

Unit
5**Speaking Task****(1) How do pesticides spread through an ecosystem?**

The process starts when animals eat crops that have been sprayed with pesticides. Then, as animals eat other animals that already have pesticides in them, the pesticides spread further. Each animal ends up taking in more pesticides than it can get rid of, which makes them less and less healthy over time.

(2) Based on the information presented in the two figures, what types of consumers are mice and eagles? Please explain your answers.

Based on the information in the figures, mice are primary consumers, and eagles are final consumers. Mice eat plants, which, according to Figure 2, makes them primary consumers. Eagles prey on mice and other small animals, and don't get eaten themselves. Hence, according to Figure 2, they are final consumers.

(3) If pesticides leaked into the ocean and got stuck on seaweed, how would the pesticides spread through the ecosystem? Use the plants and animals below in your answer.

The process begins when pesticides in the ocean stick to seaweed. Primary consumers like sea snails eat the seaweed and take in pesticides. Subsequently, fish, as secondary consumers, eat the sea snails, and also consume the pesticides inside of them. Finally, if a final consumer like a shark hunts those fish, the pesticides in the fish will be transferred to the shark. In this way, every animal in the ecosystem may get poisoned.

Suggested Response Strategies

The topic of this speaking task is the impact of pesticides on the food chain. According to the instructions, the following requirements must be completed in order:

- The focus of Question (1) is on how pesticides spread within ecosystems. We first need to interpret the information in the flowchart (Figure 1) and then try to express it in our own words. Note that the sample answer uses animals instead of mice, snakes, and eagles to summarize the overall phenomenon. Also, pay attention to how the speaker uses words like *start*, *then*, and *end up* to convey the sequence of events.
- Question (2) requires integrating information from the two charts to determine what type of consumers mice and eagles are. Before answering, carefully read the definitions of the three types of consumers in the tree diagram.
- Question (3) is an application task. We first need to carefully read the scenario presented in the question and then use the classification definitions in the tree map (Figure 2) to determine the roles of seaweed, sea snails, fish, and sharks in the food chain. Finally, apply the information from the flowchart (Figure 1) to describe the impact of pesticides on these marine organisms.

Writing Task

Pesticides can be harmful for people, so it is important that we understand how they can harm us and how we can avoid contact with them. Contact with pesticides often happens because the pesticides used on farms get on the food we eat and in the water we drink. However, as shown in Figure 1, pesticides are not just used on farms. People use pesticides on their pets and plants all the time. This means that people touch, breathe in, eat,

and drink pesticides a lot more than they think. As illustrated in Figure 2, this can result in serious health problems, such as reproduction issues, reduced immune system function, and even cancer.

To avoid these issues, we should avoid using harmful pesticides on our pets and plants. Furthermore, we should make sure to wash our food. If we are both informed and careful, we can keep ourselves safe against the potential danger that pesticides pose.

Suggested Response Strategies

The topic of this writing task is the ways humans are exposed to pesticides, their effects, and possible preventive measures. The task includes two charts: one showing the ways humans may come into contact with pesticides, and the other showing the potential health hazards. According to the instructions, the following requirements must be completed in order:

- Question (1) requires summarizing the key information from both charts;
- Question (2) requires suggesting possible preventive measures.

The sample answer is divided into two paragraphs. The author uses the following organizational techniques to make the writing more concise and coherent:

- First paragraph: Before describing the charts, the first sentence introduces the topic and background, helping to focus the subsequent description. Note that the author uses phrases like “as shown in Figure 1” and “as illustrated in Figure 2” to reference key information from the charts.
- Second paragraph: The author briefly presents two preventive measures, using the adverb *furthermore* to enhance coherence, and concludes with a summarizing sentence.