



# MATURITNÍ OTÁZKY Z ANGLICKÉHO JAZYKA PRŮBĚH A HODNOCENÍ ZKOUŠKY

školní rok: 2019 - 2020

studium: čtyřleté

## MATURITNÍ OTÁZKY

1. "From the perspective of racism, the English-speaking countries have not made the world a healthier place." Agree or disagree with this statement, using specific examples and reasons.
2. "The English-speaking countries have helped make the world more democratic." Agree or disagree with this statement, using specific examples and reasons.
3. What are one or two major ways that the English speaking countries have influenced the whole world? Express and defend opinions: have these influences been mostly positive or negative?
4. Select one or two countries from this list: Canada, Australia, New Zealand, Ireland and South Africa. Why should people visit? Who and what would they find there?
5. Select one from this list: Canada, Australia, New Zealand, Ireland and South Africa. How is the culture and heritage of this country different from the culture and heritage of the Czech Republic?
6. Select one or two countries from this list: Canada, Australia, New Zealand, Ireland and South Africa. Describe the country's geography, history, and culture with specific examples.
7. If you had to choose one or two cities in the English-speaking world to live in and build your career, which would you choose and why?
8. Select one city from the English-speaking world. Compare and contrast it to either your hometown or the city of Prague. Discuss history, culture, geography, religion, politics or other characteristics.
9. Select one or two famous people from the English-speaking world. Compare and contrast these people to one or two famous people from the Czech Republic.
10. Why should people visit the U.K.? Who and what would they find there? Give at least three detailed examples.
11. Choose two or three events from the history of the U.K.. Describe them, explain why they are important and why they are connected to each other.
12. Describe the geography of the U.K.. This may include the land, the water, the cities and towns, and interesting locations. Give at least three detailed specifics.
13. Choose two or three authors from the U.K.. Describe them, their work, and why they are important.
14. Choose two or three works of literature from the U.K.. Explain who and where they came from, what they are about, and why they are important.
15. Describe the political system of the U.K., including its history, how it works today, and your opinion.
16. Describe two or three kings or queens in British history. Discuss them and explain why they were important.

17. Describe two or three leaders in British history or culture who were not royalty. Discuss them and explain why they were important.
18. Describe two or three people whom you don't know personally from the U.K., either from today or history, and would like to meet. Why would you be interested? What would you do?
19. Why should people visit the U. S.A.? Who and what would they find there? Give at least three detailed examples.
20. Choose two or three events from the history of the U. S.A.. Describe them, explain why they are important and why they are connected to each other.
21. Describe the geography of the U. S.A.. This may include the land, the water, the cities and towns, and interesting locations. Give at least three detailed specifics.
22. Choose two or three authors from the U. S.A.. Describe them, their work, and why they are important.
23. Choose two or three works of literature from the U. S.A.. Explain who and where they came from, what they are about, and why they are important.
24. Describe the political system of the U. S.A., including its history, how it works today, and your opinion.
25. Describe two or three presidents in American history. Discuss them and explain why they were important.
26. Describe two or three famous people in American history or culture who were not presidents. Discuss them and explain why they were important.
27. Describe two or three people whom you don't know personally from the U. S.A., either from today or history, and would like to meet. Why would you be interested? What would you do?
28. In which country from this list (the U. S.A., the U.K., Canada, Australia, New Zealand, Ireland or South Africa) would you rather live and work? Explain your choice with examples and reasons.
29. Choose two from this list (the U. S.A., the U.K., Canada, Australia, New Zealand, Ireland or South Africa). Where would you rather live and work? Compare and contrast them with examples and reasons.
30. Choose one country from the English speaking world. Compare it to the Czech Republic. Specifically: where would you rather raise a family? Explain your choice with examples and reasons.
31. Which country from this list (the U. S.A., the U.K., Canada, Australia, New Zealand, Ireland or South Africa) is most similar to the Czech Republic? Explain your choice with specific examples and reasons.
32. Which country from this list (the U. S.A., the U.K., Canada, Australia, New Zealand, Ireland or South Africa) is most different from the Czech Republic? Explain your choice with specific examples and reasons.

### **PRŮBĚH MATURITNÍ ZKOUŠKY**

Žák si losuje číslo maturitní otázky. V rámci patnáctiminutové přípravy má k dispozici prázdný papír (s razítkem školy) na poznámky, psací potřeby a zadání maturitní otázky včetně podotázek.

Ústní zkoušku v délce patnácti minut vede hodnotitel – zkoušející, který klade otázky a dělá si v průběhu zkoušky vlastní poznámky. Hodnotitel – přísedící může mít během zkoušky doplňující otázky a vede si v průběhu zkoušky vlastní poznámky. Zkoušený má během ústní zkoušky k dispozici papír s vlastní přípravou vytvořenou během patnáctiminutové přípravné části zkoušky.

Na konci bloku maturitního zkoušení se hodnotitel – zkoušející a hodnotitel – přisedící dohodnou na výsledné známce.

### **HODNOCENÍ MATURITNÍ ZKOUŠKY**

Výsledné hodnocení se řídí následující tabulkou:

Popis známky	Známka
<i>Žák ovládá požadované znalosti uceleně, přesně a výstižně.</i>	1
<i>Žák ovládá požadované znalosti uceleně, občas narazí na menší nedostatky v přesnosti a výstižnosti.</i>	2
<i>Žák projevuje nedostatky v přesnosti a výstižnosti, podstatnější nedostatky dovede s pomocí zkoušejícího korigovat.</i>	3
<i>Žák má závažné nedostatky v ucelenosti, přesnosti a výstižnosti, chyby dovede s pomocí zkoušejícího korigovat.</i>	4
<i>Žák má velmi závažné nedostatky v ucelenosti, přesnosti a výstižnosti, chyby nedovede korigovat ani s pomocí zkoušejícího.</i>	5

Vyučující: Paul Till  
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