

■ ■ ■ ■ ■ krok za krokom k maturite ■ ■ ■ ■ ■

ANGLIČTINA

Konverzácia • Reálie



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**Príprava na štátnu
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Introduction

Generally, this book is aimed at secondary-school teachers and their students who are preparing for the ‘*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 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 ‘*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 B, should correspond to the B1 CEFR level and the higher level, marked A, should correspond to the B2 CEFR level.

Firstly, the topics introduced in the book match the general topic areas defined by ‘*Cielové požiadavky na vedomosti a zručnosti*’ documents for both the A and B levels of the exam and by the Council of Europe documents Threshold 19901, Vantage and Modern Languages: Learning, Teaching, Assessment. Secondly, the division of each unit copies the structure of the Speaking Paper of the ‘*School-leaving Examination*’ (see below).¹

Each unit begins with a *Warm-up* section which is meant to be an introduction to the topic itself. It includes a variety of question-based and task-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. It should mainly bring up the topic and make the students remember what they have already learnt about it.

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, or organizing and recording of vocabulary. This section is finished by an *Exam task – Visual stimulus* that corresponds to Part 1 of the Speaking Paper. It serves the students as an opportunity to practise own and comment on peer’s ability of work with visual stimulus.

The *Speaking* section contains two essential parts – a *Sustained Long Turn* and an *Interaction*, which correspond to Parts 2 and 3 of the Speaking Paper. Each of these parts contains an *Exam task* exercise, too. Special attention is given to the controlled practice and active use of functional language.

Finally, the *Extras* section aims to make students actively involved in their studies by providing the *Projects* and *Peepshow* parts of the unit. In these parts we do not only concentrate on providing facts. Instead, the emphasis is laid 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 for their own needs and the needs of their students.

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.

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

Speaking Paper – School-leaving Examination

General overview

The format of the ‘*School-leaving Examination*’, as you probably know, is the result of a long-span of work aimed at reforming the Slovak school-leaving examinations. The project has been conducted under the auspice of the Slovak

¹ J. A. van Ek; J. L. M. Trim.

Ministry of Education, through its organization 'Štátny pedagogický ústav', 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 20 minutes to prepare for the oral part and the maximum of 20 minutes for the actual performance. The examination is organized around 25 general assignments which build the framework for testing both active and passive language skills. In comparison to the old format, the language exam does not have to be based on one topic only. So, a student may deal with a variety of topics throughout the Speaking Paper. The exam assesses both the factual knowledge of the topic as well as communicative competence as defined by the CEFR for the B1 and B2 levels.

The interlocutor ('skúšajúci') leads the exam in accordance with a set structure, methodology and criteria specified beforehand by the 'Štátny pedagogický ústav' institution. The assessor ('prísediaci') takes a record of the student's performance on the basis of set assessment criteria into a special report sheet. The whole exam procedure is supervised by the exam board chairperson ('predseda predmetovej maturitnej komisie'). All members of the exam board take record of each candidate's performance into a separate report sheet and decide on the final assessment in accordance with the official guidelines.

The Speaking Paper worksheets are prepared by each school in concordance with the requirements set by 'Štátny pedagogický ústav'.

Structure of the Speaking Paper

Language level B (B1)			Language level A (B2)		
General topics			General and specific topics		
	Contents	Time (min.)		Contents	Time (min.)
1.	Visual stimulus (Sustained long turn based on visual prompts; picture description)	5 (min.)	1.	Visual Stimulus (Sustained long turn based on visual prompts; picture story)	5 (min.)
2.	Thematic analysis (Sustained long turn: a general topic: a – c)	10 (min.)	2.	Thematic analysis (Sustained long turn: a general topic: a – f)	10 (min.)
3.	Role play (Interaction between the student and the interlocutor; e.g. short dialogues, role play)	5 (min.)	3.	Role play (Interaction between the student and the interlocutor; e.g. short dialogues, role play)	5 (min.)
		max. 20			max. 20

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Me and my family

1. Me and my family

Warm-up

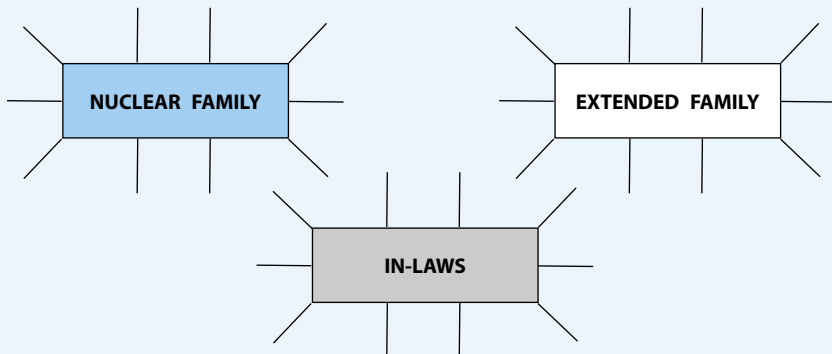
- Complete the information and create your personal ID.

Title:	Nationality:
First name(s):	Age:
Surname:	Marital status:
Home address:	Occupation:
Telephone:	Education:
Email address:	Work history/Work experience:
Date of birth:	Skills:
Place of birth:	Hobbies and interests:

- Use the information from your ID to introduce yourself to the class.
- Prepare at least ten personal questions based on the headings above. In pairs, ask and answer the questions.

Vocabulary


- a) Work alone. In three minutes, write as many family members as possible into each graph. If you find more than fifteen, you are an expert on family!



- b) In pairs, test each other. First, ask your partner to tell you a family member of the opposite sex (e.g. father × mother). Then prepare ten questions according to the model (e.g. Who's my mother's or my father's brother? – It's your uncle).

Extra practice

Draw your three-generation family tree and describe it to your partner, explaining who is who in your family and what their relationship to you is. Add information on their age, job, where they live, how often you see them and what they like/don't like doing. If possible, bring some pictures of your family to make it more interesting!



2. Decide which member of your family matches best each description. E.g. My uncle John has blond/fair hair.

- | | |
|--|--|
| _____ has (got) blond/fair hair. | _____ plays tennis/squash/golf and exercises regularly. |
| _____ has got a beard/a moustache. | _____ (dis)likes drinking beer/wine. |
| _____ wears glasses. | _____ is good at computers/chess/playing ice-hockey/English. |
| _____ is quite tall and slim. | _____ cooks well. |
| _____ is a bit overweight/plump. | _____ always does the ironing. |
| _____ is really good-looking/attractive/handsome. | _____ is keen on knitting/gardening/doing crosswords. |
| _____ loves wearing smart/designer/fashionable clothes. | _____ is the person I get on best with. |
| _____ is a bit shy and does not enjoy our family gatherings. | _____ is the person I look like a lot. |
| _____ isn't mean and likes buying and giving us Christmas and birthday presents. | _____ is the person I take after in lots of ways. |
| _____ is in his/her early-/mid-/late-sixties. | _____ is the person I don't get on well with at all. |
| _____ is interested in reading detective/love stories. | _____ is the black sheep of the family. |

3. a) Individually, find the words we use to describe various stages of life. The letters are jumbled.

rhibt – hlhocidod – pretuby – eseecandolc – ltdaduohh – gimleaded (2 words) – tetermneri – ladoeg (2 words)

b) Put these words into appropriate order from the youngest to the oldest.

school-age child – elderly – parent – teenager – infant – pensioner – juvenile – toddler – newborn – adult – youngster – adolescent – grown-up – senior citizen – middle-aged person – young adult

c) Complete the phrases describing important life events. Compare in pairs. Which life stages do you associate them with?

_____ born, learn _____ talk/walk/read/drive, _____ married/engaged/divorced/widowed, _____ house, _____ a baby, leave _____ home/school/university, _____ to school/college/university, _____ in love, retire, grow _____, bring _____ children, settle _____, graduate _____ school, _____ pregnant, _____ exams, _____ a job, _____/rent a flat/house, go _____ with somebody, qualify/work _____ a teacher, _____ promoted, take an _____ retirement, start a _____, _____ homework, save _____ for something, work _____ a company, _____ for a job, run a _____, work _____ (banking), _____ up a job/a career, _____ (medicine), _____ a course, _____ retired, go on a _____ with somebody, _____ up with your boyfriend/girlfriend, _____ a degree, take a year _____, apply _____ a job, _____ up a company/a business, _____ away/die

Exam task – Visual stimulus


4. a) Work alone. In about five minutes, get ready to answer the questions in some detail.

- Who are the people in the pictures? What is the relationship between them?

Note down

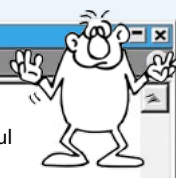
... useful words to talk about:

- Appearance:
- Personality:
- Hobbies and interests:
- Household chores:



Tips

To get ready for a similar task, note down interesting ideas, think of useful words and expressions and try to structure your talk effectively.



Me and my family

- Can you describe the people in one of the pictures in more detail?
Talk about their age, appearance, clothes.
- What are the people doing at the moment? How are they feeling? Why do you think so?
- What are the main similarities and differences between these families?
- Which picture resembles more your own family situation? Why?
- Which of these images is more typical for your country/region?



- b) In pairs, take turns and describe the pictures. Then give feedback to your partner using the Assessment Grid I.**

Speaking

SUSTAINED LONG TURN

Getting started

1. a) See, how Mr. White describes his best friend, Mr. Black.

1. _____

Hello. I would like to tell you something about my best friend. His name is George Black, he is 19 years old and we are high school mates. George was born in Topeka, the capital city of Kansas, USA. He's an only child.

2. _____

George is a bit overweight and plump. He has got blue eyes, a small upturned nose and a pointed chin. His hair is fair and curly and he often wears it tied back in a pony-tail. He has got a tattoo and a piercing, which his parents know nothing about. George likes wearing casual, comfortable clothes, especially baggy shorts and shirts.

3. _____

George is a good friend and I can rely on him whenever I need help or advice. He has a good sense of humour. The only negative thing I can think of is that he's a bit messy.

4. _____

George has many hobbies and interests. Firstly, he loves reading fantasy and sci-fi books. Secondly, he plays chess. He took it up when he was about seven years old and has been enjoying it ever since. I think it is a bit boring, but George is a real addict. He often plays chess on his computer. He also loves animals.

5. _____

George is quite ambitious. In the future he would like to attend Harvard University and do a course in economy. He is planning to work as a tax advisor for a big multi-national company. Actually, I think he will make a perfect tax consultant. Anyway, this will have to wait because we both are going abroad. We are taking a year off school. We will probably travel a bit first and enjoy ourselves. Our plan is to stay either in the Czech Republic or Slovakia. Which do you recommend to us?

- b) Read the text again and match the headlines with the paragraphs.**

- Hobbies and interests (likes and dislikes)
- Personality and behaviour (positive and negative sides)
- Basic personal information (age, family, work/study, your relationship to the person)

- Future plans and ambitions
 - Physical appearance (height, build, hair, eyes, special features, clothes)
2. a) **Get ready to talk about your sibling, parent, or another member of the family. Follow the structure in exercise 1.**
- b) **Give your presentations in pairs.**

Over to you

3. a) **Work alone and prepare an outline of a three-minute talk on one of the topics below.**
- 'Typical generation problems'
 - 'Sibling dynamics'
- b) **Give your talks in small groups. Your colleagues will give you feedback.**
4. a) **In pairs, rank the traditional functions of the family according to how important they are nowadays. Give reasons and support your opinion with examples.**
- Providing financial security and economic support
 - Giving people sense of security and position in a society
 - Helping children to survive
 - Making sure that children socialise into the norms and values of society
 - Satisfying our emotional needs for love
- b) **Individually, prepare a three-minute talk on the family. Use the questions below to help you structure your speech.**
- What is a family? How can you define it?
 - What are its main functions? Why is it important?
 - What family types are common in your country?
 - What are some new trends in family life and structure?
 - What influences/affects the family most?
 - What will a typical family look like in twenty years' time?

Exam task – Thematic analysis

5. a) **Work in pairs. Choose one of the sets below each. In about 7 minutes note down key words and ideas to answer the questions.**

Set A

1. Could you describe your immediate family to me?
2. Which member of the family are you really close to and have a lot in common with? Describe the person to me.
3. In your opinion, what are the advantages and disadvantages of having brothers and sisters?
4. What do you think the three most important qualities of an ideal parent are? Explain.
5. You should wait till you are in your late thirties before you get married. Do you agree? Why (not)?

Set B

1. Could you describe your sibling/best friend to me?
2. Is there anyone in your family you didn't use to/don't get on well with? Tell me more about him/her.
3. In your opinion, what are the advantages and disadvantages of being an only child?
4. What do you think the three most important qualities of an ideal partner are? Why?
5. The media often claim that traditional family and family values are under threat. Do you agree? Why (not)?

- b) **Take turns to answer the questions. Try to talk for at least five minutes each. Remember to avoid short, one-word answers.**
- c) **Use the Assessment Grid II to give feedback to your partner.**

Me and my family

INTERACTION

Model

1. a) **Mr. Black is an only child whereas Mr. White has one older brother and two younger sisters. Who do you agree with?**

Mr. Black: 'In my opinion, it's much better to grow up as an only child. Firstly, you have all your parents' and grandparents' attention. Secondly, you don't have to share your toys and room with anyone.'

Mr. White: 'Well, that makes sense, but I'm not sure if I'd like it better. Having brothers or sisters is a great fun. Even though we used to argue and fight a lot, we could always rely on each other and share our secrets. What is more, I've never felt alone in my life. There was always someone to help me, to go to the cinema with or simply a person I could play basketball with.'

Mr. Black: 'That's an interesting point of view. To tell the truth, I sometimes felt a bit lonely and, moreover, it was difficult for me to find friends. On the other hand, I always had the freedom to decide what music to listen to and when to go to bed. Haven't you ever missed privacy or the feeling of having something which belongs only to you and no one else?'


Mr. White: 'I'm afraid I don't quite understand what you mean by having something for myself. Of course I had my own toys, books and clothes. Although it's true that I sometimes had to share things with them, I certainly wouldn't lack privacy ... Maybe sometimes, especially when we were teenagers ... but not often. We were a friendly bunch. Actually, it's said that when you are an only child, you usually become a mean, spoiled and ...'

Mr. Black: 'I don't see why. Besides, I'm the most generous person in the world! And, to be honest, I don't like these unfair stereotypes about the poor only children.'

Mr. White: '... and a bit touchy person.'

- b) **Have a look at the underlined phrases and add them to the proper group of functions.**

Functions		
Listing and adding points ■ ■ ■	Introducing your opinion ■ ■ ■	Expressing disagreement ■ ■ ■



2. a) **In about three minutes, get ready to perform a similar dialogue in pairs. Try to use as many phrases from the 'Functions' box as possible.**

Card: student A	Card: student B
Your opinion is that 'being the youngest in the family is a nightmare.' a) Start the discussion and express your opinion. Give at least two reasons to support your opinion. b) Listen to your partner's opposing view and disagree with him/her politely. Add one or two more reasons in favour of your statement.	You think that 'the youngest children are always spoiled.' a) First, listen to your friend's opinion. Disagree with him/her and explain why. Then introduce your opinion on the youngest children in the family and add some examples or reasons to support your point of view. b) Listen to the arguments your partner adds and agree with (some of) them.

- b) **In pairs, carry out the task. Try to speak for about 3 minutes.**
 c) **Which is better? Which is worse? Practise expressing opposing viewpoints.**
- Bringing children up in the countryside – Bringing children up in a big city
 - Getting married at the age of 20 – Getting married at a later age

- Having a mother who works full-time – Having a mother who does not work
- Family life now – Family life 100 years ago

Mini-dialogues

3. Without preparation, act out the dialogue in pairs. Try to talk for at least three minutes and use the new phrases from the 'Functions' boxes.

Situation:

I am your mother/father. You came much later from a party than you had promised. Explain the situation and list some reasons why you should be allowed to stay out longer on Friday nights. I start.

Exam task – Role play

4. a) In about five minutes, get ready to act out one of the dialogues. First, read the situation and plan what to say.

Situation 1:

Talk to your friend. Find out about a typical day in his/her family and learn more about family celebrations and other special occasions.

Situation 2:

Talk to your grandparent. Find out more about what family life used to be when he/she was young and what he/she likes or dislikes about the current situation.

- b) Act out the dialogues in pairs. Try to speak for about five minutes. Then use the Assessment Grid III to give feedback to your partner.
- c) Now work with another partner and act out the second situation.

Extras

PROJECTS

1. Project I: 'Outlook for the Future' /Survey, 90 minutes/

a) Work in four groups, each focusing on one of the areas below. Prepare a ten-question survey to find out what the ideas, ideals, dreams and prospects of young generation are.


- Will the institution of family survive our generation?
- Dream partner in the eyes of youngsters
- That's what we call cool housing
- Work ambitions of our decade

b) Carry out the survey among at least 20 respondents/your peers from class/school/home town.

c) Summarise the findings and present them to the class.

Tips

To present the results of a survey in an interesting way, consider using visual support and aids, i.e. pictures, diagrams, charts, or graphs. Remember that the visuals must be clear, visible and well-prepared.



PEEPSHOW

Are you an expert on real and fictional family dynasties? In pairs, decide whether the statements are true or false. Then correct the mistakes.

1. The ruling British Royal Family, i.e. the monarch and her close relatives, are members of the House of Tudor.
2. The Queen's eldest son and his wife, namely Charles and Camilla, enjoy the royal styles Prince of Scotland and Princess of Cornwall.



Culture and arts

3. Prince William, the Queen's husband, comes from the Greek Royal Family.
4. Succession to the British throne is governed by the rule of male-preference primogeniture. This rule says that male children are preferred over the ruling sovereign's daughters and an older child is preferred over a younger child of the same gender.
5. Charles's aunt, Princess Margaret, was the first immediate royal family member to get divorced since Henry VIII (1491 – 1547).
6. The former U.S. President John F. Kennedy, who was assassinated in 1963 in Dallas, came from a prominent Welsh-American political dynasty. As you probably know, many other members of this dynasty died at an early age. Some of them were assassinated (such as Robert F. Kennedy, J.F.K.'s younger brother), some died in a plane crash (e.g. the late president's sister Kathleen, his older brother who died during the WWII fights or J.F.K.'s only son).
7. Do you remember John Kerry, George W. Bush's opponent in 2004 presidential election? In fact, he and Bush have a common ancestor and are 9th cousins, twice removed.
8. The Rockefeller family made its amazing fortune in the telecommunications business during the late 19th and early 20th century. The family are of British-French-German-American origin.
9. One of the most famous fictional families, the Simpsons, first appeared in 1998. It has been one of the most popular TV shows and the longest running prime-time cartoon ever since. By the way, can you name its members?
10. The Addams family, a horror-like and eccentric fictional family living in a dark mansion next to the Central Park, is believed to represent a satirical and critical mirror of a typical American nuclear family.

2. Culture and arts

Warm-up

■ Work alone and create questions, then check them in pairs.

1. your – kind of music/group/singer – favourite?
2. kind of entertainment – appeal most – you?
3. last year – cultural event – enjoy most – you?
4. film – the keenest on – you?
5. you – amuse yourself – at weekends/in your free time/on school days?
6. where – enjoy yourself more – you – a concert/the theatre?
7. where – you – prefer – go – music festival/hip-hop festival?
8. cartoon character – find – you – most amusing?
9. in your opinion – the best way – spend a Saturday night?

■ Now, take turns and ask the questions. Listen carefully to your colleague.

Vocabulary

1. a) Work alone and complete the sentences. The first letters are given for you.

- a) Today the most popular TV programmes are

Note down

... at least five ...

- Music genres:
- Musical instruments:
- Film genres:
- Adjectives evaluating films/music:
- Film/art/culture events you know:

