



MINISTERSTVO ŠKOLSTVA SLOVENSKEJ REPUBLIKY

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M A T U R I T A 2 0 0 9


EXTERNÁ ČASŤ

ANGLICKÝ JAZYK

úroveň B2

kód testu: 9240

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

- Test obsahuje **80 úloh**.
- Na vypracovanie testu budete mať **120 minút**.
- 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 zaznačte krížikom do príslušného políčka odpoveďového hárka označeného piktogramom **X** ;
 - pri úlohách s krátkou odpoveďou, ktorú tvorí jedno či niekoľko slov, píšete do príslušného poľa odpoveďového hárka označeného piktogramom  .
- Pri práci smiete používať iba pero s čiernou alebo modrou náplňou. Nesmiete používať zošity, slovníky, učebnice ani inú literatúru.
- Poznámky si robte na pomocný papier. Na obsah pomocného papiera sa pri hodnotení neprihliada.
- **Píšte čitateľne. Pri použití tlačeneho písma rozlišujte veľké a malé písmená.**
- **Podrobnejšie pokyny na vyplňovanie odpoveďového hárka sú na poslednej strane testu. Prečítajte si ich.**
- Pracujte rýchlo, ale sústreďte sa.

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 a Book Editor (7 points)

You will hear an interview with Russell Davis, a book editor. For statements 01–07, choose the correct answer (A), (B), (C) or (D). There is always only one correct answer (A), (B), (C) or (D).

Mark your answers on the answer sheet labelled X.

Now you have 2 minutes to read the tasks 01–07.

1 Russell's minor subjects at the University of Wisconsin were .

- (A) creative writing and humanistic studies
- (B) creative writing and American Indian studies
- (C) humanistic studies and American Indian studies
- (D) humanistic studies and management

2 Besides writing short fiction and editing, the young Russell also .

- (A) published a novel for young adults
- (B) wrote a novel for young adults with another author
- (C) edited a novel for young adults with another author
- (D) sold novels for young adults

3 Starting a publishing company in Maine was, for him, .

- (A) an exclusively positive experience
- (B) an exclusively negative experience
- (C) professionally disappointing
- (D) professionally enriching

4 As an editor for a publishing house, Russell accepts manuscripts which .

- (A) correspond with the house requirements
- (B) are written in a unique and original style
- (C) represent certain genres
- (D) reflect certain topics

5 His daily professional routine also includes .

- (A) designing the cover art
- (B) discussing conditions of a book contract
- (C) arranging interviews with the media
- (D) responding to letters from readers

6 Reading for his own enjoyment .

- (A) has remained unchanged in his life
- (B) has become more frequent
- (C) has become an uncommon event
- (D) has disappeared from his life completely

7 Russell differentiates between .

- (A) the commercial and artistic side of publishing
- (B) the technical and artistic side of publishing
- (C) the educational and artistic side of publishing
- (D) the editing and artistic side of publishing

Please, turn the page and continue with Section I.

Part 2: Change Your Life (6 points)

You will hear a radio programme *CHANGE YOUR LIFE*. 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 cross X.

Now you have 2 minutes to read the tasks.

8 The reason Julia had to leave her first job was health-related.

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

9 In her job as a sales manager, she disapproved of the attitude of the company to its employees.

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

10 Before she went on maternity leave, Julia was considering other professional options than work in sales.

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

11 She realised that setting up a childcare agency would need big financial investments.

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

12 Before establishing the agency, Julia had to complete an EU business course.

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

13 One of the tips before changing jobs is to analyse your professional strong points with a reliable colleague.

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

Part 3: New Year's Resolutions (7 points)

You will hear a radio programme in which experts explain how to make our resolutions successful. You will hear 6 practical strategies about how to reach your goals. Below, you can read summaries of this information (14–20), but 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 14–20.

14 Don't make resolutions at New Year.

15 Set achievable targets.

16 Focus on what you're gaining.

17 Be natural and considerate.

18 Recognise your emotional feelings.

19 Get your strength up!

20 Get a resolution supporter.

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: Fashion Designers (20 points)

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

Mark your answers on the answer sheet labelled X.

Príklad: **00** – (C)

Michelle and Jane were **00** friends who grew up in the Fifties in the same street in Coventry. Both little girls loved **21** the dressing-up box, dreaming of the day when they would design their own clothes.

It's been a long, and often difficult **22**, but they've exceeded even their own expectations and are now successful business partners with their own fashion company.

Its name was chosen by Jane, in **23** of her nan. 'Funny Ann was her **24** for me,' she explains. And the clothes – classic designs that **25** the nostalgic feel of the Forties and Fifties – are inspired by the films she watched starring Audrey Hepburn and Marilyn Monroe. 'My dream was to be **26** them,' she says. 'I knew that wearing a fabulous outfit would make me **27** special.'

Michelle's mum was trendy, and when Michelle was young her mum **28** patterns and create her own unique look. Each time she was sewing something, she'd call for Michelle to try **29** her creations.

Once the girls reached their teens, their paths went in different directions. For Jane, it meant becoming a teenage mum to her son and Michelle did **30** BA in fashion and textiles, but confesses she lost her way and her dream of being a designer. A short period of time working in her mother's hairdressing business was followed by years **31** which she cleaned homes.

At the age of forty, divorced and with a two-year-old daughter to **32**, she moved in with her parents. With their support, she started a teacher-training course. But **33** she wanted to make a fresh start, she wasn't enjoying it.

Meanwhile, Jane had also split up with her husband, got into debt, and ended up cleaning to make ends meet. **34** and frustrated, she suffered from depression for many years, until a holiday in India. She was inspired by the amazing fabrics at the markets – satin, silks

and Lycra in bright colours. Back in England, she got a grant and **35** on a fashion and pattern-cutting course at Coventry College, where she was voted student of the year.

Over the years, Jane and Michelle had kept **36** in touch. So when Michelle heard that Jane was studying fashion, with the hope of it becoming a career, she **37** she felt envious. Then one evening, Jane phoned her. The question was **38**: 'I want to create my own **39**. Will you come and work with me?' The timing was perfect. Michelle was out of work and looking for a new **40**.

00 (A) childish (B) childlike (C) childhood (D) childbirth

21 (A) raiding (B) attacking (C) invading (D) striking

22 (A) way (B) trip (C) route (D) journey

23 (A) memory (B) reminder (C) resemblance (D) behalf

24 (A) maiden name (B) nickname (C) surname (D) pen name

25 (A) call (B) evoke (C) cause (D) produce

26 (A) as (B) such (C) than (D) like

27 (A) feel (B) feeling (C) to feel (D) felt

28 (A) would buy (B) bought (C) had bought (D) have bought

29 (A) up (B) of (C) on (D) for

30 (A) a (B) the (C) an (D) —

31 (A) of (B) on (C) at (D) during

32 (A) look for (B) look forward to (C) look after (D) look up

33 (A) despite (B) in spite of (C) although (D) however

34 (A) Miserable (B) Amused (C) Obligated (D) Furious

35 (A) signed (B) enrolled (C) wrote (D) confirmed

36 (A) slightly (B) singly (C) loosely (D) mildly

37 (A) praises (B) analyses (C) admits (D) proposes

38 (A) simple (B) plain (C) common (D) ordinary

39 (A) mark (B) trade (C) made (D) label

40 (A) appeal (B) challenge (C) request (D) advantage

Part 2: Wildlife Watch (10 points)

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

Write your answers on the answer sheet labelled  .

Example: **00** – colourful

In July, country flowers bloom and all types of mammals, birds, butterflies and other **00** insects abound. It's an ideal month for spotting wildlife.

COLOUR

Many mammals in Britain are **41** difficult to spot, unless they happen to be squirrels, rabbits or domestic livestock, or unless you go somewhere **42** to see the ponies or deer in parks.

COMPARATIVE

Lots of them, such as deer, badgers, foxes and bats are most **43** at dawn and dusk, so that is when you are most likely to see them. Young badgers **44** from their setts in the early evening.

SPECIFY

ACT

EMERGENCE

On a fine summer evening, an hour or so before dusk, whether you're at local park, a woodland edge or a lake, look out for bats. Bats are easiest to observe when the evening skies **45** .

DARK

In the early evening you can listen out for the dusk chorus. It's not as loud as the dawn chorus, but it will **46** remain in your memory.

DOUBT

For those interested in wild flowers, early summer is also the best time to spot **47** orchids amongst other **48** flowers, particularly in meadows or hedgerows.

USUAL

ENJOY

Even relatively new hedges and man-made environments, such as reservoirs and disused railway embankments, can still be awash with flowers and provide a **49** home for a **50** of wildlife.

SUIT

VARIOUS

Part 3: A Celebrity Chef (10 points)

Read the text below and fill in the gaps 51–60 with the correct verb form or verb tense. There is an example at the beginning (00).

Write your answers on the answer sheet labelled  .

Example: **00** – was

Marco Pierre White was one of the first celebrity chefs whose fiery temperament earned as many headlines as his food.

With a name like Marco Pierre, you'd swear he **00** (be) Italian or French. His name came from his Italian mother. Two weeks after **51** (give) birth to her youngest son, she died. She complained of feeling unwell and the last sight six-year-old Marco had of his mother was as she **52** (help) into an ambulance. The three boys **53** (raise) by their dad. Everything Marco did was inspired by his childhood. **54** (Encourage) into the restaurant business by his father, himself a chef, Marco started, at 17, in the best hotel in Harrogate. By 20, he **55** (give) a job by the great Albert Roux, and was on his way to becoming a superstar chef. Working every hour, his aim was to win three Michelin stars. By 1999, **56** (achieve) his ambition, he handed them back and hung up his apron. Only now, at 46, can he make sense of his earlier years. 'Spending your life in a kitchen limits your life. All your energy **57** (go) into your food and you live in that small room with four walls covered in white tiles and a stove in the middle. When I stepped out of the kitchen at 38, I wasn't really 38, inside I still **58** (feel) 16. I spent the next four years discovering myself. When you accept yourself for what and who you are, you discover true happiness.'

In many ways, he lives an unconventional life. He never goes shopping. Nor **59** (drive, he). If he needs anything, his driver gets it for him. These days, his life **60** (spend) doing business deals to expand his 'Frankie's' restaurant empire, being a full-time dad, and making the odd TV show.

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: Education – Virtually (7 points)

Read the article about virtual education. 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 X .

Not so long ago a school field trip was a walk through the nearest park or, if you were very lucky, a day trip to the zoo. Nowadays, some schools in the UK visit such exotic places as the Canadian arctic, the Great Barrier Reef, and Japan – and all in the space of a week. What's going on? **61** This is a virtual field trip, made possible by technology.

Videoconferencing systems vary in the technology they use and the cost. The basic idea is always the same. It's like making a phone call but using a camera and a screen instead of a telephone. The cheapest systems start at about £700 with a video phone, television and camcorder. Although there are much more sophisticated and expensive broadband satellite connections, most schools can only afford a basic system. **62**

One such possibility is to allow children to 'visit' places almost anywhere in the world. These virtual field trips, however, involve more than simply bringing live video pictures into the classroom. **63** In a live link up with NASA, for example, children were able to speak to a real astronaut. On another occasion, the link was with a diver swimming around Australia's Great Barrier Reef.

Events like these are an exciting way for children to learn about science and politics by speaking to people directly involved. **64** They learn how to express themselves, speak clearly and think about the sort of questions they want to ask.

Videoconferencing also provides opportunities for children to team up with other children around the globe. Meeting people from other countries is a wonderful experience for any child.

child. **65** In the past, only a few lucky children were able to experience this by travelling abroad on school exchange programmes – spending a few weeks in France or Germany, for example. **66**

Some UK schoolchildren, for example, have met up with classmates in California and Japan, learning what it's like to live in an earthquake zone. Others have chatted with Inuit children from Canada. One class regularly meets children from Finland. **67** And the fact that children can see each other on screen helps them to build real relationships – make friends – despite the huge distances between them.

(A) Children don't just watch – they take part.

(B) In a word, videoconferencing.

(C) Sweeping changes are taking place in education around the globe.

(D) This form of communication makes foreign cultures 'real' in a way not possible through books.

(E) Now, coming into contact with different cultures becomes possible for many more children.

(F) The children also get to develop important communication skills.

(G) As well as improving their language skills, it helps them appreciate other cultures.

(H) Children in other countries have different levels of technological skills.

(I) Even this can be a remarkable resource full of possibilities.

(J) New technologies are crossing political and cultural borders to reach students around the world.

Part 2: Sporting Memories (6 points)

Read some recollections of what happened to some people on sports fields. 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 X.

(a) When I was about ten, the football team from our year unexpectedly made it to the cup final of the local schools' league. I say 'unexpectedly' because I only remember us losing nearly every match we played. Anyway, in the final I set up the winning goal, a brilliant cross to my mate David who headed the ball in just before the final whistle. I still have a photograph of the team holding the cup.

(b) I remember having to lead a group of eight boys on a school expedition for the best part of two days when I was a teenager. Even though we got lost at one point, I managed to keep them all together and got them from one end of a large forest to the other and back by sheer force of will. I was chosen to be the leader, I think, because I was the only one who knew how to read a map! When we arrived back at the campsite we found out that all the other groups had cheated and hitched most of the way instead. I felt a bit foolish, but also rather proud of myself at the same time for having done it properly.

(c) I learned to swim relatively late, I suppose, I was maybe nine years old, but my brother had a traumatic experience which nearly put him off for life. We lived in the USA for a while and had access to a university pool where the coaches had trained the American Olympic team. In those days, though, their idea of teaching kids how to swim was to tie a tin can to their ankles with a bit of string, throw them in the deep end and shout 'Swim!'. I'm surprised my brother survived at all. He could only have been about six at the time.

(d) One of my earliest physical achievements was probably going on a ten-mile walk for charity when I was about seven. I went with my older brother and my Dad, but they didn't make much allowance for the fact that my legs were shorter - I had to go at the same pace as them! Even so, I made it and raised quite a lot of money from school friends and teachers who had agreed to pay me for every mile I walked.

(e) We went on a tour of Germany one year from secondary school to play football against three different teams there. Everyone was violently sick on the ferry going across to Holland, and the whole thing was badly organised as the teacher who had arranged it didn't speak German very well. We ended up playing teams who were three or four years older than us! Naturally we got beaten every time.

68 The school team lost all of its matches because of the sickness of the players.

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

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

69 The method of teaching this sport almost discouraged a relative.

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

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

70 The team failed because they got lost.

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

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

71 The player helped create the final goal.

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

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

72 The person did this physical activity to collect some money.

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

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

73 The other teams didn't follow the rules of the race.

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

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

Part 3: Young ‘Dreaming of Living Abroad’ (7 points)

*Read the text about learning foreign languages in Britain and complete the sentences 74–80 below, using the information from the text. Write **one** or **two** words in your answers. The sentences do not follow in the same order as the information appears in the text.*

Write your answers on the answer sheet labelled X.

Seven out of ten young people want to live and work abroad one day - but most do not have a second language, research for the government suggests. A survey of 560 UK students aged from 11 to 18 found enthusiasm for the US, Australia, Spain, Italy and France. Ministers are using the research to encourage more young people to take up a language. GSCE results out last week show a continued decline in language learning among teenagers.

The poll found 58 % of those questioned did not speak a second language, while 71 % wished they could. Asked which countries they would consider living in, the US proved to be the most popular (55 %), followed by Australia (52 %). Among European countries, Spain was the most popular, with 47 % opting for that. Italy and France attracted 35 % of those asked, with Germany and Portugal on 20 % and 17 % respectively.

Young people rated the residents of Italy and Spain as the coolest and most fashionable in Europe, ahead of France and Britain. A majority of teenagers questioned (62 %) said ‘better weather’ was a reason for moving abroad. More than half (53 %) said a lower cost of living would attract them.

This research has shown that there is a need to equip today’s youth with the tools to succeed in the international marketplace. This definitely means encouraging all young people to improve their language skills. Having more young people able to speak a second language is vital to the future success of the UK economy. The government is taking steps to ensure that all young people have the opportunity to learn a language.

The government has come under strong criticism by language enthusiasts for removing the compulsion for all 14- to 16-year-olds to study a foreign language at school. The main reason for a continuing fall in numbers of students taking languages is that they were made non-compulsory from the age of 14 in 2004. The Westminster government has shifted the emphasis to primary schools. It expects to meet its target of giving all primary pupils the chance to learn a language by 2010. Earlier this year, figures were released which said the proportion of primary schools teaching a language had risen from 70 % in 2006 to 84 % last year.

Pokyny na vyplňovanie odpovedového hárka

Odpovedové hárky budú skenované, nesmú sa kopírovať.
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.
- Textové polia (kód školy, kód testu, kód žiaka, ...) vyplňte veľkými tlačenými písmenami alebo číslicami podľa predpísaného vzoru. Vpisované údaje nesmú presahovať biele pole určené na vpisovanie.
- Riešenia úloh s výberom odpovede zapisujte krížikom .

ABCDEFGHIJKLMNOPQRSTUVWXYZ0123456789

- Správne zaznačenie odpovede (A)

A	B	C	D
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

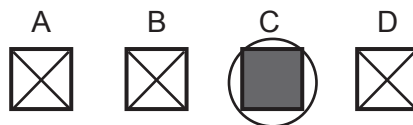
- Nesprávne zaznačenie odpovede (B)

A	B	C	D
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 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 so zlým 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.



- Riešenia úloh s krátkou odpoveďou napíšte do príslušného poľa odpovedového hárka čitateľne bežným písmom. Pri použití tlačeného písma rozlišujte **veľké** a **malé** písmená. Tieto polia sa nebudú skenovať.

Neotvárajte test, pokiaľ nedostanete pokyn.