



1st INTERNATIONAL SCHOOL OF OSTRAVA

Anglický jazyk

Státní Maturita - část třetí

Maturita Topics 2018-2019 for part 3 of the National Maturita

NOTE: The term “English-speaking countries” or “the English-speaking world” is meant to include: England, Ireland, Northern Ireland, Scotland, Wales, Canada, the United States, Jamaica and other Caribbean states, Australia, and New Zealand.

NOTE: What is important here is that you are able to use a range of English relating to various topics. While factual information is graded, it is more important that you demonstrate an ability to use the vocabulary of various topics and open or engage in a discussion or conversation concerning those topics. It is not concerning only the subjects covered in your English classes, but subjects you have covered during your time at an English-speaking school.

1. Ostrava and the surrounding area

- a. You may be given a set of significant images representing Ostrava and the surrounding area. You will be asked to use them to help you organize a visit for a group of English-speaking students who are here on an exchange program.
- b. You may need to use the images to develop ideas and present them to the school management about how students should spend a few days in the region.

2. Ostrava

- a. You may be given a set of images representing Ostrava.
- b. You may be asked to use them to guide a speech about Ostrava, in which you will be asked to talk about any or all of the following aspects: location, landmarks/features, history, demographics, politics, economy, development, culture, free time, tourism, special events

3. The Czech Republic

- a. You may be asked to give a presentation or engage in a discussion concerning the Czech Republic. Specific talking points may include all or some of the following: geography, demographics, politics, history, culture, tourism, nature.
- b. You may have a map which should be used to illustrate your talking points.

- c. Famous landmarks and monuments should be spoken about using their English names, where such exist (i.e. Charles' Bridge), but other places (i.e. Český Krumlov) should be referred to using their only names, but spoken clearly so that a non-Czech speaker would understand.

4. Education systems in Czech and English-speaking countries

- a. You may be asked to explain in detail the education system of one particular English-speaking country.
- b. You may be asked to explain and compare education systems in different English-speaking countries.
- c. You may be asked to compare the education system in the Czech Republic with education systems in different English-speaking countries.
- d. You may be asked to discuss traditional and alternative education in the Czech Republic and in English-speaking countries.

5. Holidays and festivals in the Czech Republic and around the English-speaking world

- a. You may be asked to explain at least two holidays which are celebrated in an English-speaking country (each holiday can be from a different country) which are **not** celebrated in the Czech Republic, or are not traditional in the Czech Republic.
- b. You may be asked to describe at least two holidays which are celebrated in the Czech Republic and English-speaking countries, and compare the differences and similarities in the celebration of these holidays.
- c. You may be asked to discuss holidays which have recently come into the Czech Republic from English-speaking countries, or new ways in which people are or might be celebrating these holidays due to the influence of globalization.

6. Environmental issues now and in the future

- a. You may be asked to choose one major environmental issue and discuss it at length and in detail, analyzing its causes, the current situation, and possible future development.
- b. You may be given four options from which you must select at least three to discuss, explaining what the problem is, what is being done about it, and future implications.
- c. Environmental issues include, but are not limited, to: waste, pollution, drinking water, rising sea levels, global warming, food production, drought, desertification, deforestation, poaching, and animal extinction.

7. Global issues and current events

- a. You may be asked to describe a major global socio-political issue and analyze its possible future development.

- b. You may be asked to choose a major current event, describe and discuss it, and analyze its possible future development.
- c. Possible issues include, but are not limited to, the following: overpopulation, famine, war, conflict, the UN, disease, globalization of culture, consumerism and exhaustion of resources. Current events can only be determined at the time of the test; they will include events of global interest as well as those specific to English-speaking countries, which might not be so important outside their borders.

8. Sports

- a. You may be asked to discuss or present ideas on any of the following aspects of sports: popular, local, major and international events, entertainment and salary, or famous players.
- b. You might be asked to present ideas on how sporting events encourage or discourage international cooperation and cultural exchange.
- c. You may be asked to discuss the morality of sports, the usefulness of major sporting events, or the ethics/ethical implications of athlete salaries.

9. Cuisine (local cuisine, eating when traveling, eating at home, cuisine and culture, etc.)

- a. You might be asked to discuss the typical eating habits of countries around English-speaking nations, considering traditional and modern foods.
- b. You may be asked to draw comparisons with Czech cuisine.
- c. You may be required to consider how an understanding of a nation's cuisine can provide a deeper understanding of that culture.

10. Art and music

- a. You may be asked to discuss musicians and/or artists from the English-speaking world which you admire, and give reasons for why you enjoy their work.
- b. You may be asked to discuss artists and musicians from the English-speaking world whose art, music, or personalities have had an important impact on not only music and art, but society as a whole. Topics to consider include but are not limited to civil rights, political activism, morality and ethics, challenging/changing the way we think about and perceive the world, music, and/or art, or the way in which they may use their influence to raise awareness about issues.
- c. You may be asked to speculate on why it is that so many musicians from English-speaking countries have had such a major impact worldwide, even before English was the international language, and to speculate on why English music is so popular, influential, and trend-setting.

11. Science (current events, general knowledge, important breakthroughs, etc.)

- a. You may be asked to discuss important events happening in the scientific community recently (this could range from major medical breakthroughs to groundbreaking work in our understanding of life and the universe)

- b. You may be asked to discuss important scientists from the English-speaking world and beyond, their contributions to science and our understanding of ourselves and our world
- c. You may be asked to discuss, generally, important breakthroughs in science throughout history

12. Media and communication

- a. You may be asked to discuss the impact of the media on people today, including possible generation gaps and the technology associated with it.
- b. You may be asked to discuss the importance of media and media technology in our everyday lives, and ways in which it has changed over the past few decades.
- c. You may be asked to discuss the role of advertising in today's world, including what it is, how it works, where it can be found, and the ways in which it influences our thinking.
- d. You may be asked to discuss social media and networks, the way communication is changing and evolving, and how it is different from the past decades.

13. Getting involved

- a. You may be asked to talk about projects and organizations in our school and/or community which do work or provide services for others, such as charities and volunteer organizations. You should consider what the purpose of the projects are, how they are organized, how and why you got involved, and the specifics of any projects or services you were directly involved in.
- b. You may be asked to discuss international organizations (NGOs, volunteer organizations, charity services, etc.), what purpose they serve, what good (or harm) they do, and whether or not they are important.

14. Great Britain

- a. You may be asked to discuss Great Britain (mostly the United Kingdom) using pictures and a map.
- b. Possible aspects of your discussion may include, but are not necessarily limited to, location, landmarks/features, history, demographics, economy, culture, free time, politics, tourism.

15. United States and Canada

- a. You may be asked to discuss North America using pictures and a map.
- b. Possible aspects of your discussion may include, but are not necessarily limited to, location, landmarks/features, history, demographics, economy, culture, free time, politics, tourism.

16. Travelling

- a. You may be asked to examine various ways of travelling and discuss their advantages and disadvantages.
- b. You may be asked to present all the possible ways of spending holidays and discuss the development of tourism.
- c. You may be asked to give a presentation on interesting places worth visiting with detailed description.

17. Health matters

- a. You may be asked to present your ideas on ways how to get fit and the importance of keeping a healthy lifestyle.
- b. You may be asked to discuss the unhealthy obsessions trending in today's society and possible outcomes and solutions.

18. Technology and Innovation

- a. You may be asked to discuss ways in which technology has changed and is changing, and the effects that has on our lives.
- b. You may be asked to discuss important technological breakthroughs throughout history, the people behind them, and the importance of these breakthroughs.
- c. You may be asked to discuss the importance of technology in today's society and the way it has changed and is changing the way we perceive ourselves and others.
- d. You may be asked to predict what the future of technology holds and what implications that will have on the world we live in.

19. Books and literature

- a. You may be asked to speak about books in general (reasons people read, your reading habits, etc.) or more specifically (discussing genre, plot, character, setting, and theme of books you have read), or to make connections between books you have read.

20. Books and literature (2)

- a. You may be asked to speak very specifically about a book or genre of a book you have read in class, and make connections concerning the theme of the book (i.e. war literature, dystopian literature, stereotypes and social relationships, etc.)