

Zestaw 4 - modelowe odpowiedzi

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Wprowadzenie

Model odpowiedzi pokazuje pełną realizację poleceń, rozwijanie wypowiedzi i naturalne reagowanie na egzaminującego.

Rozmowa wstępna

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W modelowym przebiegu egzaminujący zadaje trzy pytania.

Where did you go on your last trip?

Last spring I went to Krakow with my class. We visited the old town and several museums. The trip lasted two days, and I enjoyed spending time with my classmates outside school.

What healthy meal can you prepare yourself?

I can prepare a vegetable omelette with whole-grain bread. It is quick, filling and contains protein as well as fresh vegetables. I often make it when I need a simple lunch.

How do you protect the environment at home?

My family separates rubbish, avoids wasting food and uses reusable shopping bags. We also turn off lights and devices when nobody needs them.

Zadanie 1

Zadanie 1. Rozmowa z odgrywaniem roli

Przykładowy dialog

Zdający

Let's plan our eco-friendly weekend. I think we should go to a national park because we could spend time in nature and learn more about local wildlife.

Egzaminujący

How should we get there? We could go by car.

Zdający

A car would be convenient, but it is not the greenest option. There is a direct train, and then we could take a local bus. It would produce less pollution and let everyone travel together.

Egzaminujący

I would rather stay in a comfortable hotel.

Zdający

A hotel might be comfortable, but it is expensive and far from the trails. I suggest a small youth hostel. It has shared rooms and a kitchen, so we could prepare our own meals and reduce waste.

Egzaminujący

What could we do there?

Zdający

We could go hiking, take wildlife photographs and join a guided nature walk. We could also spend an hour collecting litter near the trail.

Egzaminujący

What if the weather is bad?

Zdający

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We should check the forecast and take waterproof clothes. If it rains heavily, we could visit the park's education centre or organise a quiz at the hostel. Shall I check the train times?

Dlaczego to jest dobra realizacja?

Uczeń omawia wszystkie cztery kwestie i uzasadnia wybory.

Nie zgadza się w uprzejmy sposób i proponuje alternatywy.

Reaguje na problem zej pogody oraz podtrzymuje rozmowę.

Zadanie 2

Zadanie 2. Opis ilustracji i odpowiedzi na trzy pytania

Opis zdjęcia

The picture shows a teenage girl and a physiotherapist in a bright clinic. The physiotherapist is showing the girl how to stretch one of her legs. Both of them are wearing comfortable sports clothes and seem focused on the exercise. The teenager may be recovering from a sports injury or learning how to prevent pain. The atmosphere looks calm and professional.

Opis zawiera miejsce, osoby, czynności oraz uzasadnione przypuszczenie.

Why do you think the teenager is visiting the physiotherapist?

She may have injured her leg while doing sport. Another possibility is that she has pain caused by sitting for many hours and needs exercises that will improve her movement.

What can young people do to avoid health problems?

They should exercise regularly, eat balanced meals and sleep long enough. It is also important to take breaks from screens and ask a specialist for help when pain does not disappear.

Tell me about a time when you helped someone who was ill or injured.

Last year my friend hurt his ankle during a football match. I helped him sit down, brought a cold pack and called our PE teacher. Later, I carried his school bag to the car.

Zadanie 3

Zadanie 3. Materia stymulujący i odpowiedzi na dwa pytania

Wybor ilustracji i odrzucenie pozostałych propozycji

I would choose picture 2 because cleaning a riverbank gives quick, visible results. Students could work together outdoors and see immediately how much litter they had removed. The project would also protect water and local wildlife.

I would reject picture 1 because planting trees is valuable, but young trees need long-term care and the results are not visible immediately.

I would also reject picture 3 because helping at a wildlife rescue centre may require specialist training, and the centre might only be able to accept a small number of volunteers.

For these reasons, picture 2 would be the most accessible and motivating project for a large group of students.

W modelowym przebiegu egzaminujący zadaje pytania 1 i 3.

Why do people decide to become volunteers?

Many people want to improve their local area, support a cause they care about and meet others with similar interests. Volunteering also gives them practical experience and a sense that their time is useful.

Should volunteering be compulsory for secondary school students? Why? / Why not?

Schools should strongly encourage volunteering, but I do not think it should be compulsory. Students will be more committed if they can choose a cause that matters to them and take part willingly.

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Kryteria wysokiej punktacji

Dlaczego te odpowiedzi mogą uzyskać bardzo wysoką punktację?

Wszystkie elementy poleceń są zrealizowane i rozwinięte.

Uczeń uzasadnia opinie i podaje konkretne przykłady.

Sownictwo odpowiada tematowi podróży, zdrowia i środowiska.

Wypowiedzi są spójne i naturalnie reagują na rozmówcę.

Koncową ocenę zależy również od płynności, wymowy, zakresu środków językowych i poprawności.