



Kateřina Klášterská a Dagmar Škorpíková  
**Angličtina v kostce – Konverzace a reálie**

Text Kateřina Klášterská a Dagmar Škorpíková

Kresby Pavel Kantorek

Fotografie ISIFA Image Service, s. r. o.

Obálka a grafická úprava Fragment DTP s. r. o., Kamila Flonerová

Odpovědná redaktorka Romana Homonická

Technická redaktorka Daruše Singerová

Vydalo nakladatelství Fragment, Humpolecká 1503, Havlíčkův Brod,  
jako svou 1099. publikaci.

1. vydání, 2007

Sazbu zhotovil TypoText, s. r. o.

Vytiskly Tiskárny Havlíčkův Brod, a. s.

Copyright © Fragment, 2007

Text © Kateřina Klášterská, Dagmar Škorpíková 2007

Illustrations © Pavel Kantorek, 2007

Cover © Fragment DTP s. r. o., Kamila Flonerová, 2007

Photo © ISIFA Image Service s. r. o., 2007

Učebnice, odborná literatura / středoškolská výuka /  
opakování, souhrny / Edice MATURITA V KOSTCE

Všechna práva vyhrazena. Žádná část této publikace nesmí  
být rozšiřována bez písemného souhlasu majitelů práv.

Kontaktní adresa: Radiová 1, 102 27 Praha 10-Hostivař

e-mail: [fragment@fragment.cz](mailto:fragment@fragment.cz); <http://www.fragment.cz>

**ISBN 978-80-253-0193-7** (1. vydání, 2007)

# Obsah

Unit	Topic	Vocabulary	Functions	Background studies I	Background studies II
<b>p. 9–18</b>					
<b>1</b>	<b>Me and my life</b>	Personal information Hobbies, likes, dislikes Personal adjectives Daily routine	Having something in common Giving examples Introducing myself Agreeing/disagreeing	English Speaking Countries Nationalities and adjectives	Customs, traditions and holidays in the ESC
<b>p. 18–29</b>					
<b>2</b>	<b>Family and friends</b>	Family Friends Describing relationships Appearance	Adding points/showing similarity Adding contrast/showing difference Listing/adding points Introducing your opinion Expressing disagreement Describing trends	Great Britain	Family in the ESC
<b>p. 30–40</b>					
<b>3</b>	<b>Science and technology</b>	Gadgets and devices Inventions Computers and the Internet Modern technologies	Linking words Giving instructions Asking somebody to repeat Checking that you've understood	The United States of America	Important scientists and achievements
<b>p. 40–48</b>					
<b>4</b>	<b>Sport and fame</b>	Sports Rules of sports Being famous	Checking that someone has understood Asking what somebody thinks	Canada	National sports in the ESC
<b>p. 49–58</b>					
<b>5</b>	<b>Housing and living</b>	Types of houses Furniture and facilities Describing a house/a room	Flat classifieds Showing I'm following Reacting to good news Showing sympathy/concern Showing surprise	Australia	Housing and living in the ESC

Unit	Topic	Vocabulary	Functions	Background studies I	Background studies II
<b>p. 58–68</b>					
6	<b>Shopping and services</b>	Shopping Shops Money Services	Complaining Offering Accepting/refusing offers	New Zealand	Shopping and services in the ESC
<b>p. 68–79</b>					
7	<b>Food and eating</b>	Food and diet Cooking Table manners	Instructions (recipes) Interrupting politely Asking about preferences Expressing preferences	The United Kingdom I (England and Wales)	Food and drinks in the ESC
<b>p. 80–90</b>					
8	<b>Body and mind</b>	Health problems Lifestyle Body	Comparing and contrasting Giving opinion Expressing preference Asking for advice Giving advice Persuading	The United Kingdom II (Northern Ireland and Scotland)	Healthcare in the ESC
<b>p. 90–102</b>					
9	<b>Transport and travelling</b>	Travelling Hiking trips Package holiday	Giving directions Asking for directions Thanking and responding Saying you don't know	Sightseeing in the ESC Travelling information	Cities in the ESC
<b>p. 102–110</b>					
10	<b>School and education</b>	School Studying and exams	Asking for permission Refusing/giving permission	School and education in the USA/the UK	School and education in the CR
<b>p. 111–121</b>					
11	<b>Jobs and employment</b>	Jobs Work activities Politically correct expressions	Speculating Suggesting Prioritising/expressing preference Phoning phrases	Job matters	Where to get information about the ESC?
<b>p. 121–131</b>					
12	<b>Nature and environment</b>	Animals Weather Plants and countryside Natural disasters Environment	Presenting one's opinion Justifying one's opinion Requesting Agreeing to/refusing suggestions Expressing preference	Environmental issues	Stereotypes

Unit	Topic	Vocabulary	Functions	Background studies I	Background studies II
<b>p. 132–143</b>					
<b>13</b>	<b>History and politics</b>	Politics and political systems Describing history of a country Legislation	Sequencing and ordering Making suggestions Rejecting/accepting suggestions Giving advice	History of the USA/the UK	Politics in the ESC
<b>p. 143–156</b>					
<b>14</b>	<b>Culture and arts</b>	Music Film and theatre Books Fine arts Adjectives for evaluation	Making invitations Accepting invitations Refusing invitations Making recommendations	Literature and drama	Music, film and arts
<b>p. 157–167</b>					
<b>15</b>	<b>The media and the world around us</b>	Newspapers and magazines Television Typical media topics Language of headlines Crime and criminals	Linking words (revision) Expressing opinion Giving yourself time to think Expressing uncertainty	Ireland	The media in the ESC

# Introduction

Generally, this book is aimed at secondary-school teachers and their students who are preparing for the 'State School-leaving Examination' in English. It focuses principally on the gradual development of vital speaking skills and strategies which are required by the new format of the exam, namely, its Speaking Paper. Thus, the book may serve as a basic State School-leaving Examination reference material, or as an invaluable aid to complement the traditional core course books currently used in the classroom, in order to meet the amended requirements of the exam in question. In addition, we believe that the book may be used in English conversation courses which aim to improve general speaking skills.

The book was designed to mirror the essential parts and requirements of the Speaking Paper for the 'State School-leaving Examination', both at the lower and higher exam levels. The levels are designed to correspond with the levels defined by the Council of Europe document, the Common European Framework of Reference for Languages (CEFR). The lower level, marked AJ1 (Anglický jazyk 1), should correspond to the B1 CEFR level and the higher level, marked AJ2 (Anglický jazyk 2), should correspond to the B2 CEFR level.

Firstly, the topics introduced in the book match the general topic areas defined by the Catalogues<sup>1</sup>, the Framework Educational Programme document for secondary schools of general education (*RVP pro gymnaziální vzdělávání*) and by the Council of Europe documents Threshold 1990<sup>2</sup> and Vantage. Secondly, the division of each unit copies the structure of the Speaking Paper of the 'State School-leaving Examination' (see below).

Each unit begins with a *Warm-up* section which aims to prepare students for Part 1 (Introduction) of the Speaking Paper. It includes a variety of question-based exercises designed to develop the students' confidence in asking and answering personal questions and improve their skills in expression of opinion on general topics.

In the *Vocabulary* section, our aim is to recycle and enlarge the vocabulary crucial for discussing general topics. Within this section, we also focus on the development of general study skills, such as the skills of working with monolingual dictionaries, and organizing and recording of vocabulary. Each vocabulary section also includes a reading element which develops important exam-related reading strategies. Many of the texts are structured in a way as to promote the students' interest and knowledge of English speaking countries.

The *Speaking* section contains two essential parts – a *Sustained Long Turn* and an *Interaction*, which correspond to Parts 2, 3, and 4 of the Speaking Paper. Special attention is given to the controlled practice and active use of functional language. Also, the *Sustained Long Turn* part provides additional practice in reading skills and B1-level text-based work, including additional tasks on pronunciation.

Finally, a *Background Studies* section aims to make students aware of the basic facts about the English speaking countries. It is important to emphasize that this knowledge is required to successfully pass the higher level, B2, of the 'State School-leaving Examination'.

Because the skills of working with resource materials and comparing/contrasting L2 and L1 countries and cultures are highly valued within the revised examination format we do not focus on providing facts and details for students to learn by heart. Instead, the emphasis is on employing the skills of working with materials and abundant Internet resources, combined with individual and group project work and discovery techniques. In addition, this section is designed to be utilized and adapted by secondary school teachers, since it is the school itself that specifies the content of this part of the 'State School-leaving Examination'.

The methodology of the book is communicative and interactive, enhancing group and pair work, project work and problem-solving. Students are also constantly invited to assess themselves and their peers in order to promote the higher aims introduced by the CEFR and language portfolios.

<sup>1</sup> Katalog požadavků k maturitní zkoušce – Anglický jazyk 1, aktualizace katalogu schváleného Ministerstvem školství, mládeže a tělovýchovy dne 4. 10. 2005 pod č. j. 26 674/05-2/2; Katalog požadavků k maturitní zkoušce – Anglický jazyk 2, aktualizace katalogu schváleného Ministerstvem školství, mládeže a tělovýchovy dne 4. 10. 2005 pod č. j. 26 674/05-2/14

<sup>2</sup> J. A. van Ek; J. L. M. Trim

We honestly hope that you will find this book useful when preparing yourself for the Speaking Paper of the ‘State School-leaving Examination’.

## Speaking Paper – State School-leaving Examination

### General overview

The new format of the ‘State School-leaving Examination’, as you probably know, is the result of a long-span of work aimed at reforming the Czech school-leaving examinations. The project has been conducted under the auspice of the Czech Ministry of Education, through its organization CZVV<sup>3</sup> (CERMAT), whose main task it is to produce test specifications and guidelines for the examiners.

The Speaking Paper remains unchanged concerning the time setting, i.e. a student has 15 minutes to prepare for the oral part and the maximum of 15 minutes for the actual performance. The examination is organized around 20 general assignments which build the framework for testing both active and passive language skills. In comparison to the old format, the language exam is not based on one topic only. Each student will deal with a variety of topics throughout.

Knowledge of facts may not be assessed in any part of the oral part of the School-leaving Examination at level 1, likewise vocabulary, which is not related to general topics and everyday situations. The same applies for level 2 in all parts of the oral examination, except for the Part 3\*\* of the oral exam, where knowledge of facts and the ability to use specific vocabulary in specific context is part of the assessment criteria (see below).

The interlocutor (‘zkoušející’) leads the exam in accordance with a set structure, methodology and criteria specified beforehand by the CZVV institution. The assessor (‘přisedící’) takes a record of the student’s performance on the basis of set assessment criteria into a special report sheet (‘Záznam o hodnocení přisedícím’). This sheet is a fundamental document for the School-leaving Examination board and enables them to assess the student’s performance.

The Speaking Paper worksheets (‘Podklady pro jednotlivé části ústní zkoušky’) are prepared by each school in concordance with the requirements set by CZVV and the Catalogues (‘Katalog požadavků k maturitní zkoušce – anglický jazyk 1, 2’). The school may decide to create all the worksheets on its own, use those that are prepared by CZVV, or use a combination of both.

### Suggested structure of the Speaking Paper

Language level 1 (B1)		
General topics		
	Contents	Time
1.	<u>Introduction</u> (initiation; interlocutor’s questions – student’s answers)	2–3 (min.)
2.	<u>Sustained long turn</u> (a general topic, 1–2 pictures and an outline/verbal prompts)	4–5 (min.)
3.	<u>Interaction</u> (dialogue/s between the student and the interlocutor; e.g. short dialogues and role plays)	4–5 (min.)
*	<u>Text-based Work</u> (reading a text aloud, focus on pronunciation and text interpretation)	2–3 (min.)
		max. 15

Language level 2 (B2)		
General and specific topics		
	Contents	Time
1.	<u>Introduction</u> (initiation; interlocutor’s questions – student’s answers)	2–3 (min.)
2.	<u>Sustained long turn</u> (a general topic, 2 or more pictures and prompts)	4–5 (min.)
3.**	<u>Sustained long turn</u> (ESP <sup>4</sup> /ESC <sup>5</sup> topic; the contents is specified by each particular school)	4–5 (min.)
4.	<u>Interaction</u> (dialogue, discussion, role-play between the student and the interlocutor; e.g. presenting and supporting opinion etc.)	3–4 (min.)
		max. 15

<sup>3</sup> Centrum pro zjišťování výsledků vzdělávání

<sup>4</sup> ESP: English for specific purposes

<sup>5</sup> ESC: English speaking countries

- 
- \* The order of this part may be changed depending on the topic(s), e.g. after Part 2.
  - \*\* It is expected that individual schools, classes or language groups will define their own specific topics which relate closely to their branch of study or professional orientation. Specific topics should include specific vocabulary and terminology, professional experience and/or specific knowledge. It is expected that the background studies, i.e. facts about English speaking countries and literature ('reálie a literatura'), will predominate at the secondary schools of general education ('gymnázia') whereas the content (ESP, knowledge) at upper-secondary technical schools will be related more to the specifics of their branches of study, e.g. health care, economy, transport, IT, service, catering, agriculture. The same applies to vocational schools.

### **ACKNOWLEDGEMENTS**

We would like to thank Jana Pernicová, the CZVV co-ordinator for English Language, and Romana Homonická, the Fragment Publishing House representative, for their tireless support, help and encouragement while drafting and finishing this book. We would also like to express our deep thanks to Robert King for proofreading the material and for his comments and suggestions.

# 1. Me and my life

## Warm-up

- **Work alone and prepare 5–6 open questions that you can ask your partner (use beginnings of the sentences below). Ask about his/her life, hobbies, pets and family traditions. Work in pairs and ask your questions. Each of you should speak for 2–3 minutes.**

### Questions for my partner to talk about:

1. How often...?
2. How long...?
3. When does your family...?
4. What kind of music/sport/books...?
5. Would you like...?

### Tips

When you want to express that you have something in common, you may use some of following phrases:  
*We both... Neither of us...  
 Neither (s)he, nor I... Either of us... Only one of us...*



- **Listen to your colleague and note down interesting ideas, words and phrases. Then provide feedback on the performance (use the Assessment Grid I at the end of this book).**
- **Tell the class which things you have in common with your partner.**

## Vocabulary

1. a) **Work in pairs. Find 5 mistakes in each group and justify your choice.**

<b>Personal adjectives</b>	happy, heartfelt, lucky, gloomy, depressed, reliable, responsible, clever, sociable, thoughtless, untidy, shy, tolerant, unsure, heartless, ruthless, reasonable, sympathetic, thick, disobedient, unfair, generous, intelligence, calm, unreliable, talented, thoughtful, decisive, caring, ambitious, reluctant, honest, fair, modest, adventurous, good-natured, kind, nice, proud, sensitive, bigheaded, cheeky, bold, dignified, stupid, irresponsible, credible, energetic, quarrelsome, sensibill, humble, obedient, lazy, conservative, diligent, dedicated, coarse, rude, concealed, vain, cruel, mean, moody, uncertain, tidy, intolerant, impolite, unfaithful, indecisive, assured, self-confident, insociable
<b>Hobbies</b>	horse-riding, fliing, sports ( _____, _____, _____, _____, _____, _____, _____, _____), computer games, reading, watching films, chating, playing guitar, mountaineering, gardening, pets, hiking, singing in a choir, dancing, colecting stamps, painting, embroidery, pottery, jogging, meeting with friends

## Grammar

### Negative prefixes – adjectives

Adjectives that start with m- and p- often have im- as the negative prefix: *impossible, immature, improbable* etc.  
 Adjectives that start with r- sometimes have ir- as the negative prefix: *irresponsible, irregular* etc.  
 Adjectives that start with l- sometimes have il- as the negative prefix: *illogical, illegible* etc.  
 Other negative prefixes for adjectives are: *un-, dis-, in-*





b) **Work alone. Find at least 6 pairs of antonyms (opposites) among the words in the group of personal adjectives above.**

**Use a monolingual dictionary if necessary.**

c) **Work alone. Write at least 8 names of sports in the group of hobbies.**

d) **Work in pairs and talk about 'Free time and hobbies in your country'.**

**Speak for about 2–3 minutes. Take turns.**

**During your talk, try to use at least two phrases for giving examples.**

**2. TEXT: Mornings – My Personal Nightmare**

**Choose one of the words and write it in the gap in its correct form (.....) and use right forms of the words in brackets (\_\_\_).**

*spend on, hate, dream, not mind, enjoy, get up, put on, think, love, good, clean, turn off, fond*

It is definitely the <sup>1</sup>\_\_\_\_\_ (active) that I <sup>a)</sup>..... the most. Every morning when I hear the sound of the alarm-clock, I wish to disappear from <sup>2</sup>\_\_\_\_\_ (real) and stay in the world of dreams.

Sometimes I <sup>3</sup>\_\_\_\_\_ (image) that it is weekend and I can stay in bed late, which I <sup>b)</sup>.....

It is so difficult for me to wake up! I just <sup>c)</sup>..... <sup>4</sup>\_\_\_\_\_ (sleep).

After three long periods of ringing and my mum shouting, I <sup>5</sup>\_\_\_\_\_ (final) <sup>d)</sup>..... the alarm clock and <sup>e)</sup>..... The room is cold (we live in an old family house that has outdated central heating) and <sup>6</sup>\_\_\_\_\_ (please), you would not call it cosy even if you were blind. So, I hurry to <sup>f)</sup>..... my clothes and literally run to the bathroom to warm myself up a bit by <sup>g)</sup>..... my teeth and brushing my hair.

Another horror is breakfast, <sup>7</sup>\_\_\_\_\_ (special) when my older sister prepares it. You can be sure that she will spoil it however long she <sup>h)</sup>..... preparing it. I have to sit there, eating my breakfast, pretending that it's great and all the time <sup>i)</sup>..... of a proper English breakfast. I asked her several times to stop <sup>8</sup>\_\_\_\_\_ (cook), but she keeps trying anyway. My mum is <sup>j)</sup>..... at cooking, but she <sup>9</sup>\_\_\_\_\_ (rare) has time to do it. I am really <sup>k)</sup>..... of her apple pie. For about a year I was <sup>l)</sup>..... of preparing the breakfasts myself, but since I love to sleep, it would be rather difficult. My father is not a bad cook either, I <sup>m)</sup>..... him being in charge of the kitchen, but he prefers <sup>10</sup>\_\_\_\_\_ (sip) his morning coffee and reading the newspapers to preparing food for us, his poor <sup>11</sup>\_\_\_\_\_ (neglect) children.

Well, at least they drive me to school and I do not have to take the local school bus.

**Extra practice**

Use the adjectives to describe one family member/your ideal partner/your best friend, etc. Write one description down.



**Functions**

**Giving examples**

- For example, ...
- For instance, ...
- To give you an idea, ...
- Take, for example, ...
- Let's say, ...
- One example of this is...
- Another example is...

**Tips**

**Use of gerund in verb patterns**

Do not forget that you have to use the gerund (e.g. *I'm keen on preparing...*), if you want to use the verb after a preposition.



**Extra practice**

In the text, find those verbs which are followed by a gerund verb form.

