

Zestaw 6 - modelowe odpowiedzi

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Wprowadzenie

Model odpowiedzi pokazuje pełną realizację poleceń, rozwijanie argumentów i naturalne reagowanie na rozmówcę.

Rozmowa wstępna

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W modelowym przebiegu egzaminujący zadaje trzy pytania.

What kind of places do you enjoy visiting?

I enjoy visiting places with beautiful landscapes, especially mountains and lakes. I like being active during a trip, but I also want some time to relax and try local food.

Would you enjoy working in an animal shelter?

Yes, although I know it can be demanding. I like animals and would be happy to feed them, clean their spaces and help them become comfortable around people.

Which activities help people get to know one another?

Team games, shared projects and small group challenges work well because people have to communicate and solve problems together. Activities are most effective when everyone has a clear role and a chance to contribute.

Zadanie 1

Zadanie 1. Rozmowa z odgrywaniem roli

Przykładowy dialog

Zdający

We need to plan the city game for the exchange students. I suggest a route through the old town because the main sights are close to one another and easy to reach on foot.

Egzaminujący

Shouldn't we include the castle on the other side of the city?

Zdający

The castle is interesting, but including it would make the route too long. We could finish at the market square and show the visitors the castle during a separate trip.

Egzaminujący

What tasks could the teams complete?

Zdający

They could solve clues about local history, take a creative group photo and ask a passer-by for one piece of information in English. The tasks should be simple enough to finish without using the Internet.

Egzaminujący

How should we divide the students into teams?

Zdający

Let's create mixed teams of four with students from both countries. Each team should have one person who knows the city, so nobody gets lost and everyone has a chance to communicate.

Egzaminujący

What if someone gets separated from their group?

Zdający

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Every team should have a map and an emergency phone number. We also need a fixed meeting point, and students must cross streets only at safe places. Could you prepare the contact cards?

Dlaczego to jest dobra realizacja?

Uczen omawia trasę, zadania, podział na zespoły i bezpieczeństwo.

Reaguje na odrzuconą propozycję oraz obawę dotyczącą organizacji.

Podaje konkretne rozwiązania i naturalnie dzieli obowiązki.

Zadanie 2

Zadanie 2. Opis ilustracji i odpowiedzi na trzy pytania

Opis zdjęcia

The picture shows a teenage girl helping at an animal shelter. She is kneeling next to a large dog in a clean indoor room. An adult shelter worker is standing beside her and explaining how to care for the animal. The girl is gently touching the dog and listening carefully. They both look calm and friendly, so the dog probably feels safe with them.

Opis wskazuje miejsce, osoby, czynności, atmosferę i prawdopodobny kontekst.

Why do you think the girl has decided to help at the animal shelter?

She probably loves animals and wants to do something useful in her free time. Volunteering may also help her learn how to care for pets and decide whether she would enjoy working with animals in the future.

Should schools encourage students to do voluntary work? Why? / Why not?

Yes, because students can develop empathy, responsibility and teamwork while helping their community. Schools should offer different projects so that everyone can choose an activity that matches their interests and available time.

Tell me about a situation when you helped a person or an animal.

Last winter, I helped an elderly neighbour carry her shopping home because the pavement was icy. I also cleared the snow in front of her house. She was very grateful, and I was glad that a small action made her day easier.

Zadanie 3

Zadanie 3. Materiał stymulujący i odpowiedzi na dwa pytania

Wybór ilustracji i odrzucenie pozostałych propozycji

I would choose picture 1 because hiking gives students many opportunities to talk, cooperate and support one another. Reaching a viewpoint together could create a strong shared memory, and physical activity in nature would be a healthy break from school.

I would reject picture 2 because sightseeing often means following a guide and listening quietly. Students might spend less time interacting with classmates, especially in a busy city.

I would also reject picture 3 because camping requires more equipment and depends heavily on the weather. Some students may feel uncomfortable sleeping in a tent or sharing basic facilities.

For these reasons, the hiking trip seems the most inclusive and effective for class integration.

W modelowym przebiegu egzaminujący zadaje pytania 2 i 3.

Should students help plan school trips? Why? / Why not?

Yes. If students can suggest destinations and activities, they are more likely to enjoy the trip and follow the plan. Teachers should make the final decisions about safety, cost and educational value.

What can young people learn from travelling?

They can learn independence, planning and how to adapt when something goes wrong. Travelling also introduces them to different lifestyles, traditions and viewpoints, which can make them more open-minded.

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Kryteria wysokiej punktacji

Dlaczego te odpowiedzi moga uzyskac bardzo wysoka punktacje?

Wszystkie elementy polecen zostay rozwiniete.

Uczen uzasadnia wybory i proponuje praktyczne rozwiazania.

Odpowiedzi zawieraja przyklady i bezposrednie reakcje.

Sownictwo odpowiada tematom orientacji w miescie, wspopracy, wolontariatu i przyrody.

Koncowy wynik zalezy rowniez od pynnosci, wymowy, zakresu srodkow jezykowych i poprawnosci.