

MINISTERSTVO ŠKOLSTVA,
VEDY, VÝSKUMU A ŠPORTU
SLOVENSKEJ REPUBLIKY

KÓD TESTU

8427



MATURITA 2015

EXTERNÁ ČASŤ

ANGLICKÝ JAZYK

úroveň B2

**NEOTVÁRAJTE, POČKAJTE NA POKYN!
PREČÍTAJTE SI NAJPRV POKYNY K TESTU!**

- Test obsahuje **80 úloh**.
- Na vypracovanie testu budete mať **120 minút**.
- Na začiatku každej úlohy sa z inštrukcií dozviete, ktorý odpoveďový hárok máte použiť.
- V teste sa stretnete s dvoma typmi úloh:
 - Pri úlohách s výberom odpovede vyberte správnu odpoveď spomedzi niekoľkých ponúkaných možností, z ktorých je vždy správna iba jedna. Správnu odpoveď vyznačte krížikom do príslušného políčka odpoveďového hárka označeného piktogramom .
 - Pri úlohách s krátkou odpoveďou, ktorých odpoveď tvorí jedno slovo (prípadne zložený slovesný tvar) alebo niekoľko slov, píšete do príslušného políčka odpoveďového hárka označeného piktogramom .
- Pri práci smiete používať iba pero s čiernou alebo modrou náplňou. Nesmiete používať zošity, slovníky, učebnice ani inú literatúru.
- **Podrobnejšie pokyny na vyplňovanie odpoveďového hárka sú na poslednej strane testu. Prečítajte si ich.**

Želáme vám veľa úspechov!

Začnite pracovať, až keď dostanete pokyn!

Section I – LISTENING (20 points)

This section of the test has three parts. You will hear three recordings which you will listen to twice. While listening, answer the questions in the appropriate part of the test.

Part 1: Joe Fairley and Craig Sams (7 points)

*You will hear the story of Craig Sams and Jo Fairley, who are husband and wife and co-founders of an organic brand. For the following statements 01–07, choose the correct answer (A), (B), (C) or (D). There is always only **one** correct answer.*

Mark your answers on the answer sheet labelled with X.

Now you have 2 minutes to read the tasks.

01 Craig and Jo met for the second time when .

- (A) Jo promoted Green and Black's organic chocolate
- (B) Craig established the brand Whole Earth Foods
- (C) Craig founded the Soil Association
- (D) Jo interviewed Craig as part of her job

02 In their professional life, Jo is responsible for products.

- (A) selling
- (B) advertising
- (C) distributing
- (D) designing

03 After two tons of chocolate were delivered, Craig and Jo had to cope with problems related to .

- (A) enough space for storage
- (B) selling such an amount
- (C) the temperature for storage
- (D) transporting such an amount

04 Discussions of professional matters between Craig and Jo are .

- (A) commonly held at home
- (B) strictly forbidden at home
- (C) banned during evening walks
- (D) allowed only in office premises

05 Craig is a man who is able to .

- (A) cook spontaneously without thinking ahead
- (B) prepare food based on recipes
- (C) cook in cooperation with Jo
- (D) prepare only certain kinds of vegetarian food

06 People who are connected with Craig and Jo's farm .

- (A) co-own its different parts
- (B) are only employed there
- (C) divide the profits among themselves
- (D) are involved in growing salads there

07 A macrobiotic diet does not recommend in any amounts.

- (A) brown rice
- (B) sugar
- (C) raw meat
- (D) additives

Please turn the page and continue with Section I.

Part 2: A Day in the Life of a Brand Strategist (6 points)

You will hear a radio programme discussing the life of Julia Brunton, who works as a brand strategist. For questions 08–13, decide whether the statements are true (A), false (B), or whether the information was not given (C).

Mark your answers on the answer sheet labelled with **X**.

Now you have 2 minutes to read the tasks.

08 Julia inter-relates her feelings and the clothes she wears.

(A) true (B) false (C) not stated

09 People working in financial institutions are Julia's major clients.

(A) true (B) false (C) not stated

10 According to Julia, her clients need to focus on their verbal skills and image.

(A) true (B) false (C) not stated

11 Julia goes jogging when she has a break from work.

(A) true (B) false (C) not stated

12 In her electronic diary, Julia splits her weekly professional and personal activities into four parts.

(A) true (B) false (C) not stated

13 Occasionally, Julia works with her notebook at night.

(A) true (B) false (C) not stated

Part 3: Happy Holiday Secrets (7 points)

You will hear a radio programme about six tips on how to prepare for your holiday successfully. Below, you can read summaries of this information numbered (14–20), which are in the wrong order. Indicate the order in which you hear the information by writing a number 1–6 next to the number that represents that information. Be careful, there is one extra summary – put **X** next to the number that represents extra information.

Write your answers on the answer sheet labelled with .

Now you have 2 minutes to read the tasks.

<p>14 Be prepared to relax with music and literature.</p>	<p>Number: <input type="text"/></p>
<p>15 Plan your professional duties in advance.</p>	<p>Number: <input type="text"/></p>
<p>16 Boost your immune system with natural supplements.</p>	<p>Number: <input type="text"/></p>
<p>17 Get other people ready for your switch-off.</p>	<p>Number: <input type="text"/></p>
<p>18 Prepare a checklist of needed items and pack wisely.</p>	<p>Number: <input type="text"/></p>
<p>19 Split the domestic chores between all involved.</p>	<p>Number: <input type="text"/></p>
<p>20 Avoid relying on modern technologies.</p>	<p>Number: <input type="text"/></p>

***This is the end of Section I.
Please turn the page and continue with Section II.***

Section II – LANGUAGE IN USE (40 points)

This section of the test has three parts. To complete this section of the test, you will need approximately 45 minutes.

Part 1: Stonehenge's Origins (20 points)

For questions 21–40, read the text below. Decide which word or phrase (A), (B), (C) or (D) best fits each space. There is an example at the beginning (00).

Example: – (D)

Mark your answers on the answer sheet labelled with X.

Stonehenge is an ancient monument located in Wiltshire, England. For almost a century archaeologists the wind and rain on an exposed Welsh hillside in to solve one of the key mysteries of Stonehenge's origin.

The work in the Preseli Hills in Wales is a crucial in the understanding of Stonehenge because it is generally that the bluestone, that forms part of the prehistoric monument, came from this remote spot in Wales. However, one of the many huge remains how the bluestone from Wales travelled 190 miles to the heart of south-west England. Some believe the stones transported by man anywhere from 3000 BC to 2000 BC, but there is a theory it could have been east by glaciers that had lifted whole chunks of mountainside.

New research published suggests that over the decades the archaeologists may away at the wrong rocks. Since the 1920s much of the work in Preseli has a spot known as Carn Menyn. Now researchers that in fact the Stonehenge bluestone actually came from Carn Goedog – almost a mile away. geochemical techniques, experts from National Museum of Wales have compared samples of rock from Stonehenge with data from the Preseli site and have the bluestones in fact came from Carn Goedog.

Richard Bevins, one of those involved in the study, pointed out that they be terribly popular with some fellow experts. "We don't expect to get recognition from the archaeologists who at the wrong place over all these years. If the research was conducted earlier, nobody waste their time. We hope that our recent scientific findings influence the continually debated question of Stonehenge's origin," he said. Professor Timothy Darvill, an expert from Bournemouth University, who has carried out research on Carn Menyn's geology, softened the finding. He said, "I don't

think this **38** much. I think it's a case of scientists trying to muddy the waters. All the archaeology is on Carn Menyn. **39** where the Stonehenge's quarry is." Stonehenge stones probably came from different sources – some **40** have come from Goedog but he is sure some also came from Menyn.

Adapted from <http://www.theguardian.com/culture/2013/nov/20/archaeologists-stonehenge-origins-wrong-place>, 20/11/2013

00 (A) suffered (B) has suffered (C) were suffering (D) have been suffering

21 (A) an attempt (B) a trial (C) a pilot (D) an examination

22 (A) element (B) phenomenon (C) indicator (D) formula

23 (A) approved (B) accepted (C) provided (D) provoked

24 (A) puzzles (B) crosswords (C) jigsaws (D) mazes

25 (A) have been (B) are being (C) were being (D) were

26 (A) floated (B) swept (C) increased (D) constructed

27 (A) is to be (B) will be (C) about to be (D) may be

28 (A) have been chipping (B) be chipping (C) have been chipped (D) be chipped

29 (A) pointed at (B) based on (C) focused on (D) looked at

30 (A) claimed (B) should claim (C) will claim (D) are claiming

31 (A) Use (B) To use (C) Using (D) Used

32 (A) completed (B) concluded (C) finished (D) finalised

33 (A) ought not to (B) were not going to (C) should not (D) could not

34 (A) had excavated (B) excavated (C) were excavating (D) have been excavating

35 (A) will (B) would (C) won't (D) wouldn't

36 (A) would (B) should (C) will (D) is going to

37 (A) extensive (B) extreme (C) indefinite (D) unlimited

38 (A) concerns (B) joins (C) relates (D) matters

39 (A) There are (B) That's (C) They're (D) These are

40 (A) may (B) can't (C) should (D) needn't

Part 2: Participation in the Olympic Games Impossible (10 points)

For questions 41–50, read the text below. Use the word given at the end of each line to form a word that fits in the space in the same line. Your answers should show correct use of both small and capital letters. Answers written entirely in capital letters will be considered incorrect. There is an example at the beginning (00).

Example: – safety

Write your answers on the answer sheet labelled with .

In ski racing, the fastest path down a steep slope and between and around the gates is called “the line”. It’s the line between danger and .

safe

Lindsey Vonn, a professional ski racer, has crossed this line throughout her illustrious ski racing career. “I’m a little bit reckless. I like to do things fast. I drive a car too fast. I jet ski too fast. It’s really rare that I’m afraid to do something. I’m pretty all around,” Vonn said.

repeat

fear

Ten days before Vonn was scheduled to for the first time since her last injury, she crashed in training in November but was not admitted to hospital. Since her in February 2013, Vonn’s has been quicker than predicted, but re-injuring the same knee caused her to miss some competitions.

competition

surgeon

recover

In January 2014, Lindsey Vonn announced that she would not participate in the upcoming Sochi Olympics. Vonn, who had staged a in December with an fifth place finish in the opening *Audi FIS Alpine World Cup super G* in Lake Louise, felt that a subsequent racing injury in France from December made it to stabilize her knee and be ready to safely ski again next month.

come

impression

possible

Vonn will a surgical operation shortly so that she has time to focus on the World Cup season.

go

suffice

Adapted from www.fis-ski.com/news-multimedia/news/article=lindsey-vonn-announces-she-will-miss-sochi.html; www.usatoday.com/story/sports/olympics/2013/11/19/lindsey-vonn-injured-training/3642811/, 23/01/2014

Part 3: Life in the Bike Lane (10 points)

Read the text below and fill in the gaps 51–60 with one suitable word. The words to be filled in have to be words with some grammatical function.

There is an example at the beginning (00).

Example: – a

Write your answers on the answer sheet labelled with .

In many ways, Berlin is cyclists' paradise. Most major roads have clearly marked cycling lanes, on the pavement or on the road itself. The age range of cyclists is broader than in London: because there are old ladies and kids sharing lanes with bike couriers and not fighting for space with car drivers, road behaviour tends to be aggressive. Some major junctions even have a special set of traffic lights for cyclists, allowing a head start ahead of motorists.

That not mean there are no problems. One of the most common causes of accidents is cars turning into side streets high speed and pushing away cyclists in the lanes to their right. Berlin's many tram lines can also be a hazard: the track grooves are perfect for trapping the wheel of the average city bike. In spite of desperately short of money, Berlin has taken steps to make cycling safer.

The city authorities have launched an online survey in to help identify trouble spots. Berlin also expects its cyclists to stick to the rules more than London . One reason for this is self-policing: try cycling down a path on the wrong side of the road, even in alternative district such as Kreuzberg, and you will soon shouted at by other cyclists or by pedestrians.

Adapted from <http://www.theguardian.com/lifeandstyle/2013/nov/20/how-safe-are-worlds-cities-for-cyclists>, 20/11/2013

***This is the end of Section II.
Please turn the page and continue with Section III.***

Section III – READING (20 points)

This section of the test has three parts. To complete this section of the test, you will need approximately 45 minutes.

Part 1: Life after Leaving School (7 points)

*Read the following story. For questions 61–67, decide which of the sentences (A)–(J) below the text best fits into each of the numbered gaps in the article. There are **three** extra sentences which do not fit any of the gaps.*

Mark your answers on the answer sheet labelled with .

When I chose my options at 16, I decided to do AS levels¹ because I knew I wanted to go to university. I went for subjects that I was already good at and that would help me become a journalist. It had a good reputation and most of my friends were going there.

The college held an open evening where I could see what I would be learning as well as talk to the teachers. This helped me decide as I could see what subjects would be interesting.

I chose to study history and English literature. I also chose to study sociology and media studies because I thought they looked interesting and media studies would be useful in my dream of being a journalist.

On my first day, I regretted choosing sociology as it was boring. Because of these two things I even considered dropping the subject. After speaking to my friends and parents, however, I decided to carry on with it. I have since made new friends as well.

My advice to anyone choosing their options at 16 would be to choose subjects that will help your future career. Also, choose subjects you are good at. You might want to pick a college where you already know some people. I've managed to make a lot of new friends now too.

*Adapted from <http://www.connexions360.org.uk/rightsandvoice/stories/more/Pages/Rebecca.aspx>,
13/01/2014*

¹AS and A levels are the traditional qualifications offered by schools and colleges for 16–19 year olds. They're highly valued by universities and employers and focus on academic subjects, although some are work-related.

(A) This was because I had enjoyed them at secondary school.

(B) Of course, you should know what you want to do later on.

(C) Moreover, I found it difficult to make friends in that class.

(D) My friends had helped me when I was down and out.

(E) I did not think that school would help me become a journalist.

(F) I was interested in Lewes Sussex Downs College.

(G) The reason is that it can be hard to make friends at first.

(H) I am now glad that I did because it's now a favourite subject.

(I) I also spoke to students who gave their own opinions on the courses.

(J) I finally decided to change two subjects.

Please turn the page and continue with Section III.

Part 2: A Strongly Supportive School System (6 points)

Read the text and decide whether the statements **68–73** are true (**A**) or false (**B**). For each statement also write the letter (**a**) – (**e**) of the paragraph in which you found the evidence for your answer.

Mark your answers on the answer sheet labelled with .

(a) Finland has one of the world’s best performing education systems. Thanks to years of steady progress in education reform, its secondary school students regularly achieve high scores in PISA tests. The gap between the highest and lowest performers within schools is small, and there is little variation among schools or among pupils of differing family backgrounds.

(b) One reason for Finland’s success is the high degree of personal responsibility conferred on both teachers and students. In the 1970s and 1980s, management of Finland’s school system was decentralized and traditional academic structures in upper secondary schools were replaced by flexible modular structures, giving pupils more choice in what they study. Teachers were given freedom to design their curriculum and choose textbooks.

(c) Schools in Finland are focal centres for their communities. They provide a daily hot meal for every student, plus health and dental services, psychological counselling and a broad range of other services for students and their families. Responsibility for school funding is divided between the state and local authorities. Schools are mostly small in size, with minimal administrative overhead expenses, and are mainly funded by municipal budgets. The government transfer for municipal services is approximately a third of the real costs.

(d) Teachers share a strong personal and professional commitment to helping students succeed. They assess their students on an ongoing basis, but also focus on helping them to take increasing responsibility for their own learning. Students are expected to work in teams on projects, preferably going beyond traditional subject or disciplinary lines.

(e) A particular feature of the Finnish system is the “special teacher”. This is a specially trained teacher assigned to each school whose role is to work with class teachers to identify students needing extra help, and then work individually or in small groups with these students to provide the support they need to keep up with their classmates.

Adapted from <http://www.pearsonfoundation.org/oeed/finland.html>, 07/01/2014

68 Schools in Finland offer opportunities for students to take care of their teeth.

(A) true (B) false

Which of the paragraphs (a)–(e) supports your answer?

69 A special teacher works with several schools within an area.

(A) true (B) false

Which of the paragraphs (a)–(e) supports your answer?

70 The state allocates money directly to Finnish schools.

(A) true (B) false

Which of the paragraphs (a)–(e) supports your answer?

71 There are only small differences between the best and the worst students' performances.

(A) true (B) false

Which of the paragraphs (a)–(e) supports your answer?

72 Aspects of different subjects are usually mixed in projects.

(A) true (B) false

Which of the paragraphs (a)–(e) supports your answer?

73 Teachers must choose textbooks according to the requirements of the given curriculum.

(A) true (B) false

Which of the paragraphs (a)–(e) supports your answer?

Please turn the page and continue with Section III.

Part 3: Henri Dunant – The Founder of the Red Cross (7 points)

Read the text about Henri Dunant – the founder of the Red Cross. Complete the sentences 74–80 below, using the information from the text. Write **one** or **two** words in your answers as indicated. The sentences do not follow in the same order as the information appears in the text. You may use words that do not appear in the text.

Write your answers on the answer sheet labelled with .

Swiss businessman and humanitarian Henri Dunant was forced to drop out from high school when his family could not afford his tuition, and he was later apprenticed as a bank executive where he gained decision-making and organisational competences. In 1856, he created a business to operate in foreign colonies and he was granted a land concession by French-occupied Algeria. However, the land rights were not clearly assigned and the colonial authorities were not especially cooperative. Therefore Dunant travelled to the Italian town of Solferino, where he had



Henri Dunant

hoped to obtain business permits from Napoleon III, the French emperor, who was commanding Franco-Sardinian troops there. Arriving on 24 June 1859, Dunant witnessed the consequences of Napoleon's huge military confrontation against the Austrians, the Battle of Solferino. More than 20,000 wounded, dead and dying remained on the battlefield.

The sight shocked his conscience and inspired Dunant to write his best-known book, *A Memory of Solferino*. More than merely describing the horrors of war, he used the last third of the book to propose a solution – that relief societies should be formed in every nation of the world, to provide care and comfort to the wounded in war and catastrophe.

In 1863, Dunant joined the Geneva Society for Public Welfare, which became the International Committee of the Red Cross. This group hosted its first Geneva Convention in 1864, laying the foundation for the concept of international law, as twelve nations agreed to allow wartime movement of medical and sanitary personnel and to ease their access to needed supplies.

During the Franco-Prussian War of 1870, Dunant personally led Red Cross delegations that treated soldiers. Building on this success, Dunant called a second Geneva Convention in 1872, which led to agreements on the treatment of prisoners of war and pioneered the concept of settling international disputes in courtrooms instead of on battlefields.

Beyond his work with the Red Cross, Dunant pursued at least three other charitable projects – none of which had any noteworthy success. Both he and his business were driven to bankruptcy in 1867, and Dunant found himself over a million Swiss francs in debt.

Over subsequent decades, even as the Red Cross made significant humanitarian gains, Dunant spent many years virtually homeless.

In 1892, he was located by a Red Cross volunteer, who arranged for the aging Dunant to be admitted to a hospice in Heiden, where he spent the remainder of his life. In 1901, Dunant together with Frédéric Passy, was awarded the first Nobel Peace Prize, and Dunant gave his share of the cash stipend to charity.

Adapted from <http://www.nndb.com/people/848/000091575/>, 23/01/2014

<p>74 Henri Dunant became a member of society which turned into the <input type="text"/> <input type="text"/> of the Red Cross.</p>	<p>(2 words)</p>
<p>75 With the help of a/an <input type="text"/> Henri Dunant spent his last days in a nursing home.</p>	<p>(1 word)</p>
<p>76 Although Dunant was made <input type="text"/>, the Red Cross achieved noticeable successes as a humanitarian organization.</p>	<p>(1 word)</p>
<p>77 Dunant's parents had no money to cover his <input type="text"/> fees.</p>	<p>(1 word)</p>
<p>78 For some time Dunant learnt managerial skills in a/an <input type="text"/>.</p>	<p>(1 word)</p>
<p>79 Dunant journeyed to <input type="text"/> to appeal directly to the French commander.</p>	<p>(1 word)</p>
<p>80 The idea of replacing battlefields with courtrooms for solving problems was introduced by Dunant in <input type="text"/>.</p>	<p>(1 word)</p>

THE END

Pokyny na vyplňovanie odpovedového hárka

Odpovedové hárky budú skenované, nesmú sa kopírovať, krčiť ani prehýbať.
Aby skener vedel prečítať vaše odpovede, musíte dodržať nasledujúce pokyny:

- Píšte perom s čiernou alebo modrou náplňou. Nepoužívajte tradičné plniace perá, veľmi tenko písuce perá, obyčajné ceruzky ani pentelky.

- Riešenia **úloh s výberom odpovede** zapisujte krížikom .

- Správne zaznačenie odpovede (**B**)
A B C D

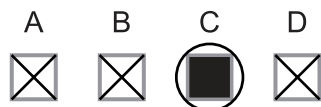
- Nesprávne zaznačenie odpovede (**B**)
A B C D



- V prípade chybného vyplnenia údajov alebo odpovedí postupujte podľa nasledujúcich pokynov. V žiadnom prípade nepoužívajte nový odpovedový hárak.
- Keď sa pomýlite alebo neskôr zmeníte názor, úplne zaplňte políčko s nesprávnym krížikom a urobte nový krížik.



- Ak náhodou znovu zmeníte názor a chcete zaznačiť pôvodnú odpoveď, urobte krížiky do všetkých políčok a zaplnené políčko dajte do krúžku.



- Odpovede na **úlohy s krátkou odpoveďou** napíšte do príslušného poľa odpovedového hárka čitateľne písaným alebo tlačným písmom. Pri použití tlačného písma **rozlišujte veľké a malé písmená. Nepoužívajte iba veľké tlačené písmená!**

Neotvárajte test, pokiaľ nedostanete pokyn!