





# MATURITA 2025

## 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 odpovedový 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 odpovedového hárka označeného piktogramom .
  - Pri úlohách s krátkou odpoveďou, ktorých odpoveď tvorí jedno slovo (prípadne zložený slovesný tvar) alebo niekoľko slov, píšete do príslušného políčka odpovedového 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 odpovedového 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: An Interview with Warren Adler, a Bestselling Author (7 points)**

*You will hear the first recording. For the following statements 01–07, choose only one correct answer.*

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

*Now you have 2 minutes to read the tasks.*

**01** Warren Adler's teacher, Don M. Wolfe, .

- (A) got Warren's first novel published
- (B) brushed up Warren's writing skills
- (C) came up with the idea for Warren's first novel
- (D) suggested to Warren he had a gift for writing

**02** Warren Adler's first novel was published .

- (A) by his own advertising company
- (B) by someone else's publisher
- (C) before he set up his agency
- (D) before he founded a family

**03** One of the topics of *Mourning Glory* is related to .

- (A) the secrets of Palm Beach
- (B) the role of emotions in the story
- (C) the role of nature in the story
- (D) racial and social conflicts

**04** Warren Adler praises Grace, the main character of his last novel, for her .

- (A) sensitivity
- (B) achievements
- (C) bravery
- (D) open-mindedness

**05** Warren Adler's use of new technologies .

- (A) has been limited until recently
- (B) is comparable to other writers
- (C) will popularize his books globally
- (D) will make his writing efficient

**06** According to Warren Adler, his readers .

- (A) are both males and females
- (B) represent all social classes
- (C) prefer historical topics
- (D) include youngsters and adults

**07** Warren Adler uses the facilities of the *Jackson Hole Writer's Conference* to .

- (A) organize seminars for potential writers
- (B) help writers with marketing strategies
- (C) promote the venue's architecture and beauty
- (D) give presentations about his new books



**Part 2: “Flying Is Like Dancing in the Sky” (6 points)**

*You will hear the second recording. 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 a  X.**

*Now you have 2 minutes to read the tasks.*

**08** When Mandy listened to her grandad’s stories, becoming a female pilot was the only option for her.

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

**09** Mandy found out that the RAF’s entrance tests had been modelled for males.

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

**10** Mandy’s first training flights in a small propeller aircraft lasted only a couple of weeks.

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

**11** During her career, Mandy became resistant to gender prejudice.

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

**12** While serving in Iraq, she experienced a dangerous situation caused by a young Iraqi.

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

**13** After giving birth to a child, Mandy took on a job of a traffic controller for Tornado pilots.

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

### Part 3: Six Tips on How to Succeed at Work (7 points)

You will hear the third recording. Below, you can read summaries of the 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 a .

Now you have 2 minutes to read the tasks.

14 Consider the company's goals.	Number: <input type="text"/>
15 Show empathy.	Number: <input type="text"/>
16 Be ready to learn.	Number: <input type="text"/>
17 Create solutions.	Number: <input type="text"/>
18 Explain your actions.	Number: <input type="text"/>
19 Show initiative.	Number: <input type="text"/>
20 Gain trust.	Number: <input type="text"/>



## 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: My Job Was Dangerous but I Loved It (20 points)

*In the following text, there are some missing words or phrases numbered 21–40. Choose only **one** correct answer from the options (A)–(D) to complete the text. There is an example at the beginning (00).*

Example: **00** – (C)

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

Nicky Perfect, 54, wasn't **00** at school, so when her dad saw a newspaper advert for the police cadets when she was 17, and she saw pictures of people canoeing and having fun, she jumped at the chance to **21**.

After training at Hendon Police College, her first posting was Catford, south-east London, and she was **22** to succeed. She climbed through the ranks and **23** to inspector in 2003, before taking firearms training.

As much as she enjoyed policing, there were times she felt she didn't **24**. By 2007, she'd moved to the Directorate of Professional Standards, the department that **25** police complaints. It utilised her communication skills, **26** she had always thought were her strongest asset, but she needed more of a challenge. She decided to embark on negotiation training, after **27** by her mentor, Liz.

She shadowed Liz on a call-out where two men dressed as superheroes were on the roof of a well-known politician's house. They were from Fathers4Justice, campaigning for divorced dads to get **28** to their children. They spent hours on the roof with the men. Nicky was fascinated **29** the negotiators formed a relationship with the protestors.

She left the scene knowing that negotiating was her future. She **30** for several years and in 2012 she became a full-time hostage and crisis negotiator. She's never finished a negotiation thinking it was a job well-done because there's always something to **31** on. One job sticks in her mind, **32**. One Christmas Eve, a man was standing in his doorway with a knife, threatening to hurt himself. It took several hours but she **33** talked him into dropping the knife and walking calmly to the ambulance with her. The following day, she knew she **34** a life that day.

A good negotiator can quieten their **35** dialogue and judgements about a person. You can't prepare for every outcome, so you have to be flexible. There **36** times she's felt in danger, but her job has also shown the best of humankind – she's seen bystanders talk strangers down from bridges, hold drips for ambulance **37** and even help arrest a man.

She finally stepped up to the role of director of UK negotiation training, running courses at Hendon, including training airline personnel on how to react to a plane **38**.

Nicky retired from the Met Police in 2018. These days, she runs a community hub and teaches fitness classes for older people. Because of this, in 2022, she was **39** a British Empire Medal for service during the pandemic. She feels honoured **40** the career she did and privileged that she found her position in life.

<b>00</b>	(A) professional	(B) proficient	(C) academic	(D) competent
<b>21</b>	(A) enter	(B) come	(C) join	(D) link
<b>22</b>	(A) obliged	(B) chosen	(C) concerned	(D) determined
<b>23</b>	(A) promoted	(B) has promoted	(C) has been promoted	(D) was promoted
<b>24</b>	(A) match	(B) suit	(C) fit	(D) fill
<b>25</b>	(A) launches	(B) handles	(C) deals	(D) treats
<b>26</b>	(A) that	(B) whose	(C) which	(D) who
<b>27</b>	(A) having inspired	(B) being inspired	(C) inspired	(D) inspiring
<b>28</b>	(A) permit	(B) permission	(C) access	(D) admission
<b>29</b>	(A) how	(B) why	(C) which	(D) where
<b>30</b>	(A) managed	(B) monitored	(C) volunteered	(D) taught
<b>31</b>	(A) strengthen	(B) improve	(C) intensify	(D) increase
<b>32</b>	(A) though	(B) although	(C) too	(D) yet
<b>33</b>	(A) really	(B) definitely	(C) reasonably	(D) eventually
<b>34</b>	(A) has saved	(B) had saved	(C) was saving	(D) would save
<b>35</b>	(A) inmost	(B) interior	(C) inside	(D) internal
<b>36</b>	(A) were	(B) have been	(C) had been	(D) would be
<b>37</b>	(A) crews	(B) units	(C) staffs	(D) groups
<b>38</b>	(A) robbing	(B) hijacking	(C) burgling	(D) kidnapping
<b>39</b>	(A) rewarded	(B) decorated	(C) awarded	(D) recognised
<b>40</b>	(A) to have had	(B) having had	(C) to have	(D) having

## Part 2: The Bat That Buzzes (10 points)

For questions 41–50, read the text below. Use the word given in brackets to form a new word that fits into the space in the same line. There is an example at the beginning (00).

Example: 00 – afternoon

Write your answers on the answer sheet labelled with a .

A stubborn wasp is enough to ruin a summer 00 (noon) or evening. Picnics and barbeques can turn into 41 (night) as you try to drive these 42 (welcome) guests away without getting stung.

There are animals too, that are afraid of stinging insects. One crafty species has learnt to use the power of the buzz: the mouse-eared bat. No bigger than a mouse, this fascinating 43 (create) is usually found in Europe, living in colonies in forests and woods.

Mouse-eared bats are tiny in size compared to other bats, so they can be eaten by a 44 (vary) of birds, particularly owls. The bats have a 45 (width) vocal range and communicate by using numerous sounds. While we already know many of their communication methods, a new one called acoustic mimicry was discovered recently.

Mimicry is an evolutionary 46 (character) that certain species have developed to avoid being noticed. There are 47 (count) examples, from caterpillars that mimic snakes to hoverflies that look like wasps.

Some scientists thought these bats could be using acoustic mimicry to avoid the owls that hunt and eat them. To test the idea, they analysed the sound's 48 (frequent), wavelength and call duration. They then observed how the sound affected wild owls. The flight 49 (respond) in wild owls was more obvious than the one in other species. While this is the first recorded example of acoustic mimicry, any time scientists find examples where evolution may have led to adaptation, it's more evidence for how 50 (amaze) life is.



### Part 3: This Queen Was Cool (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: 00 – why

Write your answers on the answer sheet labelled with a .

When some Germans were discussing 00 they even needed a federal president, one journalist answered spontaneously: ‘Because we 51 have a queen.’

In Germany, the monarchy abdicated more than a century ago, and people are not monarchists; but 52 all the complications, they envy the Commonwealth for its Royal Family, and 53 they mourned when their Queen died! What a woman, what a life – 96 years, more than 70 of them spent on the throne.

What calm she showed, in large part because of her experience, 54 promised stability in unstable times, but she knew that she had 55 always done everything right during her long reign. People recall how, after Diana’s death, she took quite a while to realize that she had 56 change her royal self-image – which she subsequently 57. Later, she performed with James Bond at the opening of the London Olympics, and in 2022, for her Platinum Jubilee, chatted with Paddington Bear 58 a cup of tea, ate a marmalade sandwich with him and joined him in tapping a teaspoon to the beat of the music that was 59 played for her outside. This Queen was cool. The day after her death, 60 became clearer to the British: King Charles III was now their king. Long live the King!



### 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: Happy Family by William Pei Shih (7 points)

*Read the following text. Decide which sentence (A)–(J) below the text best fits into each of the numbered gaps 61–67. There are **three** extra sentences which do not fit into any of the gaps.*

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

When the real estate business was failing, and my parents' marriage was also failing, my mother and my stepfather took out a second home loan and opened a restaurant. This was on Grand Street, on the other side of Chinatown. My parents christened it "Ga Hing" for "Happy Family."

**61** My stepfather wasn't happy because he played mahjong, and had accumulated the kind of debt that was so impossible to pay off. **62** My mother wasn't happy because she said that she already knew what it was like to be poor, and that being poor again was worse because it was now connected with bitterness and regret. I was fourteen. **63** I wasn't happy because I somehow understood, even then, that there were things that I would never be able to get back. In short, it was the end of my childhood.

**64** Meanwhile, my classmates could spend their afternoons at the ice cream factory, or wander the halls of Elizabeth Center for anime action figures and keychains and fancy pens, I had to work at the restaurant, and at most, wish that I could be elsewhere. One wouldn't think that at such a young age, I could learn how to take orders, serve dishes, or even work the cash register. **65**

The first school I attended in Lower Manhattan was Transfiguration. I tried to be a good student and to please my stepfather. **66** I made sure not to disappoint him. He wasn't the kind of man you wanted to make the mistake of crossing. **67** For instance, after Transfiguration, I was able to attend the prestigious Stuyvesant because I excelled in the specialized high school exam. "Remember, Scarlett," my stepfather would say to me, pointing to his head, "I taught you how to use your coconut."

(A) I was about to start high school.

(B) However, when it was necessary, I found that I could learn rather quickly.

(C) Stuyvesant was only a few subway stops away from the restaurant.

(D) It didn't make sense to me because we were barely a family, and certainly not happy.

(E) Later, he used to say that I owed a great debt to him.

(F) He was convinced that turning back to the game could save him.

(G) Afterwards, we moved into a basement apartment in Middle Village that often felt cold and damp.

(H) It was expected of me to work at Ga Hing, to contribute for the good of the family.

(I) He was convinced that I would score the top grades in my classes.

(J) Sometimes, I would even get dismissed early.



## Part 2: Ways to Travel and Study at the Same Time (6 points)

Read the following text and decide whether the statements 68–73 are true (A) or false (B). For each statement also mark 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 .

(a) You do not have to drop out of school to see the world. Travelling the world, experiencing diverse cultures, learning languages you do not know, and interacting with people with unique backgrounds is the best educational experience. Surrounding yourself with English speakers, for example, is the quickest track to fluency. Assimilation with people develops your understanding and empathy for other people and their ways of life.

(b) First of all, you can travel to learn a new language. An opportunity to truly involve yourself in the culture and get to know the locals better is learning the language of the country you are in. Also, knowing its basics will increase the chances of interacting with the townspeople, for example, when you ask for directions, buy something or order food in a restaurant. To help with this, you can buy a self-instruction manual in souvenir shops or use a translator on your mobile phone to learn the language.

(c) The next way is to study during the summer holiday. A foreign holiday is an excellent opportunity for interesting education, sports, creativity, travel, foreign language communication, or admission preparation. Students generally look equally at three main aspects: the ability to develop language skills, the ability to work profitably, and the opportunity to live and study among the locals. Students who go on a trip abroad will be able to feel independent and gain more self-confidence.

(d) You can participate in a school exchange. Exchange programmes are divided into commercial and state. Commercial programmes are organised by private schools. The main goal of such programmes is teaching a foreign language for admission to a foreign university. After the trip, the student receives a document confirming an internship abroad. Government programmes are more focused on cultural experiences. Upon completion of the programme, they do not issue certificates or documents.

**(e)** Finally, you can go on a summer camp abroad. International summer camps for students offer a wide range of programmes, from language and sports to tourism and culture. The range of activities and the costs of them vary from country to country. In some countries, the costs are met by the government, but in others, students must provide their funding. However, all students get the chance to broaden their horizons, meet representatives of different countries, improve their knowledge in various fields, and engage in their favourite hobbies. Campuses are located all over the world: UK, USA, Netherlands, UAE, Greece, and many other places that students can visit.

**68** Students look for the possibility to work profitably more often than for the ability to develop language skills.

**(A)** true                      **(B)** false

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

**69** Acquiring a self-instruction manual assists travellers in learning a local language.

**(A)** true                      **(B)** false

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

**70** All exchange programmes focus on cultural experience.

**(A)** true                      **(B)** false

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

**71** It is better to leave your studies while travelling the world.

**(A)** true                      **(B)** false

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

**72** Government programmes do not provide certificates upon completion of the programme.

**(A)** true                      **(B)** false

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

**73** In some countries, courses are state-funded.

**(A)** true                      **(B)** false

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



**Part 3: Winston Churchill – Past Prime Minister (7 points)**

*Read the following text and complete the sentences 74–80 with **one, two or three** words, using the information from the text. The sentences do not follow in the same order as the information appears in the text.*

**Write your answers on the answer sheet labelled with a .**

Winston Churchill was an inspirational statesman, writer, orator and leader who led Britain to victory in the Second World War. He served as Conservative Prime Minister twice – from 1940 to 1945 and from 1951 to 1955.

Winston Churchill was born on 30 November 1874, in Blenheim Palace, Oxfordshire and had rich, aristocratic ancestors. Although achieving poor grades at school, his early fascination with militarism saw him join the Royal Cavalry in 1895. As a part-time journalist, Churchill travelled widely, including trips to Cuba, Afghanistan, Egypt and South Africa.

Churchill was elected as Conservative Member of Parliament for Oldham in 1900, before defecting to the Liberal Party in 1904. The interwar years saw Churchill again ‘cross the floor’ from the Liberals, back to the Conservative Party. He served as Chancellor of the Exchequer from 1924. In 1929, Churchill lost his seat and spent much of the next 11 years out of office, mainly writing and making speeches. His warnings against the Appeasement of Nazi Germany were proven correct when the Second World War broke out in 1939. Following Neville Chamberlain’s resignation in 1940, Churchill was chosen to succeed him as Prime Minister of an all-party coalition government.

Churchill, who also adopted the self-created position of Minister of Defence, was active both in administrative and diplomatic functions in supporting the British war effort. Some of his most memorable speeches were given in this period, and are credited with stimulating British morale during periods of great problems. However, Labour leader Clement Attlee’s unexpected General Election victory in 1945 saw Churchill out of office and once again concentrating on public speaking.

By his re-election in 1951, Churchill was unfit for office. Ageing and increasingly unwell, he often conducted business from his bedside. His later attempts at decreasing the developing Cold War through personal diplomacy failed to produce significant results, and poor health forced him to resign in 1955, making way for his Foreign Secretary and Deputy Prime Minister, Anthony Eden.

Churchill died in 1965, and was honoured with a state funeral.

<p><b>74</b> By the end of his career, Churchill was [ ] for work.</p>	<p>(1 word)</p>
<p><b>75</b> Being without his seat, Winston Churchill devoted his time to preparing various [ ].</p>	<p>(1 word)</p>
<p><b>76</b> During the Second World War, Churchill created the position of [ ] [ ] [ ].</p>	<p>(3 words)</p>
<p><b>77</b> Winston Churchill was of [ ] birth.</p>	<p>(1 word)</p>
<p><b>78</b> Despite having low academic achievements, Churchill was able to follow a/an [ ] career immediately after completing his studies.</p>	<p>(1 word)</p>
<p><b>79</b> Being a/an [ ] [ ], Winston Churchill was able to travel around the world.</p>	<p>(2 words)</p>
<p><b>80</b> After his re-election, Churchill's [ ] [ ] efforts did not have a major effect.</p>	<p>(2 words)</p>

**THE END**

### Bibliography

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## 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 píšuce perá, obyčajné ceruzky ani pentelky.

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

- Správne zaznačenie odpovede (C)  
A B C D

- Nesprávne zaznačenie odpovede (C)  
A B C D

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.

A B C D

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

A B C D

- 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**.

**Neotvárajte test, pokiaľ nedostanete pokyn!**