

Zadanie 1: Rozmowa z odgrywaniem roli

Twój kolega z Anglii uważa, że zbyt mało troszczysz się o środowisko naturalne. Rozmawiasz z nim na ten temat. W rozmowie z egzaminującym porusz poniższe cztery kwestie.

oszczędzanie wody i energii w domu

kampanie ekologiczne w szkole

planowane działania na rzecz ochrony środowiska

twoja dalsza edukacja ekologiczna

(Rozmowę rozpoczyna egzaminujący).

- 1** Work in pairs. Student A: you are the student. Student B: you are the examiner. Complete the dialogue below.

Examiner I'm sorry to have to say this, but I really don't think you care enough about the environment.

Student That's not true. _____ (Powiedz, że na co dzień oszczędzasz wodę i energię).

Examiner But that's not enough. You could do much more.

Student But I do! _____ (Powiedz, co jeszcze robisz).

Examiner I'm still not convinced.

Student Well, in our school _____ (Opisz działania na rzecz ochrony środowiska podejmowane w twojej szkole).

Examiner I see your point. But don't you think there's more you could do?

Student Yes, that's true. I'm going to _____ and also _____ (Powiedz, co planujesz zrobić w przyszłości).

Examiner Good ideas!

Student That's not all. I'm planning to _____ (Powiedz o tym, w jaki sposób zamierzasz poszerzać swoją wiedzę) and at school we _____ (Opisz edukację ekologiczną w szkole).

Examiner OK. Now I can see that you do really care about the environment.

- 2** Act out the dialogue in pairs. Then swap roles.

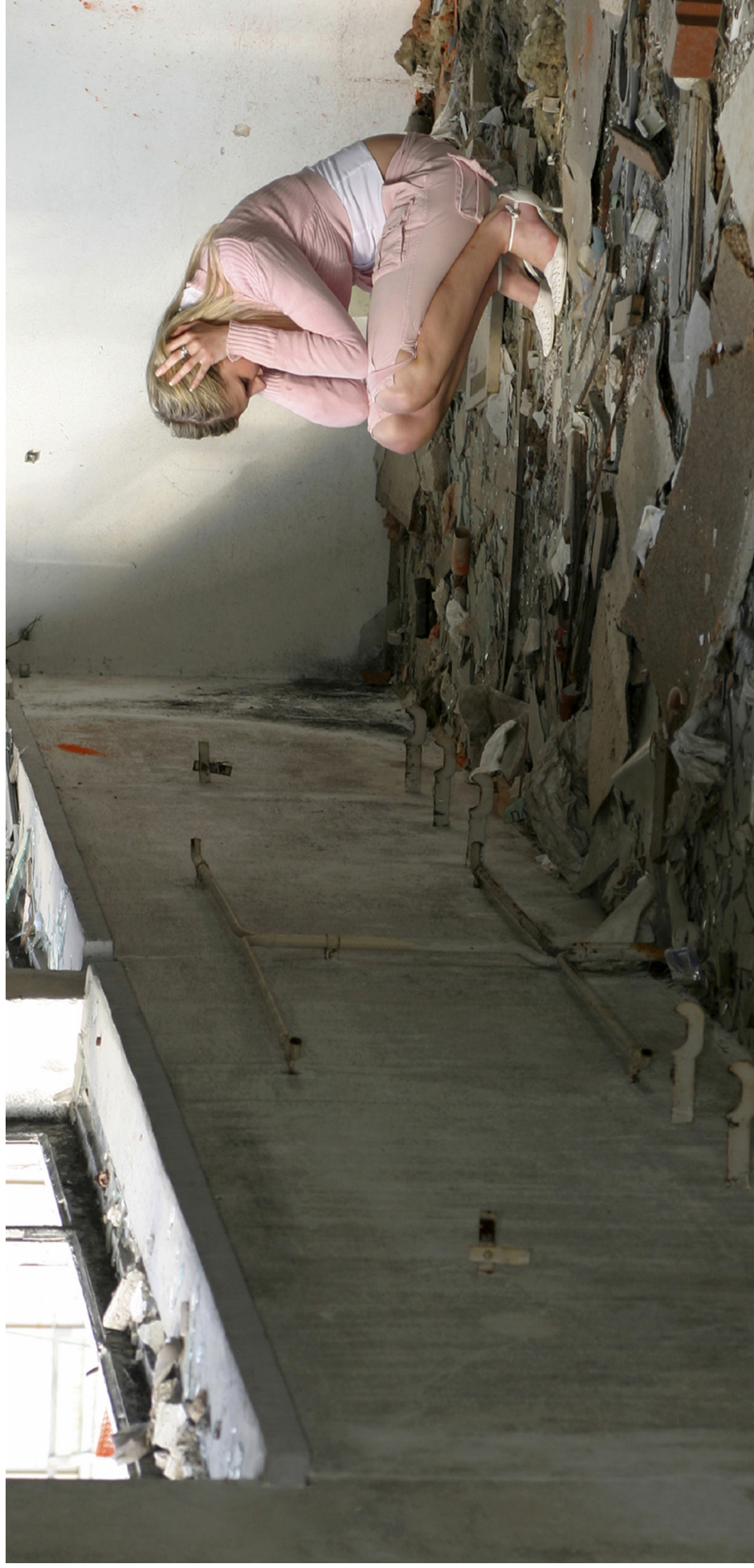
Zadanie 2:

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

Pytania dla egzaminującego:

- 1 How do you think the girl is feeling? Why do you think so?
- 2 What can young people do to help victims of natural disasters?
- 3 Tell me about something that happened to you or somebody you know during extremely bad weather.



Zadanie 3: Wypowiedź na podstawie materiału stymulującego i odpowiedzi na dwa pytania

Popatrz na zdjęcie 1. i zdjęcie 2. Chcesz pokazać swojej sześciolatniej kuzynce dzikie zwierzęta. Masz do wyboru dwa poniższe miejsca.

- Wybierz to miejsce, które, według ciebie, będzie najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugie miejsce.



Pytania dla egzaminującego:

- 1 Is a zoo a good place to teach people about animals? Why? / Why not?
- 2 What animals make the best pets? Why?

Zadanie 1: Rozmowa z odgrywaniem roli**Teacher's suggestions****Preparation**

Photocopy one copy of the task and dialogue for every two students.

- 1** Ask students: What simple things can we do every day to save the planet?

Write the following headings on the board and tell students to suggest one solution for each:

Transport

Shopping

Saving energy and water

Recycling

In a **lower level class**, write the words on the *Useful phrases* box below on the board and ask students to put them in the appropriate category. Explain that some phrases may fit in more than one category.

Useful phrases:

buy drinks in reusable bottles cycle to school reuse plastic bags
take a shower use energy-saving devices wash clothes in cold water

- 2** Ask students: What environmental or 'green' projects do you do at school? (e.g. *planting trees, clean-up days, recycling projects*).

In a **lower level class**, do exercise 3. In a **higher level class**, go straight to exercise 4.

- 3** Ask students: *How can you learn more about the environment?* (e.g. *go to lectures, read books, find information on the Internet, do projects*).
- 4** Ask students to work in pairs. In a **lower level class**, hand out the task and ask the students to prepare and act out the dialogue. Then they should swap roles and do the task again. In a **higher level class**, ask the students to create their own dialogues without using the printed dialogue. Remind them that they need to mention all of the points specified in the exam task.

Zadanie 2: Opis ilustracji i odpowiedzi na trzy pytania**Teacher's suggestions**

- 1** Tell students to look at the picture. Write the words in the *Useful vocabulary* box below on the board. Ask them to say which adjectives they can use to describe the place and which they can use to describe the girl. In a **higher level class**, elicit the verbs from the students rather than writing them on the board.

Useful vocabulary:

Nouns: bricks home ruins stones

Adjectives: angry destroyed ruined shocked upset

Verbs: look (upset) rest (her) head on (her) hands crouch (down) think (about the future)

- 2** Tell students to describe the photograph in pairs.
- 3** Ask students to answer **examiner question 1**: *How do you think the girl is feeling? Why do you think so?*
- 4** Ask students to say how victims of an earthquake can be helped. In a **lower level class**, give prompts: *Where can they live?* (e.g. *in a shelter, in a school, in tents*). *What do they need?* (e.g. *fresh food, clean water, clothes, cleaning products*). *Who can help them?* (e.g. *local authorities, the government, charity organisations, TV stations*).
- 5** Tell students to answer **examiner question 2** in pairs: *What can be done to help people who have suffered in disasters like this?*
- 6** Ask students: *Do you remember a campaign which was organised to help victims of floods or hurricanes in Poland? When was it? Who organised it? What did they do to help? How much money did they raise?*
- 7** Get students to answer **examiner question 3** in pairs: *Describe a campaign that was organised in your area or that you saw on TV to help victims of a natural disaster.*

Zadanie 3: Wypowiedź na podstawie materiału stymulującego i odpowiedzi na dwa pytania**Teacher's suggestions**

- 1** Ask students to describe the photographs. In a **lower level class**, write the words in the *Useful vocabulary* box below on the board.

Useful vocabulary:

Nouns: aquarium giraffe safari park whale zoo

Verbs: feed (animals) learn (about wild animals)

- 2** Ask students to work in small groups and brainstorm the ideas below.

Which place is ...

... the safest (for young children)?

... the most exciting?

... the most educational? (What do you learn?)

... the most interesting for you? (Why?)

Which place might be ...

... dangerous for a six-year-old?

... boring?

... unsuitable if it rains?

... the least interesting for you? (Why?)

- 3** Ask students to work in pairs. They take it in turns to do the first part of the task (picture comparison).

In a **lower level class**, do exercises 4–6. In a **higher level class**, go straight to exercise 7.

- 4** Ask students: *Are zoos good or bad?* (e.g. Good: *educate people about wild animals, help protect endangered species, give great entertainment*. Bad: *animals are locked in cages, they often don't have enough space, zoos show animals in an unnatural environment*). Write the words in the *Useful phrases* box below on the board.

Useful phrases:

education endangered species cruel high costs locked in cages

- 5** Ask students: *How did you learn about animals when you were children?* (e.g. *watched nature programmes, read books about animals, visited a farm*).
- 6** Ask students to answer examiner questions 1 and 2 in pairs.

- 7** In a **higher level class**, write the two extra questions below on the board. Ask students to take turns to ask and answer examiner questions 1–2 from the flashcard, and these two extra questions. Each student should ask and answer two questions. They should give at least one argument/reason for each question.

Some people keep exotic animals as pets at home. Why do you think they do it?

How important are pets to people?