu czas teraźniejszy, tam czas przeszly</u> PODOBNY INDEX <sup>blackboard</sup> INDEX <sup>Jola's worksheet</sup> INDEX <sup>blackboard</sup> PRZESZŁOŚĆ  <u>Tutaj w nawiasie czas teraźniejszy, zamieniamy czas przeszly</u> INDEX <sup>Jola's worksheet</sup> NAWIAS CZAS PRZESZŁOŚĆ ZMIENIC CZAS PRZESZŁOŚĆ  <u>Rozumiesz?</u> ROZUMIEĆ
Jola:	<i>(nodding)</i>
Teacher:	<i>(pointing to the exercise on Jola's worksheet and to the table with irregular verbs in Cyprian's book)</i> <u>Czyli to to jest tu, a ty szukasz druga forma tu</u> INDEX <sup>Jola's worksheet</sup> INDEX <sup>irregular verbs table</sup> TY SZUKAC DRUGI FORMA INDEX <sup>irregular verbs table</sup>
Jola:	<i>(pointing to a verb in the table)</i>
Teacher: & Weronika:	<i>(watching closely Jola working)</i> <b>Tak. Brawo.</b> <i>(clapping)</i> <b>Tylko nie wiem jednego.</b>
Weronika:	<i>(The teacher goes to Weronika. Ola is calling her, but the teacher does not hear her.)</i> <i>(showing exercise 2 which she wasn't expected to do) (The teacher is reading the exercise)</i>
Teacher:	<i>(nodding)</i> BARDZO DOBRY
Weronika:	<b>Tylko nie wiem jednego.</b>
Teacher:	<b>Dobrze. Zobaczmy tu</b> <i>(taking Cyprian's book). Pożyczamy. Jak się miga</i> <i>(looking at Weronika)</i>
Weronika:	POŻYCZAC
Teacher:	POŻYCZAC <i>(pointing to the table with the irregular verbs)</i> Szukamy.
Weronika:	..
Teacher:	<b>A nie to jest trzecia. Zobacz, trzecia.</b> <b>No, tak. Oddajemy.</b>
Ola:	<i>(shows her exercise to the teacher)</i>
Teacher:	<i>(reading and indicating to an error)</i> <u>Ede.</u> [E-D]

Ola: & Cyprian:	$\frac{ed^{Spell Pr}}{[E-D]} ?$ & <b>Pani!</b>
Teacher:	<b>Mhm.</b> ( <i>Ola corrects her exercise</i> ) $\frac{ied^{Spell Pr}}{[I-E-D]}$  <u>Tu taksamo, a tu końcówka.</u> INDEX <sup>Ola's worksheet</sup> TAK SAMO INDEX <sup>Ola's worksheet</sup> KONIEC
Cyprian:	<b>Pani!</b> $\frac{**pytanie}{PYTAĆ}$ $\frac{**enjoyed^{Spell Pr}}{[E-N-J-O-Y-E-D]}$
Teacher:	$\frac{ed^{Spell Pr}}{[E-D]}$
Cyprian:	$\frac{yed^{Spell Pr}}{[Y-E-D]}$
Teacher:	<b>tylko</b> $\frac{ed^{Spell Pr}}{[E-D]}$ <b>Nie zamieniamy y na i, nie tylko y</b> TYLKO [E-D] NIE ZAMIENIAĆ Y Ø I Ø Ø Y
Kamil:	$\frac{Marry^{Spell Pr} \text{ } \emptyset \text{ } Married^{Spell Pr}}{[M-A-R-R-Y] \text{ } ZAMIENIĆ \text{ } [M-A-R-R-I-E-D]}$
Teacher: & Cyprian:	<b>O, tak. Bardzo dobrze.</b> $\frac{Bardzo dobrze.}{BARDZO DOBRY}$  (Approaching Ola and reading her exercise, then correcting it without saying anything) & <b>Pani!</b> $\frac{**Tak samo. Married^{Spell Pr}}{TAK SAMO [M-A-R-R-Y-E-D]}$ (to Jola) TY ROZUMIEĆ TROCZĘ  JA WSZYSTKO WIEM
Cyprian:	<b>Pani!</b> $\frac{**Married^{Spell Pr}}{[M-A-R-R-Y-E-D]}$
Teacher:	<b>A, nie.</b> $\frac{ryryiede^{Spell Pr}}{[R-R-I-E-D]}$ $\frac{Zaraz wytłumaczę.}{\emptyset \text{ TŁUMACZYĆ}}$ (going to the blackboard)
Cyprian:	<b>Aaa.</b>
Teacher:	$\frac{Wiesz?Wiesz?}{\emptyset \text{ WIEDZIEĆ}}$
Cyprian:	$\frac{Wiem, pani.}{WIEDZIEĆ \emptyset \text{ WIEDZIEĆ}}$
Teacher:	$\frac{Jeżeli przed 'y' ...}{\emptyset \text{ PRZED [Y]}}$

Cyprian:	(brilliant!) [R] <sup>signed with L hand</sup> [Y] <sup>signed with R hand</sup> WYRZUCIĆ [Y] <sup>signed with R hand</sup> [I – E – D] <sup>signed with R hand</sup> ZMIENIĆ WIEDZIEĆ
Teacher:	<u>Tak. A jeżeli tu jest 'o'</u> [Y] <sup>signed with R hand</sup> [O] <sup>signed with L hand</sup> ?(The teacher is trying to repeat what Cyprian did, but fails)
Kamil:	Nie. ZOSTAWIĆ [Y]
Cyprian:	<u>*Zostaw</u> ZOSTAWIĆ  <u>A jeżeli 'r' ied<sup>Spell Pr</sup> jeżeli 'T' ied<sup>Spell Pr</sup> jeżeli 'a' nie</u> JEŻELI [R] <sup>signed with L hand</sup> [I–E–D] <JEŻELI [T] <sup>signed with L hand</sup> > [I–E–D] JEŻELI [A] NIE
Teacher:	<u>Rozumiem. Wiecie, o co chodzi.</u> ROZUMIEĆ
Kamil:	<u>Die<sup>Spell Pr</sup></u> [D–I–E] [D–I–E]
Teacher:	[B–U–R–Y] [Y] [I–E–D] (trying to repeat Cyprian's sign, has difficulty understanding Kamil)
Kamil:	<u>Die<sup>Spell Pr</sup></u> [D–I–E]
Teacher:	Aaa. <u>'E' końcówka Ø 'd' 'd'</u> [E] KONIEC WSTAWIĆ [D] [D]
Kamil:	<u>Die<sup>Spell Pr</sup></u> [D–I–E] CO/TO/JEST
Teacher:	UMRZEĆ
Kamil:	<u>question</u> UMRZEĆ
Teacher:	Tak.
Cyprian:	<u>Pani! **Die<sup>Spell Pr</sup></u> [D–I–E–D]
Teacher:	Tak. [D] [D]
Weronika:	Skończyłam. Mogę zdanie.



## Appendix 6

### Task 8 and task 9 – writing – version for D/deaf graduates - basic level

(Retrieved from

[https://cke.gov.pl/images/\\_EGZAMIN\\_MATURALNY\\_OD\\_2015/Arkusze\\_egzaminacyjne/2020/formula\\_od\\_2015/jezyk\\_angielski/MJA-P1\\_7P-202.pdf](https://cke.gov.pl/images/_EGZAMIN_MATURALNY_OD_2015/Arkusze_egzaminacyjne/2020/formula_od_2015/jezyk_angielski/MJA-P1_7P-202.pdf))

Wypowiedź pisemna (0–11)

**Zadanie 8.**

Popatrz na zdjęcie. Odpowiedz na pytania 8.1.–8.3. pełnymi zdaniami w języku angielskim. W pytaniu 8.3. nie musisz udzielać prawdziwej odpowiedzi, możesz ją wymyślić.



[www.verywellfamily.com/](http://www.verywellfamily.com/)

8.1. Where are these people?

---

---

8.2. Why are they smiling?

---

---

8.3. Who do you usually go shopping with? Why?

---

---

**Zadanie 9.**

Chcesz zaprosić koleżankę z Anglii na przyjęcie, które organizujesz. W e-mailu do koleżanki:

- napisz, kiedy i z jakiej okazji organizujesz to przyjęcie
- opisz przygotowania do przyjęcia
- poinformuj, jak dojechać do miejsca, w którym odbędzie się przyjęcie.

*Rozwiń* swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że jej długość powinna wynosić od 50 do 100 słów (nie licząc słów, które są podane). Oceniane są: umiejętność *pełnego* przekazania informacji, spójność i logika wypowiedzi oraz zakres i poprawność środków językowych.

Podpisz się jako XYZ.

**CZYSTOPIS**

Dear Jenny,

I'm writing to tell you about a party I'm organising.

.....

.....

.....

.....

.....

.....

.....

Treść		Spójność i logika	Zakres i poprawność	RAZEM
Zadanie 8	Zadanie 9			
0-1-2-3	0-1-2-3-4	0-1	0-1-2-3	

## Appendix 7

### A selection of morpho-syntactic errors made by D/deaf graduates in the Matura written works in 2020

1) **Incorrect construction of a verb phrase, consisting in omitting an element, adding an element, using an incorrect form of a given element of a verb phrase, using individual elements in the wrong order.**

<i>Omission</i>
<ul style="list-style-type: none"> <li>▪ They <b>Ø smiling</b> because a new clothes</li> <li>▪ <b>My party</b> will <b>Ø amazing and funny</b></li> </ul>
<i>Addition</i>
<ul style="list-style-type: none"> <li>▪ I'm usually <b>go</b> shopping with my friends, because they can helping find a some new dress.</li> <li>▪ I'm <b>want</b> writing to you because my boring my house.</li> <li>▪ He's <b>is</b> a birthday.</li> <li>▪ He <b>is be</b> heppy is going to you</li> </ul>
<i>Incorrect form of a verbal element</i>
<ul style="list-style-type: none"> <li>▪ I'm <b>want writing</b> to you because my boring my house.</li> <li>▪ You <b>don't going</b> with prezent.</li> <li>▪ The people <b>is buy</b> T-shirt in the shop.</li> <li>▪ Party <b>will started</b> in my house in Warsaw ul. Piłsiedzkiego five.</li> <li>▪ I'll <b>sent</b> you my adress in SMS soon.</li> <li>▪ My party <b>will is</b> in the restaurant.</li> </ul>
<i>Incorrect order of the elements</i>
<ul style="list-style-type: none"> <li>▪ Party <b>start will</b> next to Saturday.</li> <li>▪ ... he <b>not will</b> my home.</li> <li>▪ Usually I go to shopping with friends, because <b>can me help</b> which are nice clothers</li> </ul>

Table 1: **Incorrect construction of a verb phrase**

2) **Misuses of tenses**

<i>Past Simple instead of Present Perfect</i>
<ul style="list-style-type: none"> <li>▪ They are smiling because they <b>found</b> a nice shirt ....</li> <li>▪ I just <b>bought</b> a new audio system ...</li> <li>▪ My parents <b>started</b> cleaning a garden ...</li> </ul>
<i>Present Continuous instead of Present Simple</i>

<ul style="list-style-type: none"> <li>▪ I'm <b>living</b> in the Zamosc center.</li> </ul>
<i>Present Simple instead of Present Perfect</i>
<ul style="list-style-type: none"> <li>▪ A woman <b>find</b> a beautiful T-shirt for boy.</li> </ul>
<i>Present Simple instead of Present Continuous</i>
<ul style="list-style-type: none"> <li>▪ The mother <b>buy</b> t-shirt for a son.</li> </ul>
<i>Present Perfect instead of Future Simple</i>
<ul style="list-style-type: none"> <li>▪ It's <b>been</b> on Friday. We will have a big grill ...</li> </ul>
<i>Past Simple instead of Future Simple</i>
<ul style="list-style-type: none"> <li>▪ Tomorrow I <b>finded</b> very fun games so we playing in it when you going.</li> </ul>
<i>Present Simple instead of Past Simple</i>
<ul style="list-style-type: none"> <li>▪ I <b>buy</b> new house with my boyfriend.</li> <li>▪ Yesterday my father <b>works</b> in Norway and he not will my home.</li> <li>▪ My friends <b>buy</b> new car.</li> </ul>
<i>Past Simple instead of Present Simple</i>
<ul style="list-style-type: none"> <li>▪ I usually go shopping with my mother, because she always <b>paid</b> for me.</li> <li>▪ Go shopping usually with my mum, because great advice and <b>helped</b> me choose t-shirt</li> <li>▪ I usually go to shopping with my friends, because they are very funny and we <b>bought</b> clothes and sweets.</li> </ul>
<i>Future Continuous instead of Future Simple</i>
<ul style="list-style-type: none"> <li>▪ It <b>will be happening</b> in one week.</li> </ul>
<i>Present Simple instead of Future Simple</i>
<ul style="list-style-type: none"> <li>▪ I want also notice that party <b>takes place</b> in Gorzelin ...</li> </ul>

Table 1: Misuses of tenses

### 3) Misuses of past tense morpheme

<ul style="list-style-type: none"> <li>▪ They are smiling, because they been happy <b>buyed</b> new t-shirt for child.</li> <li>▪ Tomorrow I <b>finded</b> very fun games so we playing in it when you going.</li> <li>▪ <b>Happyed</b> go shopping</li> </ul>
--

Table 3: Misuses of past tense morpheme

### 4) Misuses of verb patterns

<ul style="list-style-type: none"> <li>▪ I <b>like go</b> to the shopping because in shop is very colorful t-shirt</li> <li>▪ I'm <b>going to organising</b> my birthday party.</li> <li>▪ I <b>would like that it party has been</b> in next week. (<i>I would like this party to be next week.</i>)</li> <li>▪ I <b>want invite</b> your my part-time.</li> <li>▪ I <b>helping my mom baking</b> cake</li> <li>▪ I <b>going</b> with my friends to the shop <b>bought</b> food</li> <li>▪ I'm usually go shopping with my friends, because they <b>can helping</b> find a some new</li> </ul>
---

<p>dress.</p> <ul style="list-style-type: none"> <li>▪ <b>I'm want writing</b> to you because my boring my house.</li> <li>▪ <b>I love eat</b> fresh fish with vegetables.</li> <li>▪ <b>I want also notice</b> that party takes place in Gorzelin ...</li> <li>▪ Looking forward to <b>see</b> you!</li> </ul>
---

Table 4: Misuses of verb patterns

## 5) Misuses of modals

<i>Incorrect modal used</i>
<ul style="list-style-type: none"> <li>▪ You would fly by plane with my friend Rachel. → <i>You should / Get a plane</i></li> <li>▪ They can be in city centre. → <i>They might be ...</i></li> </ul>
<i>Incorrect modal pattern</i>
<ul style="list-style-type: none"> <li>▪ Go shopping with mother and children because they <b>must bought</b> new T-shirt.</li> <li>▪ If you <b>can coming</b> to me in Poland, I will go to airport and I will take you.</li> <li>▪ I <b>must doing</b> a shopping.</li> <li>▪ You <b>must will arrive</b> by bus number 509.</li> <li>▪ You <b>must to go</b> to home by TAXI because car is fast and safely. When we <b>don't must to go</b> to the school, we can meet on a party.</li> </ul>

Table 5: Misuses of modals

## 6) Lack of concord or agreement including lack of subject-verb agreement

<ul style="list-style-type: none"> <li>▪ They are smiling because <b>the boy like</b> blue color on t-shirt.</li> <li>▪ My little sister <b>Aurelia have</b> a 1<sup>st</sup> birthday.</li> <li>▪ <b>She love</b> hors and dog.</li> <li>▪ <b>A woman find</b> a beautiful T-shirt for boy.</li> <li>▪ <b>The mother buy</b> t-shirt for a son.</li> <li>▪ I go usually shopping with mother, because <b>my mother help</b> me which clothes</li> <li>▪ <b>She always say</b> which clothes are beautiful and good for me.</li> <li>▪ <b>You has</b> go plane do Cracow Airport</li> <li>▪ They are smiling, because her <b>son go</b> to new scholl and <b>mother buy</b> for his new clothes.</li> <li>▪ <b>My sister do</b> beautiful a cake.</li> <li>▪ <b>This movie end</b> about 24.</li> <li>▪ ... because <b>this shop have</b> a lot of clothes.</li> <li>▪ They are smiling because perhaps <b>mother choose</b> perfectly T-shirt for son, and <b>her son like</b> this T-shirt.</li> <li>▪ I usually go shopping with my family, because me family knows, what <b>I likes</b> and <b>they knows</b> my style.</li> <li>▪ My friend – <b>Emilia have</b> a birthday on 19 September in Saturday.</li> <li>▪ <b>My mum buy</b> good cake and fresh fruit.</li> </ul>
--

<ul style="list-style-type: none"> <li>▪ I usually go shopping alone because <b>my friends and family doesn't have</b> a time to go with me.</li> </ul>
<ul style="list-style-type: none"> <li>▪ When <b>you was</b> ...</li> <li>▪ <b>My house are</b> big and white</li> <li>▪ They are smiling, because boy mom bought him blue t-shirt, probably <b>he need</b> t-shirt in graduation.</li> <li>▪ <b>You is writing</b> to email give information.</li> <li>▪ <b>My sister help</b> me because <b>I hasn't do</b> some.</li> <li>▪ I invite my brother, because <b>he want</b> to help me to clean room and bathroom.</li> </ul>

Table 6: **Lack of agreement**

### 7) Verb omission

<ul style="list-style-type: none"> <li>▪ These people <b>Ø</b> perhaps in the shop...</li> <li>▪ Go shopping usually with my mum, because <b>Ø</b> great advice and helped me choose t-shirt</li> <li>▪ I reserved movie on cinema, because on the my birthday day <b>Ø</b> premiere "Lion King"</li> <li>▪ Say hello parents and tell me if July <b>Ø</b> good time for you.</li> <li>▪ <b>Organising party in garden, but is cold tomorrow, party Ø in house.</b></li> <li>▪ <b>My home Ø in London road. Grochowa 38B there is color blue.</b></li> <li>▪ <b>On the My Brithday Ø great fun and good music.</b></li> </ul>
---

Table 7: **Verb omission**

### 8) Misuses of sequence of tenses

<ul style="list-style-type: none"> <li>▪ My mother have a brithday so <b>I thought that organise</b> a the event I am busy and tiry.</li> </ul>
---

Table 8: **Misuses of sequence of tenses**

### 9) Misuses of active and passive voice

<ul style="list-style-type: none"> <li>▪ <b>The party will organised in my house.</b></li> <li>▪ <b>My birthday party organised in my house in Monday.</b></li> <li>▪ <b>You are invide on my birthday on party.</b></li> <li>▪ <b>Now, I satisfied with professional life, but something was still missing.</b></li> </ul>
---

Table 9: **Misuses of active and passive voice**

### 10) Misuses of imperatives

<ul style="list-style-type: none"> <li>▪ <b>Please, you come to party!</b></li> <li>▪ <b>Please you visite me in Brighton.</b></li> <li>▪ <b>I think you call me!</b></li> <li>▪ <b>You go to train number 14 on street Dworzec Główny and going Bibrostral next going</b></li> </ul>
---

**left and finish. My home is number 50/25.**

- You aren't going **on bus**.
- **If you're in London, go outside and** you take bus, **it will take around 5 minutes and I'll take you to my home.**

Table 10: Misuses of imperatives

### 11) Errors in indirect speech

- You know must **where is this place my party**.
- Please write to **tell me Do you going** my party.
- **So you know where is my lovely house**.
- **Usually I go to shopping with friends, because can me help** which are nice clothers.

Table 11: Errors in indirect speech

### 12) Misuses of conditionals

- If you will be **on this party, that event has place next monday in restaurant**.

Table 12: Misuses of conditionals

### 13) Errors in the use of relative clauses and relative pronouns

- They are smiling because they found a nice shirt **that** both of them like **it**.
- In the picture I can see people **Ø** are in the shops.
- The party is for all **which** leave a school.

Table 13: Errors in the use of relative clauses and relative pronouns

### 14) Complement clause-related errors

- **I please you, that you must** a smart clothes, and some must buying dress.
- I suppose that **you know how travel** to my home
- I have alcohol, **I know then you like** alcohol.
- You would know **how drive** to my house at party?
- In the kitchen I try to learn **how to it** a cake.
- I will to you, **how ride** to party
- **I've gonna sent you exactly informations**, how do you come **to my house**.
- If you choose drive a car that I must know **how you can for me drive ...**
- I have alcohol, I know **then** you like alcohol.

Table 14: Complement clause-related errors

### 15) Adverbial clause-related errors

<ul style="list-style-type: none"> <li>▪ <b>They smiling</b> Ø buy new shirt</li> <li>▪ <b>They are smiling</b>, because they been happy bought new t-shirt for child</li> </ul>
--

Table 15: Adverbial clause-related errors

### 16) Incorrect singular / plural noun forms

<ul style="list-style-type: none"> <li>▪ She always gives me good <b>advices</b> ...</li> <li>▪ The people are in the shop with clothes and with other <b>stuffs</b>.</li> <li>▪ I'm cooking <b>very good cookie</b>.</li> <li>▪ <b>Today I buy</b> balloon's, birthday cake and decorations and sweets.</li> <li>▪ <b>They are you buy</b> wearing t-shirt and jean.</li> <li>▪ <b>In the home are</b> drink and eat, cake chocolate, alcohole drink and music to the morning.</li> <li>▪ <b>I probably went</b> a Gdańsk, becouse a must buy a lot of plate.</li> <li>▪ <b>You are buying</b> drink juice orange, beer and present.</li> <li>▪ <b>My prepare on my party</b> it food, drink and going to play vollyball.</li> <li>▪ <b>However it needs to help</b> me organising a party, and bring drink cola, chips, pizza and alcohol, but also dance and swim so it will great.</li> <li>▪ <b>There are</b> a lot of thing to do.</li> <li>▪ <b>I usually go shopping with my mum</b>, because she gives me good advices about clothes.</li> <li>▪ <b>At the night we will</b> dance and drink some alcohols.</li> <li>▪ <b>Hugs and</b> kiss.</li> <li>▪ <b>These people are</b> in cloth shop.</li> </ul>
--

Table 16: Incorrect singular / plural noun forms

### 17) Lack of agreement in the noun phrase

<ul style="list-style-type: none"> <li>▪ I probably went a Gdańsk, becouse a must buy <b>a lot of plate</b>.</li> <li>▪ <b>There are</b> a lot of thing to do.</li> <li>▪ These day <b>will be</b> a party.</li> </ul>
--

Table 17: Lack of agreement in the noun phrase

### 18) Subject omission

<ul style="list-style-type: none"> <li>▪ Ø <b>Organising party in garden</b>, but Ø is cald tomorrow, party in house.</li> <li>▪ Ø <b>Go shopping with mother and children</b> because they must bought new T-shirt.</li> <li>▪ <b>I do usually go shopping with my dad</b> because Ø spent together time.</li> <li>▪ <b>They smiling</b>, because Ø look awesome and new clothes good looking.</li> <li>▪ Ø <b>Were buying</b> a new t-shirt for boy.</li> <li>▪ <b>I usually shopping with Mother</b>. Because Ø is friendly and help me in the someone</li> </ul>
--



<p>buying.</p> <ul style="list-style-type: none"> <li>▪ Ø Buying a cake, and some presents.</li> <li>▪ They are smiling, because Ø paid new a T-shirt.</li> <li>▪ They are smiling because Ø can't wait to buy a new blue clothes.</li> <li>▪ I hope Ø will see you soon.</li> <li>▪ My prepare on my party it food, drink and Ø going to play vollyball.</li> <li>▪ Ø Will eat grill.</li> <li>▪ I hope Ø will fantastic!</li> <li>▪ Party is five May 2020 year, Ø is my birthday.</li> <li>▪ We are drive a car, Ø is 15 minutes at the centrum.</li> <li>▪ They are smiling because Ø are happy.</li> <li>▪ Secondly Ø will a good party in the club.</li> <li>▪ Usually I go to shopping with friends, because Ø can me help which are nice clothers.</li> <li>▪ They are smiling, because Ø will buy nice in colour blue t-shirt for young a boy.</li> <li>▪ Because They life happy and Ø have good home, son is happy, He like blue color.</li> <li>▪ Usually Ø go shopping</li> <li>▪ I usually go shopping with my friends, because we like talk and Ø like clothes.</li> <li>▪ I have a birthday, Ø want you with me in day my birthday.</li> <li>▪ Ø Go shopping usually with my sister, because I love make a with she a day.</li> <li>▪ With my sister Ø love go shopping a buy new clothes.</li> <li>▪ Usually I go with my brother because I have a good relationship with his and Ø like spend time with him.</li> </ul>
---

Table 18: Subject omission

### 19) Errors in subject/object pronouns

<ul style="list-style-type: none"> <li>▪ I will prepare a few films and we will watch Ø in the evening or at night.</li> <li>▪ I'm going to do Ø on Saturday in September.</li> <li>▪ Let Ø go!</li> <li>▪ I hope our konservation is good for our.</li> <li>▪ I want organising Ø in Brighton, beaufitul views and variety of attractions, I want you visit me and very big Brighton.</li> <li>▪ It will find my home!</li> <li>▪ I think the kid want it shirt, and mom accepting it and buying for him. So kid is happy.</li> <li>▪ I can't believe Ø.</li> <li>▪ Usually I go with my brother because I have a good relationship with his and like spend time with him.</li> <li>▪ Me tomorrow go to you.</li> <li>▪ My prepare on my party it food, drink and going to play vollyball.</li> </ul>
--

- **I see Ø soon!**
- **I have a birthday, Ø want you with me in day my birthday.**
- They are smiling, because her son go to new scholl and mother buy for **his** new clothes.
- I usually go shopping with my family, because **me** family knows, what I likes and they knows my style.
- **Go shopping usually with my sister, because I love make a with she a day.**

Table 19: Errors in subject/object pronouns

## 20) Errors in demonstrative pronouns

- They **people** is two mom and son.→ *These people*
- That my party will in 30th January.
- It **organise** will be as soon, 27 July 2020.
- **I inform** you, It party will be in my biggest house, which I'm living it here.
- **I think the kid** want it shirt, and mom accepting it and buying for him. So kid is happy.
- These **day** will be a party.

Table 20: Errors in demonstrative pronouns

## 21) Errors related to possessive 's

- **They are smiling**, because boy mom **bought him** blue t-shirt, probably he need t-shirt in graduation.
- **They are in the** shop clothes's.
- **I'm organising** the birthday my friend Iris, a party will on 20 July 2020 year in house London.
- **My writing** "BIRTHDAY Iris – 20 YEARS OLD"
- **People are the a** clothe's shop.
- Home my frinds
- **I will send you** a picture my home, so you will know which is my home.

Table 21: Errors related to possessive 's

## 22) Errors in possessive adjectives

- **Hello! Ø** Name is Karol.
- **I think o** shopping with Ø family because I feel happy.
- My usually go shopping...is nice dzins, sweater, short, cap.
- **I am waiting** you for letter.
- **I usually shopping** with Ø Mother.
- **She with Ø** son go shopping, beause buy t-shirty a shop.

<ul style="list-style-type: none"> <li>▪ I like go shopping. I and Ø sister yesterday go shopping.... dzins.</li> <li>▪ Mum is going to buy T-shirt for Ø son.</li> <li>▪ I bought a decorate, food, juice and a present for Ø mum.</li> <li>▪ You will see a my address in phone.</li> <li>▪ They are smiling, because son gets for Ø mother new blouse.</li> <li>▪ I with Ø boyfriend go shopping, because he help me forever, I love him.</li> <li>▪ I prefer my father, because he can buy for my clothes, co I don't need to pay from Ø own cash.</li> <li>▪ With Ø girl friend, I feel better</li> <li>▪ I like go shopping. I and Ø sister yesterday go shopping.... dzins</li> <li>▪ You can from a home to me house.</li> <li>▪ I want invite your my part-time.</li> <li>▪ They are son like spent time with he's mom in go the shopping</li> </ul>
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Table 22: Errors in possessive adjectives

### 23) Comparative/superlative-related errors

<ul style="list-style-type: none"> <li>▪ It's really <b>big than my older</b> house.</li> </ul>
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Table 23: Comparative/superlative-related errors

### 24) Misplacement of the adverb.

<ul style="list-style-type: none"> <li>▪ I <b>do usually</b> shopping food because I buy fresh food.</li> <li>▪ I <b>go usually</b> shopping with mother, because my mother help me which clothers</li> <li>▪ I <b>go shopping usually</b> with my mom</li> <li>▪ <b>Go shopping usually</b> with my sister</li> <li>▪ I <b>already have rented</b> whole restaurant for a night.</li> </ul>
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Table 24: Misplacement of the adverb.

### 25) Errors related to the use of definite / indefinite articles

<p><i>Omission of 'the'</i></p>
<ul style="list-style-type: none"> <li>▪ I want to have a great party so I could say goodbye to all of Ø people I care about.</li> <li>▪ I have been working Ø whole May so I could afford this party.</li> <li>▪ Mother and son, Ø mother help Ø son by buying clothes.</li> <li>▪ Because Ø boy is happy Ø new t-shirt.</li> <li>▪ Ø Restaurant is next to my home.</li> <li>▪ They can be in Ø city centre.</li> <li>▪ A woman find a beautiful T-shirt for Ø boy.</li> <li>▪ They smiling because they find a good T-shirt for Ø boy.</li> <li>▪ Ø Party will be in huge, white, gold restaurant "Marzenie".</li> <li>▪ The people are smiling, because Ø T-shirt is on sale and is good.</li> </ul>

<ul style="list-style-type: none"> <li>▪ I already have rented <b>Ø</b> whole restaurant for a night.</li> <li>▪ To get to <b>Ø</b> restaurant you will have to take train to Przyłbicowo.</li> </ul>
<i>Redundant use of 'the'</i>
<ul style="list-style-type: none"> <li>▪ ... in <b>the</b> my house</li> <li>▪ You must turn <b>the</b> left and all the time look in the house.</li> <li>▪ You should travel to <b>the</b> Poland in Cracow...</li> <li>▪ My friends always go <b>the</b> shopping, because no need boring.</li> </ul>
<i>Omission of 'a'/'an'</i>
<ul style="list-style-type: none"> <li>▪ She always gives me good advices about how to get dressed in <b>Ø</b> modern way.</li> <li>▪ He lives in Spain because of <b>Ø</b> better offer at his job.</li> <li>▪ This supriese is <b>Ø</b> little pony.</li> <li>▪ My house is very small with <b>Ø</b> beautiful garden and <b>Ø</b> big tree.</li> <li>▪ These people are in <b>Ø</b> clothes shop.</li> <li>▪ The mother buy <b>Ø</b> t-shirt for a son.</li> <li>▪ ... there is <b>Ø</b> house with blue walls.</li> <li>▪ Party will be in <b>Ø</b> huge, white, gold restaurant "Marzenie".</li> <li>▪ My mum buy <b>Ø</b> good cake and fresh fruit.</li> <li>▪ I'm bought the chairs and <b>Ø</b> table but ever people can sit and eatch.</li> <li>▪ To get to restaurant you will have to take <b>Ø</b> train to Przyłbicowo.</li> </ul>
<i>Redundant use of 'a'/'an'</i>
<ul style="list-style-type: none"> <li>▪ I have to buy <b>a</b> juice, ballons and alcohol.</li> <li>▪ Yes, I do usually go shopping with <b>a</b> friends, because I like</li> <li>▪ ... trun <b>a</b> left</li> <li>▪ I'm doing a really big background for <b>a</b> photos.</li> <li>▪ I already have <b>a</b> the best gift for Emilia and I'm making a cupcakes now.</li> </ul>
<i>'A'/'an' instead of 'the'</i>
<ul style="list-style-type: none"> <li>▪ Food in <b>a</b> party will tacos, sandawich, chips, juice, water and coca-cola.</li> <li>▪ <b>A</b> woman find a beautiful T-shirt for boy.</li> <li>▪ The mother buy t-shirt for <b>a</b> son. (her)</li> <li>▪ My parents started cleaning <b>a</b> garden ...</li> <li>▪ I moved from my city to <b>a</b> countryside near Warsaw</li> </ul>

Table 25: Errors related to the use of definite / indefinite articles

**26) Errors related to the incorrect use of prepositions: i) omission of a preposition, ii) using a redundant preposition, iii) wrong use of a preposition**

<i>Omission</i>
<ul style="list-style-type: none"> <li>▪ According <b>Ø</b> the text I wrote ...</li> <li>▪ My birthday is <b>Ø</b> sixteen March 2025 years.</li> <li>▪ Is the people mamand son <b>Ø</b> a shop.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Because boy is happy <b>Ø</b> new t-shirt.</li> <li>▪ I want invite your <b>Ø</b> my part-time.</li> <li>▪ Say hello <b>Ø</b> parents and tell me if July good time for you.</li> <li>▪ The party will be <b>Ø</b> 8 May at 18:00.</li> </ul>
<i>Redundant use of prep</i>
<ul style="list-style-type: none"> <li>▪ Party start will next <b>to</b> Saturday.</li> <li>▪ That's why I want to invite you on my birthday party which will be <b>in</b> next Saturday at 8 p.m.</li> </ul>
<i>Wrong use of prepositions</i>
<ul style="list-style-type: none"> <li>▪ The date of the party is on sixth July <b>at</b> the evening. → <i>in</i></li> <li>▪ Party start will <b>next to</b> Saturday. → <i>next</i></li> <li>▪ Are they smiling because bought new clothes and shoes <b>in</b> the school → <i>for</i></li> <li>▪ I'm organising a party my birthday <b>in</b> home. → <i>at</i></li> <li>▪ I hope that you will be <b>in</b> this party. → <i>at</i></li> <li>▪ It was <b>in</b> Friday and organising my birthday. → <i>on</i></li> <li>▪ They are smiling, because they can buy clothes which are <b>in</b> sale. → <i>on</i></li> <li>▪ They are smiling, because boy mom bought him blue t-shirt, probably he need t-shirt <b>in</b> graduation. → <i>for</i></li> <li>▪ I'm looking forward <b>for</b> your response. → <i>to</i></li> <li>▪ This party will in my new house, so I am cleaning my home And Yesterday I bought new shoes and dress <b>in</b> the party. → <i>for</i></li> <li>▪ I'm organising my birthday party <b>in</b> 24 th July on holiday. → <i>on</i></li> </ul>

Table 26: **Errors related to the incorrect use of prepositions: i) omission of a preposition, ii) using a redundant preposition, iii) wrong use of a preposition**

## 27) Errors related to the incorrect use of conjunctions

<ul style="list-style-type: none"> <li>▪ <b>She with her son in a gallery, but her son wouldly a new clothing.</b> → <i>because</i></li> </ul>
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Table 27: **Errors related to the incorrect use of conjunctions**

## 28) Faulty word order

<ul style="list-style-type: none"> <li>▪ On 24<sup>th</sup> July will my <b>party birthday</b></li> <li>▪ Becaus they got <b>new a T-shirt</b>.</li> <li>▪ You are buying drink <b>juice orange</b>, beer and present.</li> <li>▪ <b>Are these people</b> in shop with clothes</li> <li>▪ I buy <b>in supermarket food</b>.</li> <li>▪ <b>People these</b> are shopping.</li> <li>▪ I am waiting <b>you for</b> letter. → <i>for your letter</i></li> <li>▪ In the end of the June <b>will start holidays</b>.</li> <li>▪ Please <b>me contact!</b></li> </ul>
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<ul style="list-style-type: none"> <li>▪ <b>Usually I go to shopping with friends, because can me help</b> which are nice clothers.</li> </ul>
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Table 28: Faulty order

### 29) Extra words

<ul style="list-style-type: none"> <li>▪ <b>They are</b> you buy <b>wearing t-shirt and jean.</b></li> <li>▪ You <b>they are smiling S-Thirst.</b></li> <li>▪ <b>I is went to work.</b></li> <li>▪ <b>People are is to shopping.</b></li> <li>▪ <b>My party will be in my the garden.</b></li> <li>▪ <b>This party will start at five o'clock p.m. in the my house.</b></li> <li>▪ ... <b>Tom went invite more a lot people.</b></li> <li>▪ <b>I know the party will so very cool.</b></li> <li>▪ <b>They are smiling is for fun.</b></li> <li>▪ <b>Now she is coming back from abroad and will be in next monday.</b></li> </ul>
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Table 29: Extra words

### 30) Syntactic loan translation (typically Polish syntactic structures)

<ul style="list-style-type: none"> <li>▪ <b>Finally</b> I lived there for one year.</li> <li>▪ The people are in the <b>shop with clothes ...</b></li> <li>▪ My birthday is Ø sixteen March <b>2025 years.</b></li> <li>▪ I think, <b>best going to the busy.</b></li> <li>▪ My little sister Aurelia <b>have a 1<sup>st</sup> birthday.</b></li> <li>▪ My house <b>is colour green and next to is garden.</b></li> <li>▪ <b>Home my frinds</b></li> <li>▪ I live <b>in center city</b> so you easy go my house.</li> <li>▪ I'm organising <b>party birthday in</b> the Sunday</li> <li>▪ These people are <b>on shopping</b> in big shops.</li> <li>▪ Birthday party will be <b>in this day.</b></li> <li>▪ List of <b>people on the party</b> is long.</li> <li>▪ I'm so excited <b>that you looking next week.</b></li> <li>▪ They are smiling because <b>spent together time.</b></li> <li>▪ <b>I have birthday today...</b></li> <li>▪ <b>I really very wont ?? you see.</b></li> </ul>	<ul style="list-style-type: none"> <li>→ After all,</li> <li>→ clothes shop</li> <li>→ 2025</li> <li>→ It's best to go by bus.</li> <li>→ It's my sister's 1<sup>st</sup> birthday.</li> <li>→ My house is green and there is a house next to it.</li> <li>→ My friends' house</li> <li>→ in the city centre</li> <li>→ a birthday party on Saturday</li> <li>→ doing shopping</li> <li>→ on this day</li> <li>→ people invited to the party</li> <li>→ that I will see you</li> <li>→ spend time together</li> <li>→ It's my birthday today</li> <li>→ I really want to see you.</li> <li>→ to the party</li> <li>→ my birthday is soon.</li> <li>→ near Warsaw</li> </ul>
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<ul style="list-style-type: none"> <li>▪ I invite you <b>on party</b>, because this is my 19<sup>th</sup> birthday party.</li> <li>▪ As you know <b>my birthday are soon</b>.</li> <li>▪ My house is <b>under to Warsaw</b>.</li> <li>▪ <b>I have hope</b> that you for me drive in my birth.</li> <li>▪ I'm organise a party <b>with occassion my birthday</b>.</li> </ul>	<p>→ I hope → for my birthday</p>
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Table 30: Syntactic oan translation

### 31) Errors accumulation

<ul style="list-style-type: none"> <li>▪ Idea I like say top madl is my friend 8.</li> <li>▪ You are in google maps go to the park in Warsaw</li> <li>▪ The transport is easy, to get to by bus or car to place in roller coaster in small city over London.</li> <li>▪ Mum and daungther sonin galery shopinng.</li> <li>▪ Daungther is happiens Mum present T-shirt and dressed.</li> <li>▪ Please clothes a pool and swim, I have a pool on swim is cool.</li> <li>▪ Ever organising plan going very good.</li> <li>▪ They will shopping bay ate: drink, cola and pepsi cake.</li> <li>▪ 5 p.p have grill. drink: tea and milk.</li> <li>▪ Thet went hous are from 2 p.m.</li> <li>▪ Yes, are they smiling. Because the buy on a T-shirt.</li> <li>▪ So, I haven't where lives my friend?</li> <li>▪ You across in catedral for oven park.</li> <li>▪ So, you never is this ist?</li> <li>▪ Someone writes in my email, okay?</li> <li>▪ Why usually go shopping with wore casull clotheros</li> <li>▪ Anyway the best it.</li> <li>▪ Where are usually a drive?</li> <li>▪ My action to brithay is ok.</li> <li>▪ I very wanna for u a going to the party.</li> <li>▪ In the shopping time mother wearing son polo t-shirt son</li> <li>▪ They are son like spent time with he's mom in go the shopping. About say Mother and son smiling</li> <li>▪ Usually go shopping with Mother and son, a bought wear mom for a son</li> <li>▪ Been grill party, very funiest, abig friends and family, been delicious foods, drinks</li> <li>▪ On my birthday a better drove speed commicate metro trains, is not along at station, 10 minutes walking a forrest</li> <li>▪ These are people T-shirt he at amazing.</li> </ul>
---

- Shopping with T-shirt and have at amazing buy
- All time is 3 week. Long...

Table 31: **Errors accumulation**