

Zestaw 1 - modelowe odpowiedzi

MaturaAngielski.org - autorski materiał ćwiczeniowy zgodny z formatem CKE

Wprowadzenie

Model odpowiedzi realizuje wszystkie elementy polecen i pokazuje sposób rozwijania wypowiedzi wymagany na egzaminie. Wynik 30/30 zależy również od wymowy, płynności, poprawności językowej oraz naturalnego reagowania na egzaminującego.

Rozmowa wstępna

Rozmowa wstępna

Egzaminujący wybiera kilka pytań. W tym modelowym przebiegu zadaje trzy.

What do you like most about your school? Why?

What I like most about my school is the friendly atmosphere. Most of the teachers are helpful, and I have a good relationship with my classmates. I also enjoy taking part in school events because they give us a chance to do something together.

What do you do to stay healthy?

I try to exercise two or three times a week and walk whenever possible. I also eat plenty of vegetables and try not to drink too many sugary drinks. Getting enough sleep is sometimes difficult, but I know it is important.

How do you usually get to school?

I usually get to school by bus because I live quite far away. The journey takes about twenty minutes. When the weather is warm, I sometimes cycle because it is healthier and more environmentally friendly.

Zadanie 1

Zadanie 1. Rozmowa z odgrywaniem roli

Przykładowy dialog

Zdający

Hi, I wanted to tell you about an event our school is planning. Next month, we are going to have a day without mobile phones.

Egzaminujący

That sounds interesting. What is the main purpose of the event?

Zdający

The main aim is to encourage students to spend less time looking at screens. Many students check social media during every break instead of talking to one another. The event could help us communicate more and concentrate better during lessons.

Egzaminujący

What are students going to do during the breaks?

Zdający

The school is planning several activities, including board games, sports competitions and a quiz between classes. There will also be a reading area in the library. I think the day will be successful if students have enough interesting things to do.

Egzaminujący

Will students be allowed to bring their phones to school?

Zdający

Yes, but they will have to switch them off and leave them in special boxes in their classrooms. They will get them back at the end of the school day. Teachers will keep their phones so that they can contact someone in an emergency.

Egzaminujący

I'm not sure students will agree to give up their phones.

Zdający

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Some students may complain at first because they are used to checking their phones all the time. However, it is only one day, so I think most of them will accept the rules. The school should explain the purpose of the event before it takes place.

Egzaminujący

What if someone needs to contact their parents?

Zdający

In an emergency, the student could use the phone in the school office or ask a teacher for help. Parents should also receive information about the event in advance, so they will know how to contact the school.

Egzaminujący

Perhaps we could offer a prize to the class that follows the rules best.

Zdający

That's a great idea. The winning class could receive cinema tickets or have an extra class trip. A competition would probably motivate more students to take part. What kind of prize do you think would be the most attractive?

Dlaczego to jest dobra realizacja?

Uczeń omawia wszystkie cztery kwestie: cel wydarzenia, planowane zajęcia, zasady korzystania z telefonów i możliwe reakcje uczniów.

Reaguje na wątpliwości egzaminującego i rozwija argumenty.

Proponuje rozwiązanie problemu oraz zadaje naturalne pytanie podtrzymujące rozmowę.

Zadanie 2

Zadanie 2. Opis ilustracji i odpowiedzi na trzy pytania

Opis zdjęcia

The picture shows a group of teenagers working in a school garden. They are outside, probably next to their school building. There are five students in the photo. Two of them are planting vegetables, while a girl on the right is watering the plants. The other students are preparing the soil and using gardening tools. They are wearing casual clothes and protective gloves. There is also a wooden box containing vegetables. The students seem focused, but they also look relaxed and happy. They are probably taking part in an environmental school project.

Opis zawiera miejsce, osoby i wykonywane czynności, a także kilka istotnych szczegółów i logiczne przypuszczenie.

Why do you think these students have decided to work in the school garden?

They may be taking part in a project about healthy food or environmental protection. Working in the garden allows them to learn how plants grow and how much effort is needed to produce food. They may also want to make the area around their school more attractive.

Would you like to have more outdoor lessons at school? Why? / Why not?

Yes, I would. Outdoor lessons could make subjects such as biology or geography more practical and interesting. Students spend many hours sitting in classrooms, so learning outside would also give them some fresh air and physical activity. However, these lessons would depend on the weather.

Tell me about a situation when you worked with other people on a project.

Last year, I worked with three classmates on a presentation about renewable energy. We divided the work, and I was responsible for the part about solar power. At first, it was difficult to find a time when everyone was available, but we communicated online and finished the project on time. Our teacher gave us a very good mark, and I learned that teamwork requires good organisation.

Zadanie 3

Zadanie 3. Materiał stymulujący i odpowiedzi na dwa pytania

Wybór ilustracji i odrzucenie pozostałych propozycji

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I would choose picture 1 for the school poster. It shows a group of young people cycling together, so students can easily identify with them. The cyclists look happy and energetic, which presents cycling as an enjoyable activity rather than an obligation. They are also wearing helmets and using a cycle path, so the picture promotes safe travelling. Its message is positive, clear and directly connected with the aim of the campaign.

I would reject picture 2 because the bus is extremely crowded and the passengers look tired and uncomfortable. Although public transport is more environmentally friendly than travelling by car, this photograph might discourage students from using it.

I would also reject picture 3 because it shows only one person travelling in a car. The driver is stuck in heavy traffic, so the picture presents a problem rather than a positive solution. It could show students what they should avoid, but it would not be as motivating as picture 1.

For these reasons, I believe picture 1 would be the most effective choice.

W zadaniu 3 egzaminator zadaje dwa pytania spośród czterech. Poniżej pokazano dwie przykładowe odpowiedzi.

What could cities do to encourage people to cycle more often?

Cities should build more safe cycle paths and provide secure places where people can leave their bikes. They could also introduce affordable city bike systems and organise campaigns showing the health and environmental benefits of cycling. People would cycle more often if they felt safe on the roads.

What are the advantages and disadvantages of public transport?

Public transport is usually cheaper and more environmentally friendly than travelling by car. It can also reduce traffic and air pollution in cities. However, buses and trains may be crowded, delayed or unavailable late at night. Passengers also have to follow a fixed timetable.

Kryteria wysokiej punktacji

Dlaczego te odpowiedzi mogą uzyskać bardzo wysoką punktację?

Uczeń realizuje i rozwija wszystkie elementy polecenia.

Reaguje bezpośrednio na wypowiedzi egzaminującego.

Uzasadnia opinie, decyzje i wybory.

Podaje przykłady i dodatkowe szczegóły.

Stosuje różne czasy i konstrukcje gramatyczne.

Używa słownictwa odpowiedniego do tematu.

Mówi spójnie i nie ogranicza się do odpowiedzi typu yes lub no.

Zachowuje naturalny charakter rozmowy.

Aby uzyskać maksymalny wynik, uczeń powinien także mówić wyraźnie, zachować naturalną intonację i tempo oraz popierać jedynie nieliczne błędy, które nie zakłają komunikacji.