



How to Become a **Maturita** Super-Speaker



SOCRATES



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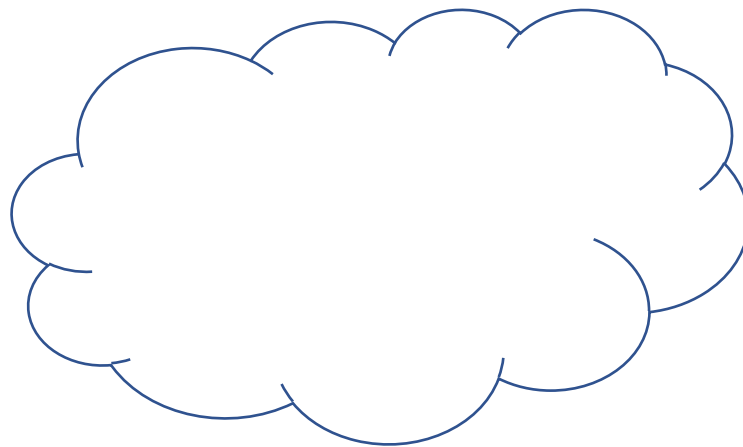
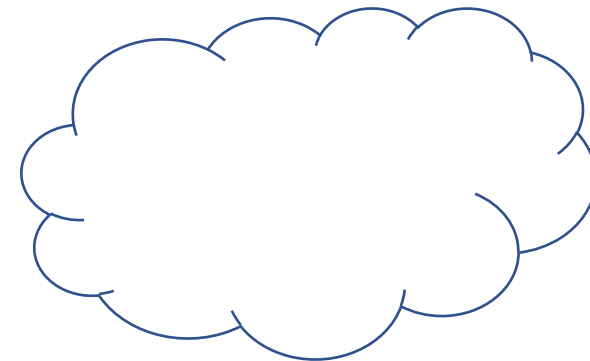
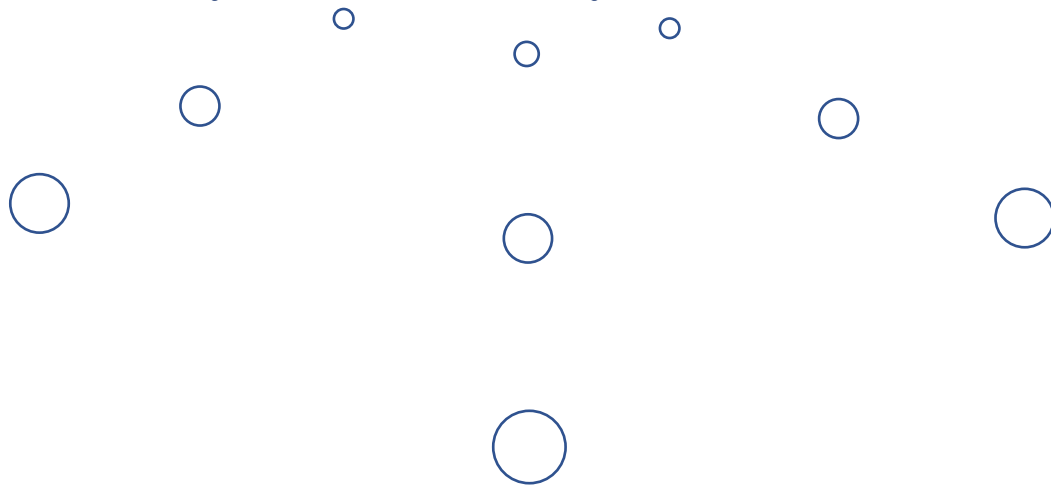
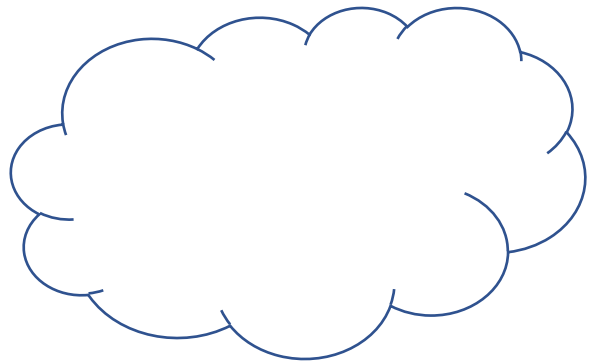


A: "In the past decade, we have given power back to the people on an unprecedented scale. We have given back control to people over their own lives and over their livelihood.

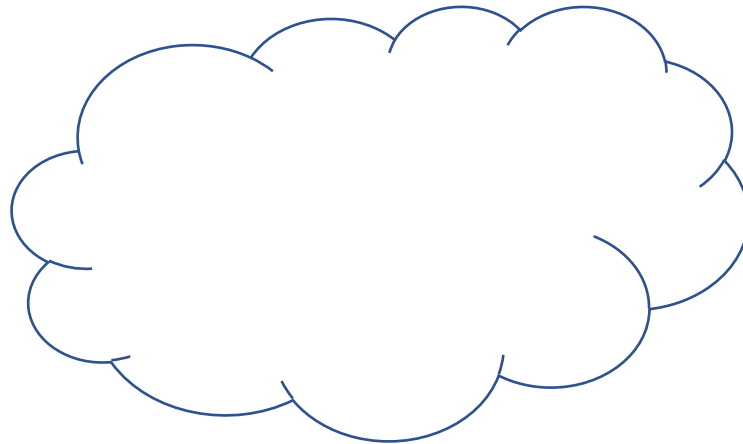
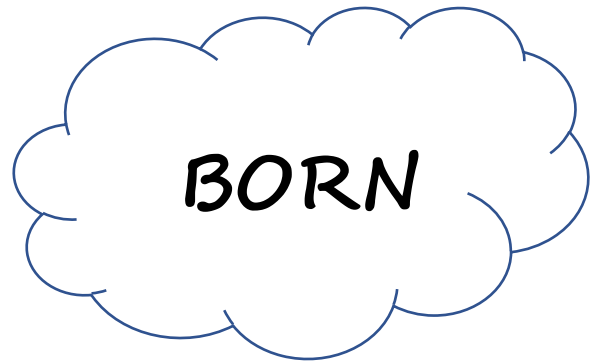
B: "And so even though we face the difficulties of today and tomorrow, I still have a dream."

C: "The hour of departure has arrived, and we go our ways — I to die, and you to live. Which is better God only knows."

Super-Speaker



Super-Speaker



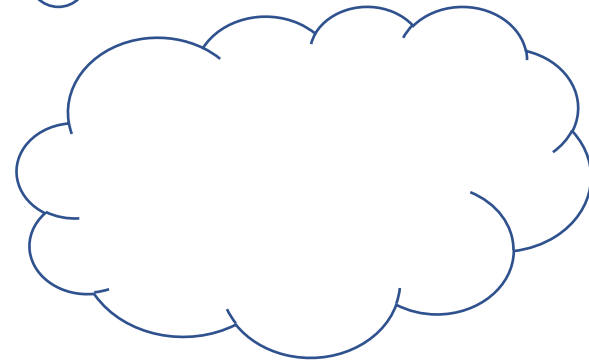
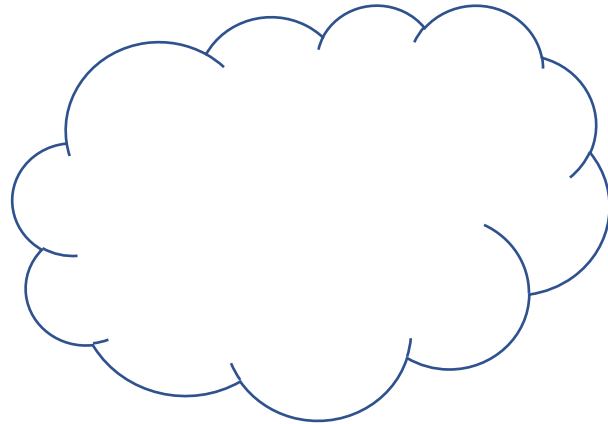
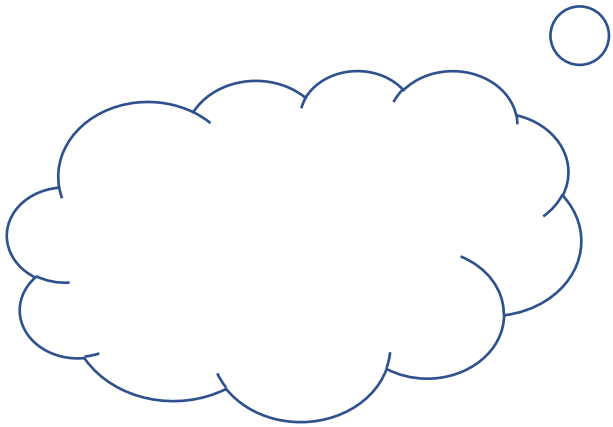
Super-Speaker

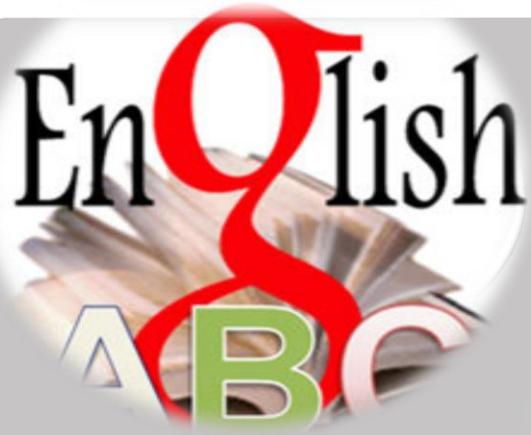
BORN

MADE

PRACTICE
MAKES
PERFECT

How to Become a *Maturita* Super-Speaker





A

Didactic Test



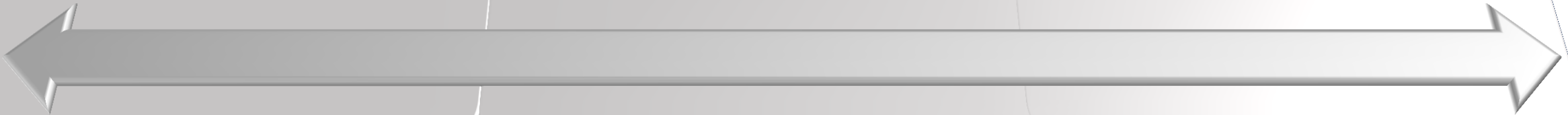
B

Writing

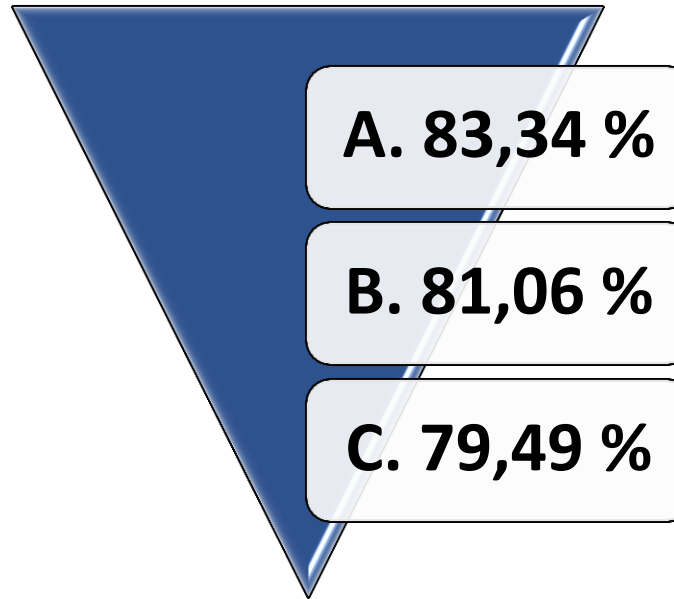


C

Speaking



Statistics



Didactic
Test

?

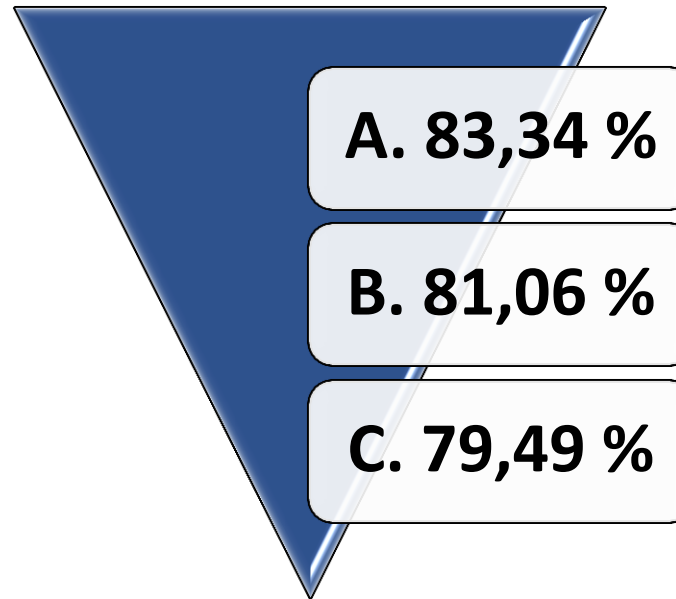
Writing

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Speaking

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Statistics



Didactic
Test

?

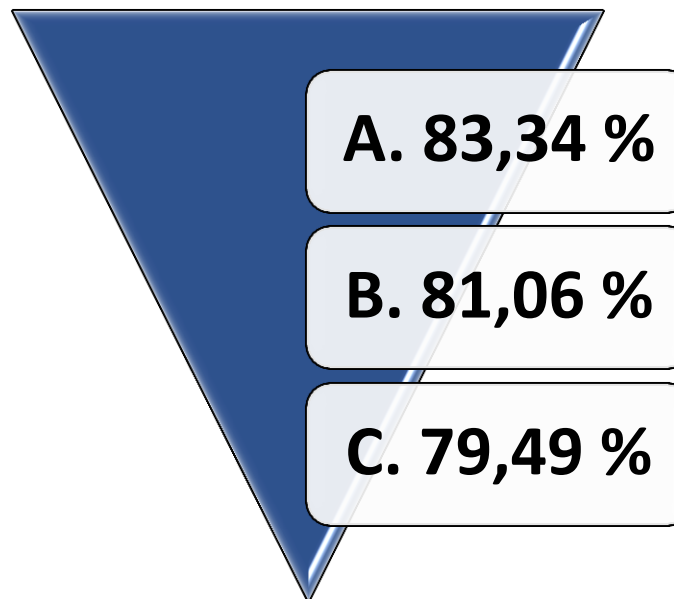
Writing

?

Speaking

?

Statistics



Didactic
Test

B

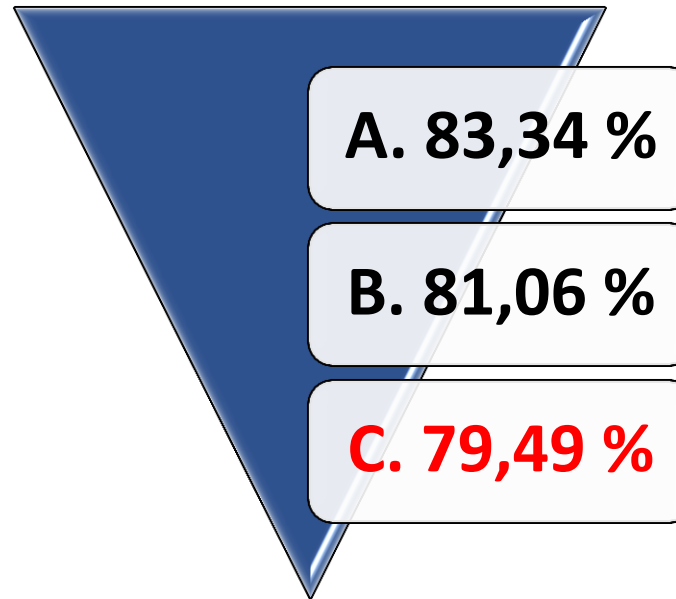
Writing

?

Speaking

?

Statistics



Didactic
Test

B

Writing

A

Speaking

C

SUCCESS IN MATURITA SPEAKING EXAM

LEXICAL & GRAMMAR
BACKGROUND

MATURITA
REQUIREMENTS

EXAM
STRATEGIES

?

CONSTRUCT THE KNOWLEDGE ON A SOLID FOUNDATION

PRACTICE TO PERFECTION

LEXICAL & GRAMMAR BACKGROUND

Long term learning and building

from

sentence

to

discussion

vocabulary

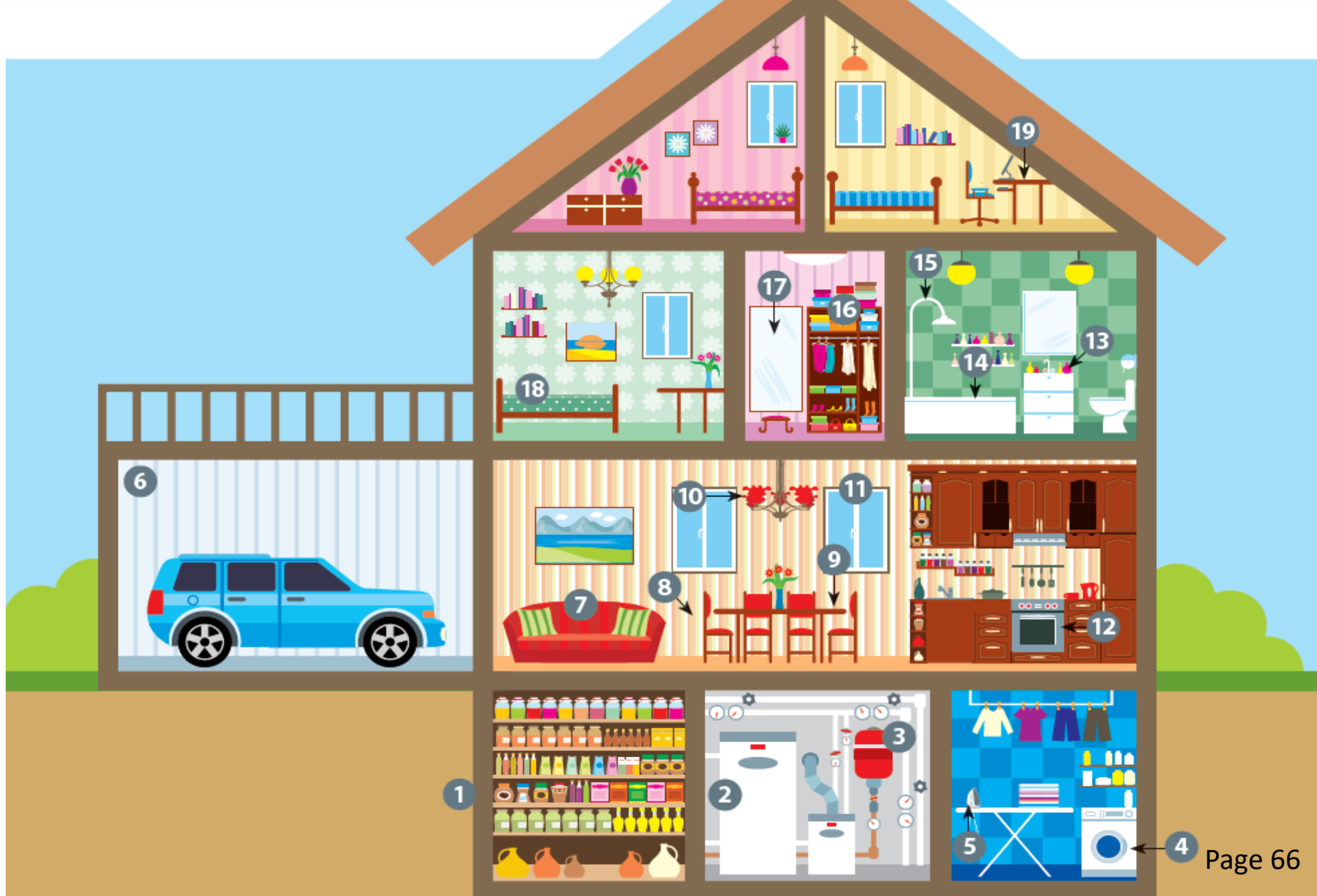


grammar



Vocabulary





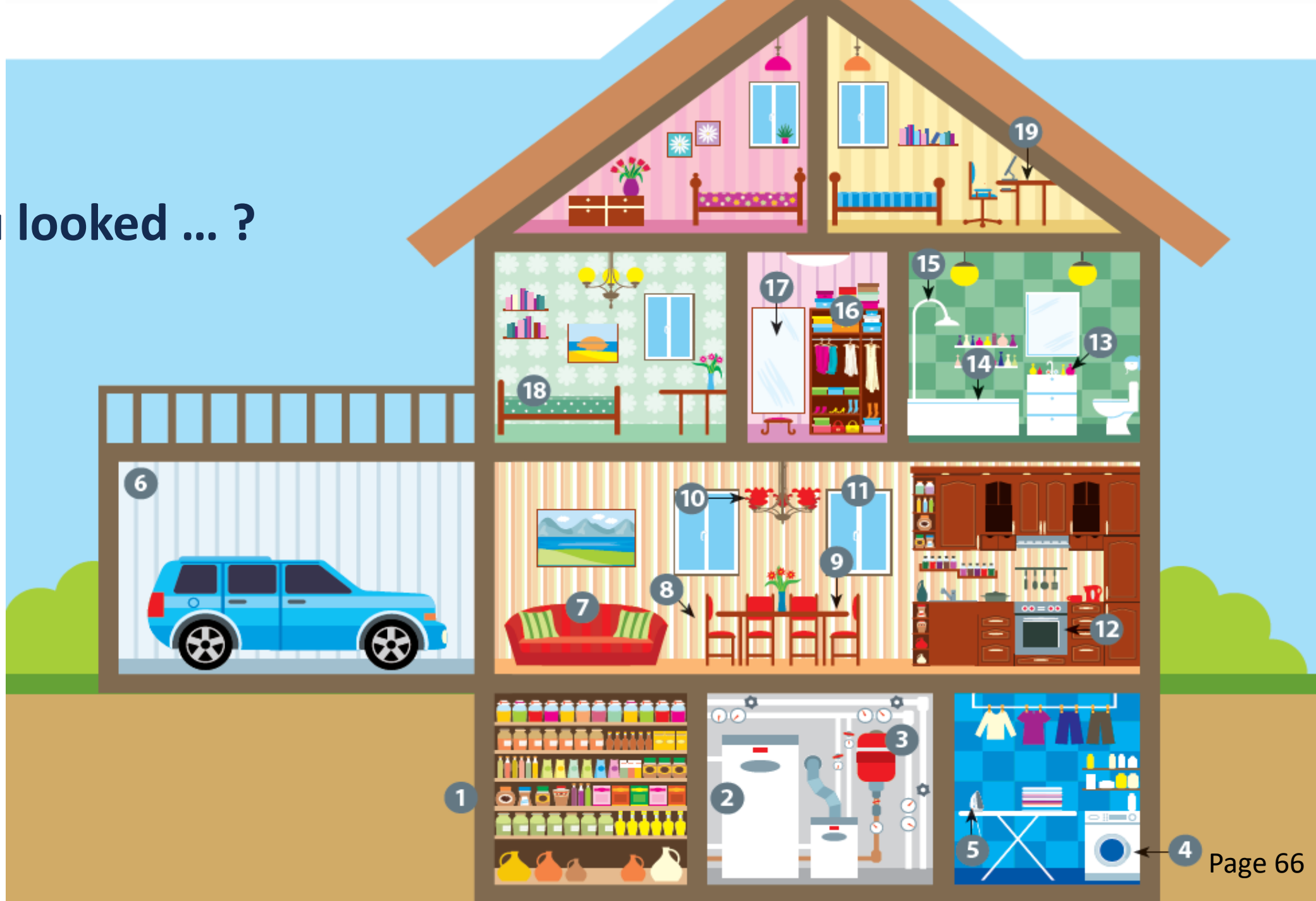
A typical Monday morning...

*'I'm in a hurry and I can't find my car keys.
I've searched nearly everywhere but I can't find them..
Could you help me please?'*

Have you looked ... ?



Have you looked ... ?



Project work - simulation of a real life situation

book an accommodation for holiday

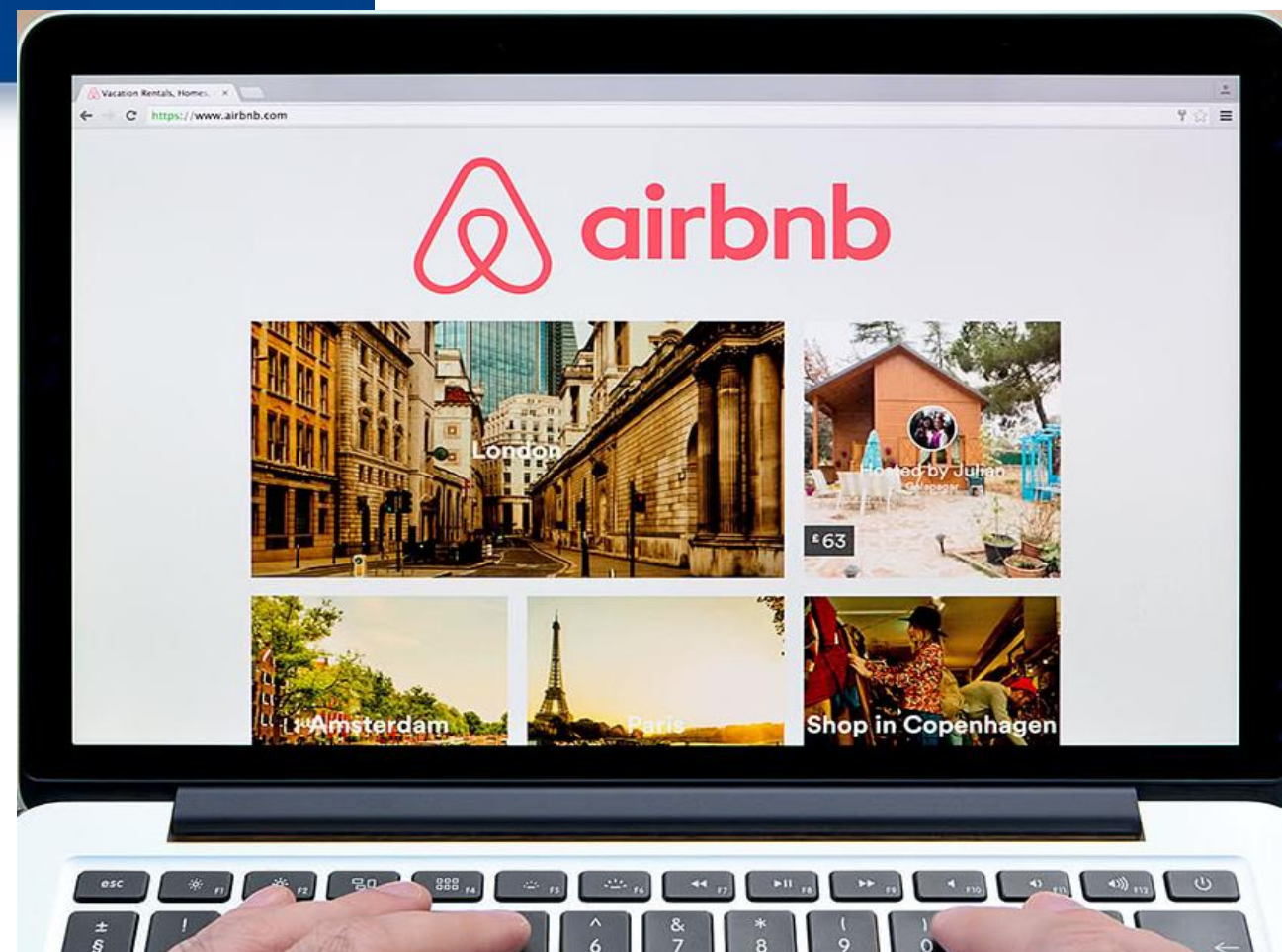
describe a room/hostel/hotel





BOOKING.COM

online hotel reservations



From sentence to discussion

Topic: Living in a house is more comfortable than in a flat.

1. Write three sentences **in favour of** the topic and three **against**.
2. **Read out** your sentences to someone from other group.
3. Your classmate has to either **agree** or **disagree** with you using the expressions below.

VYJÁDŘENÍ SOUHLASU S DRUHÝM ÚČASTNÍKEM HOVORU

Absolutely/Of course/Right. Naprosto/Samozřejmě/Správně.

I couldn't agree more. Nemohu souhlasit víc = Naprosto souhlasím.

I do agree that ... Ano, souhlasím, že ...

I'm of a similar opinion. Mám podobný názor.

Good idea. Dobrý nápad/Dobrá myšlenka.

VYJÁDŘENÍ NESOUHLASU S DRUHÝM ÚČASTNÍKEM HOVORU

I see what you mean, but ... Víím, co myslíte, ale ...

I see your point, but ... Víím, co myslíte, ale ...

I'm afraid I don't agree at all. Obávám se, že s vámi vůbec nesouhlasím

I'm not convinced (about it). Nejsem o tom přesvědčen.

I'm of a totally different opinion. Mám naprosto jiný názor.

Topics:

We are slaves of fashion brands.

Self-driving cars are definitely save.

E-books will soon replace the paper ones.

1. Write/prepare three sentences **in favour of** the topic and three **against**.
2. **Read out** your sentences to someone from other group.
3. Your colleague has to either **agree** or **disagree** with you using the expressions below.

Your class would like to give your teacher a gift at the end of the school year. You and your friend (the examiner) have been chosen to decide what present it would be. You should talk together about a few possible gifts and agree on one which would be the most suitable. The examiner will start the conversation.

The following ideas may help you:

- Commemorative value
- Practicality
- Cost
- Originality
- Teacher's interests
- Other

The following pictures may help you:





Grammar

**Conjunctions and linking
expressions
to express
opinion/(dis)agreement**

- ✓ Show students how a given grammar structure could be used to complete various types of speaking exam tasks.

SPEAKING PARTS 3/4

- 3** Translate the fragments in brackets into English to complete the examinee's answer correctly. Use correct conjunctions and linking words.

STATE AND SOCIETY

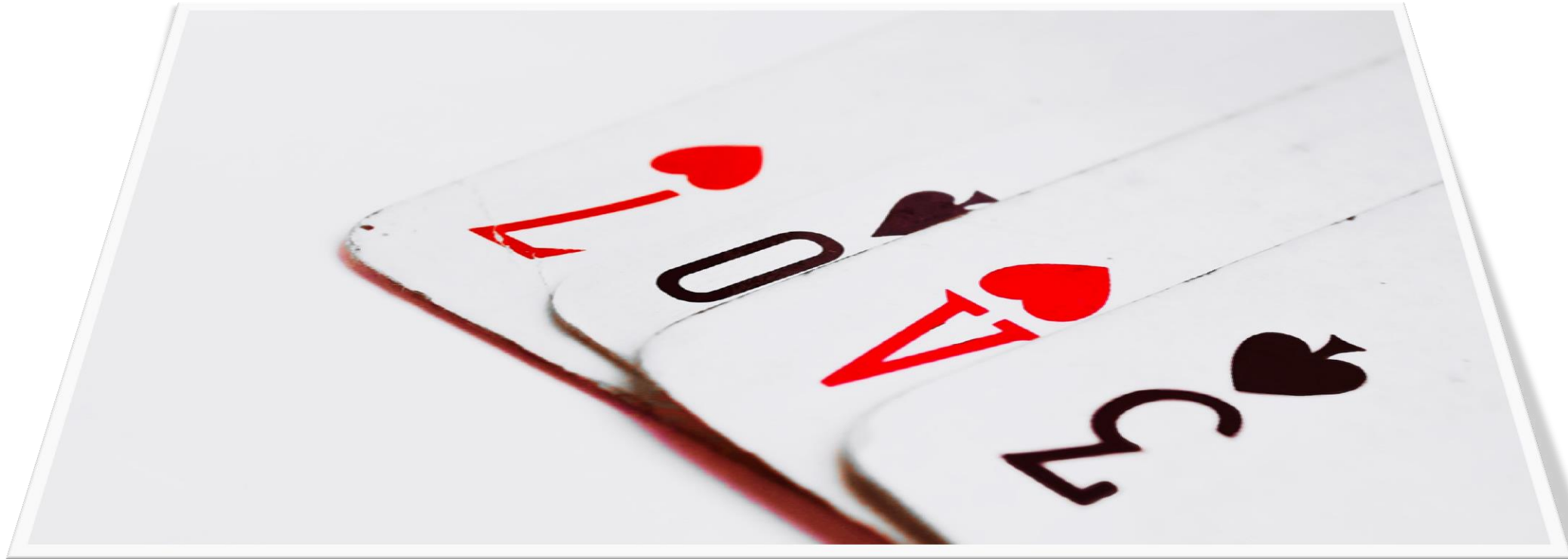
EXAMINER: Some people think voting in elections should be compulsory. What's your opinion?

EXAMINEE:

I can see their point ¹ but I don't agree (*ale já nesouhlasím*) with them. Their argument is often that ² _____ (*když nevolíš*), you have no right to complain about politicians and their actions. ³ _____ (*Ale podle mého názoru*), not voting is a kind of vote too – showing that you're against these particular politicians ⁴ _____ (*nebo neexistuje strana*) you identify with. In this case, ⁵ _____ (*navzdory tomu, že nejdeš*) to the polling station, you still take an active part in the election process. ⁶ _____ (*A ještě jedna věc*) – if voting was made compulsory, undecided people would vote randomly, ⁷ _____ (*zatímco ti leniví*) ones would just vote for the first candidate on the list.

Cardversations

1. Choose one Maturita topic.
2. Prepare vocabulary and expressions concerning the topic.
3. ...



OPEN

The first thing is that...

But take the example of...

I disagree, because...

Maybe, but I still think

I think that...

I agree, because...

To go back to...

In my experience...

The main point is that...

Yes, but...

I am quite sure that...

CLOSE

Can I make one final point?

Present perfect tenses to answer questions

FOOD

EXAMINER: Do you enjoy cooking? (Why?/Why not?)

EXAMINEE:

Yes, I love cooking. I ¹ _____ (experiment) with different recipes since I was a little girl. For me, cooking is a kind of art.

FAMILY AND SOCIAL LIFE

EXAMINER: Do you have a close friend?
Tell me about him/her.

EXAMINEE:

My best friend is my boyfriend Tom.
I ² _____ (know) him since I was a child
and we ³ _____ (go out) together for a year.

CULTURE

EXAMINER: Can you play a musical instrument?
Tell me about it. / Would you like to?

EXAMINEE:

Yes, I can play the piano. I ⁴ _____ (play) it since the beginning of primary school, so I'm quite good at it. I can also play a tune or two on the trumpet. I ⁵ _____ (just/start) learning to play it, so I can't play very well yet.

Indirect speech to retell the experience

In this task you are going to speak about **your last visit to the doctor**. Before the presentation, write your answer using indirect speech as much as possible.

EXAMINER: Tell me about your last visit to the doctor.

EXAMINEE:

Last time I went to see the doctor was last winter. I didn't feel well in the morning and my mum told me ¹ to stay (stay) in bed instead of going to school. She said I ² _____ (feel) better the next day. But I didn't. I was sweating, had a fever and a terrible cold. Mum asked me if I ³ _____ (want) breakfast but I told her that I ⁴ _____ (not feel) like eating at all. We went to see the doctor in the afternoon. He asked me how long I ⁵ _____ (had) these symptoms. He then examined my throat and said that it ⁶ _____ (be) nothing serious. He prescribed paracetamol and told me ⁷ _____ (take) one tablet every six hours. He also told me ⁸ _____ (not go) to school for the rest of the week.

Present continuous: to describe a picture



There are just four people in the picture. Two of them are in the foreground. They ¹ are lying (lie) on a transparent airbed. Both of them ² _____ (wear) light blue swimming costumes. The young girl on the right also ³ _____ (have) a mask and one of those special tubes* used for swimming underwater. I ⁴ _____ (not know) what it's called in English. The blonde person on the left ⁵ _____ (seem) to be older than the girl. She might ⁶ _____ (be) the girl's mother – there is a wedding ring on her finger. I think they ⁷ _____ a lot of fun together. They are both smiling.

In the background, there is a man with his son. I guess they are the rest of the family. They ⁸ _____ (not swim). The man ⁹ _____ (hold) the boy's hand. I think they are on holiday somewhere very hot. There are palm trees on the beach, and the beach and the water ¹⁰ _____ warm and very clean.

* it's called a snorkel



Modal verbs:
to describe a picture

Exam Results

There are four people in the picture: one girl and three adults. They ¹ **might** / *mustn't* / *couldn't be* in a classroom in a high school or college. It ² *can't* / *may not* / *might not* be a primary school because the girl looks too old.

Two of the adults and the girl are smiling; the third adult is cleaning what ³ *must* / *can* / *must not* be the whiteboard in the classroom. I'm not certain but I think that the adults ⁴ *might* / *must* / *can* be the girls' teachers.

The girl is holding a sheet of paper. It's probably the results of her last exam or it ⁵ *can* / *must* / *may* be her school report. It ⁶ *must* / *could not* / *can* be good as I can see A+ written at the top. I imagine that the girl ⁷ *must not* / *can't* / *could* wait to tell her friends the news.

Task One

Look at the pictures. Choose one of the pictures and describe it.

The following ideas may help you:

- People
- Place
- Clothes
- Activities
- Atmosphere
- Other

Task Two

Look at both pictures once more and compare them.

The ideas in Task One may help you.

Task Three

Talk about the last time you went to the cinema or a theatre.

- Why did you choose this film/play?
- Would you recommend it to your friends?
Why?/Why not?
- Do you prefer going to the cinema or theatre?
Why?

PART TWO

Photo Description



MATURITA REQUIREMENTS

Structure of Speaking Exam

PART	TASK	Knowledge/competence	Timing
INTRODUCTION		Introduce oneself	0,5 min.
ONE		General conversation	2,5 min.
TWO	1,2,3	Photo description	4 min.
THREE	1,2	Topic presentation and discussion	5 min.
FOUR		Simulated situation	3 min.

Assessment requirements:

44 %

of total 39 points to pass: minimum **18 points**

Assessment criteria:

- I. Instruction / content and presentation
- II. Lexical competence
- III. Grammar competence and linking expressions
- IV. Phonetic competence

**Learn
the
structure**



**Study
both
roles**



**Simulate
the
exam**



**Assess
the
performance**



**Give
feedback**

**Assess the
performance**



Give feedback

Peer-assessment

Self-assessment

Concentrate only on one requirement

Suggest improvement

Perform the same task again

Set a goal

Critical thinking

Autonomy

Responsibility

A bad model response

- 2** **CD1·18** Look at the photo below and listen to a student trying to describe it. What is his difficulty?



A good model response

- 3** Answer the questions.
- 1 Who's in the photo?
 - 2 Where are they?
 - 3 What are they doing?
 - 4 What adjectives could you use to describe the people?
 - 5 How are the people dressed?
 - 6 Why do you think they are behaving in this way?
 - 7 How are they feeling? Why do you think so?
 - 8 What do you think they are saying?
 - 9 What do you think happened before?
 - 10 What do you think is going to happen next?
- 4** Describe the photo, using your answers from Exercise 3.
- 5** **CD1·19** Listen to a sample description and compare it with yours.

EXAM STRATEGIES

Student's Portfolio

- ✓ Listen carefully to the questions.
- ✓ **If you don't understand the question, ask the examiner to repeat it.**
- ✓ Speak clearly and slower than you normally do.
- ✓ Answer in full sentences.

JAK POŽÁDAT O ZOPAKOVÁNÍ OTÁZKY

Could you repeat that please? Mohl byste to, prosím, zopakovat?

Sorry, I didn't hear/catch that. Promiňte, neslyšel jsem.

Pardon? Prosím?

JAK POŽÁDAT O VYSVĚTLENÍ/OBJASNĚNÍ NEZNÁMÉ FRÁZE

I'm afraid I don't understand. Obávám se, že nerozumím.

I don't know what it means. Nevím, co to znamená.

Could you explain this word to me? Mohl byste mi vysvětlit tohle slovo?

I'm not sure – does it mean ... ? Nejsem si jist – znamená to ... ?

- ✓ Take a few seconds to think before you answer.
- ✓ While thinking about what to say, use little expressions:
'Er', 'Actually' or 'Well' and phrases:

PŘEMÝŠLENÍ A HRA O ČAS

Well, I don't know. Já nevím.

It's hard to say, really. To je opravdu těžko říci.

There are many possible ways in which you can understand/explain/do it. Je mnoho možností/způsobů, jak tomu rozumět/jak to vysvětlit/udělat.

One possible way is ... Jedna možnost/Jeden způsob je ...

For example, ... Například ...

May I think for a second? Mohu chvíličku přemýšlet?

Let me think for a moment. Nechte mne chvíli přemýšlet.

It's difficult to say, but ... Těžko říci, ale ...



- ✓ Practise answering simple questions about yourself:

Z daných slov utvořte otázky.

- a one/describe/you/of/can/friends/your?
Can you describe one of your friends?
- b ideal/your/is/home/like/what?
What _____
- c favourite/your/was/subject/school/what/at?
What _____
- d parents/do/your/what/do?
What _____
- e food/do/you/nationality/best/what/like?
What _____
- f you/shopping/how/do/often/go?
How _____

Přečtěte si následující otázky. Odpovězte na ně celými větami a v odpovědích použijte daná slova.

- 1 Where did you go for your summer holiday last year?**
- go/to/Rome/with/parents
 - stay/at/hotel/which/15 minutes/from/city centre
 - see/all/famous sights/and/favourite/Colosseum
 - also/go on/2-week Italian course/at/language school



✓ Warm-up activity:

Education

- A** _____
- 1 What do you think is the best way of learning a foreign language?
 - 2 Which subjects do you enjoy learning the most and which the least? Why?

Sport

- B** _____
- 3 What kind of sports are you interested in?
 - 4 What do you think about extreme sports? Why do people do them?

Your daily routine and lifestyle

- C** _____
- 5 What is your typical day? Describe your daily routine.
 - 6 What is the best thing about being a teenager nowadays?

Holidays and travelling

- D** _____
- 7 Where did you spend your last summer? Who did you go with and what did you do?
 - 8 Where would you like to go for a dream holiday?

Free time and hobbies

- E** _____
- 9 How do you spend your free time? Do you have any hobbies?
 - 10 What kind of films do you like watching? What kind of films do you dislike?

Modern problems

- F** _____
- 11 What are the advantages/disadvantages of living in the city and in the countryside?
 - 12 It is said that people watch too much television nowadays. Do you agree?

- ✓ Learn vocabulary for common topics and sort it according to topics: school, family, free time, daily routines and future plans...

Clothes and Accessories

SHOES AND ACCESSORIES

accessories (n) /ək'sesəriz/ doplňky
baseball cap (n) /'beɪsbɔ:l kæp/ kšiltovka
belt (n) /belt/ pásek
boots (n) /bu:ts/ boty (vysoké)
briefcase (n) /'bri:fkeɪs/ aktovka, kufřík
flat shoes (n) /flæt 'ʃu:z/ boty bez podpatku
glasses (n) /'glɑ:səz/ brýle
gloves (n) /glɒvz/ rukavice
handbag (n) /'hændbæg/ kabelka
hat (n) /hæt/ klobouk, pletená čepice
high heels (n) /haɪ 'hi:lz/ vysoké podpatky
jewellery (n) /'dʒu:əlri/ šperky, bižuterie
sandals (n) /'sændəlz/ sandály
scarf (n) /skɑ:f/ šátek, šála
shoes (n) /ʃu:z/ boty
trainers (n) /'treɪnəz/ sportovní obuv
woolly hat (n) /'wʊli 'hæt/ zimní čepice (pletená)

ADJECTIVES

baggy (adj) /'bægi/ volný, široký
checked (adj) /tʃekt/ kostkovaný
denim (adj) /'denɪm/ džínový
knitted (adj) /'nɪtɪd/ pletený
leather (adj) /'leðə/ kožený
lightweight (adj) /'laɪtweɪt/ lehký
sleeveless (adj) /'sli:vləs/ bez rukávů
striped (adj) /straɪpt/ pruhovaný
tight (adj) /taɪt/ přiléhavý, těsný
waterproof (adj) /'wɔ:təpru:f/ nepromokavý

STYLE

casual (adj) /'kæʒuəl/ neformální, běžné
elegant/smart (adj) /'eləɡənt, smɑ:t/ elegantní
fashionable (adj) /'fæʃənəbəl/ módní
style (n) /stɑɪl/ styl

CLOTHES

anorak (n) /'ænəræk/ nepromokavá bunda
blouse (n) /blaʊz/ blůza
boxer shorts (n) /'bɒksə ʃɔ:ts/ boxerky
bra (n) /brɑ:/ podprsenka
clothes (n) /klaʊðz/ oblečení
coat (n) /kəʊt/ plášť, kabát
dress (n) /dres/ šaty
hooded sweatshirt (n) /'hʊdɪd 'swetʃɜ:t/ mikina s kapucí
jacket (n) /'dʒækt/ sako, bunda
jeans (n) /dʒi:mz/ džíny
jumper (n) /'dʒʌmpə/ svetr
pants (n) (AmE) /pænts/ kalhoty, spodní kalhotky
pullover (n) /'pʊləʊvə/ pulovr
pyjamas (n) /pə'dʒɑ:məz/ pyžamo
shirt (n) /ʃɜ:t/ košile
shorts (n) /ʃɔ:ts/ šortky
skirt (n) /skɜ:t/ sukně
sock (n) /sɒk/ ponožka
suit (n) /su:t/ oblek
sweater (n) /'swetə/ svetr
swimming trunks (n) /'swɪmɪŋ trʌŋks/ plavky (pánské)
swimsuit (n) /'swɪmsu:t/ plavky
T-shirt (n) /'ti: ʃɜ:t/ tričko
tie (n) /taɪ/ kravata
tights (n) /taɪts/ punčocháče
top (n) /tɒp/ top, vrchní díl oblečení
tracksuit (n) /'træksu:t/ tepláky
trousers (n) (BrE) /'traʊzəz/ kalhoty
underpants (n) /'ʌndəpænts/ slipy
underwear (n) /'ʌndəweə/ spodní prádlo
uniform (n) /'ju:nəfɔ:m/ uniforma
school ~ /sku:l 'ju:nəfɔ:m/ školní uniforma

VERBS

dress (v) /dres/ oblékat (se)
fit (v) /fɪt/ padnout (velikostí)
match (v) /mætʃ/ hodit se (vzorem)
suit (v) /su:t/ slušet (někomu, odpovídat stylem)
wear (v) /weə/ nosit, mít na sobě

USEFUL EXPRESSIONS

dress up vystrojit se, napařadit se
dress up as sb/sth obléknout se jako
get dressed obléknouti se
put on vzít si na sebe
take off svléknout, sundat si

✓ Learn model phrases to describe and compare pictures.

POPIS FOTOGRAFIE/OBRÁZKU

The picture shows ... Obrázek ukazuje ...

In this photo I can see ... Na obrázku vidíme ...

There is/are ... in this picture. Na obrázku je/jsou...

On the right/left there is/are ... Vlevo/vpravo je/jsou ...

In the left/right hand corner ... V levém/pravém rohu ...

In the foreground/background ... V popředí/V pozadí ...

In the top/bottom part of the picture there is/are ... V horní/dolní části obrázku je/jsou ...

The people in the picture are ... Lidé na obrázku jsou ...

INTERPRETACE SITUACE ZACHYCENÉ NA FOTOGRAFII/OBRÁZKU

The people in the photo look/seem happy/sad because ... Lidé na obrázku vypadají/zdají se být šťastní/smutní, protože ...

The people in the picture don't look/seem happy because ... Lidé na obrázku nevypadají/nezdají se být šťastní, protože ...

The people in the picture can/must be (...)
because ... Lidé na obrázku mohou/musí být (...), protože ...

The general atmosphere in the picture is positive/negative because ... Atmosféra zachycená na obrázku je pozitivní/negativní, protože ...

POROVNÁVÁNÍ FOTOGRAFIÍ/OBRÁZKŮ

Both photos show ... Oba obrázky ukazují ...

In both pictures the people are ... Na obou obrázcích lidé ...

But the [man/woman/place] in photo A is more ... than the other one.

Ale muž/žena/místo na obrázku A je víc ... než ten/ta/to druhý/druhá/druhé.

The [man/woman/place] in picture A looks ..., while the one in picture B is ...

Muž/žena/místo na obrázku A vypadá ..., zatímco na obrázku B ...

The similarities are ... Shodné jsou ...

The main difference is [that] ... Hlavní rozdíl je, (že) ...

In contrast, ... Na rozdíl od/Naopak ...

Personally, I'd prefer ... Osobně bych dal přednost ...

- ✓ Prepare your presentation carefully and mind three basic parts: **introduction – body – conclusion.**
- ✓ Learn general phrases to present the plan of your presentation:

OBEČNÉ FRÁZE

I'm going to talk/tell you something about ... Budu mluvit o .../Řeknu vám něco o ...

I would like to talk about/focus on [three] main points ... Chtěl bych mluvit o .../zaměřit se na (tři) hlavní body ...

I have divided my talk into [four] parts ... Svoji řeč jsem rozdělil(a) do (čtyř) částí ...

To begin with/First of all, let me tell you about ... Začnu s ... /Nejprve mi dovolu pohovořit o ...

Secondly, ... /Let me now move on to ... Zadruhé .../Teď mi dovolu přejít k ...

This brings me to my [second/third] point ... Teď se dostáváme ke (druhému/třetímu) bodu ...

Thirdly, ... /Another interesting aspect is ... Zatřetí .../Další zajímavý aspekt je ...

Finally, ... Nakonec ...

To conclude, ... Závěrem ...

Have you got any questions? Máte nějaké otázky?

Are there any questions you'd like to ask? Chtěli byste se něco zeptat?

- ✓ While discussing and searching for agreement mention both **advantages/disadvantages** of the suggestion.
- ✓ Learn model phrases for discussing.

VYJÁDŘENÍ A OBHÁJENÍ VLASTNÍHO NÁZORU

I'm sure it's better to ... Jsem si jist, že je lepší ...

I think the best idea is to ... Myslím, že nejlepší nápad je ...

In my opinion, ... Podle mého názoru ...

If you ask me, ... Když se mne (ze)ptáte ...

PŘIJETÍ NÁVRHU

OK./All right. OK./Dobře.

Let's do as you suggested. Udělejme to tak, jak navrhuje.

Good/Great idea. Dobře./Výborný nápad.

OK, let's do that. OK, udělejme to.

Yes./Sure! Ano./Samozřejmě!

That's fine with me. Nic proti tomu nemám.

VYJÁDŘENÍ NÁVRHU

So instead of (...), we could ... Takže místo (...), můžeme ...

Why don't we ...? Proč... (něco neuděláme)?

How about ...? A což ...?

Why not ...? Proč ne... (něco neudělat)?

Could I/we ...? Mohl bych/Mohli bychom ...?

Do you think we could ...? Myslíte, že bychom mohli ...?

I think you should ... Myslím, že byste měl ...

If I were you, I would ... Kdybych byl vámi, tak bych ...

I'd like you to accept this idea. Rád bych tu myšlenku přijal.

ODMÍTNUTÍ NÁVRHU

I don't think it's the best idea/solution/suggestion. Nemyslím, že je to nejlepší nápad/řešení/návrh.

I think it's too/not (...) enough. Myslím, že je to příliš...

I don't think it's (...) enough. Nemyslím, že je to příliš ...

No, I don't think you/we could ... Ne, nemyslím, že byste mohl/bychom mohli ...

I'm afraid it's not possible. Obávám se, že to není možné.

I can't agree because ... Nemohu souhlasit, protože ...

That's (absolutely) out of the question. To je naprosto mimo diskuzi.

S P E A K I N G

- 7 Check on the Internet which UNESCO sites in the Czech Republic have not been mentioned in the text. Write them down.
- 8 Mark on the map the UNESCO sites you have already visited and compare with your partner. Work together and choose three sites which represent the Czech Republic best. Then compare your suggestions in class and explain your choices.



United Nations
Educational, Scientific and
Cultural Organization

TO SUM UP...

**LEXICAL & GRAMMAR
BACKGROUND**

**MATURITA
REQUIREMENTS**

**EXAM
STRATEGIES**

MOTIVATION

Motivation

Tips and tricks

- ✓ pass the Maturita exam
- ✓ be able to communicate while travelling
- ✓ get better job opportunities
- ✓ study abroad
- ✓ pass international exams
e.g. Cambridge Preliminary, First, Advanced...
- ✓ interdisciplinary approach (CLIL)
- ✓ your tips and tricks...



Enjoy shaping Super-Speakers.

