



# MINISTERSTVO ŠKOLSTVA SLOVENSKEJ REPUBLIKY

## **MATURITA 2010** **EXTERNÁ ČASŤ**

### ANGLICKÝ JAZYK

úroveň **B2**  
kód testu: **9024**

**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 hárak 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, 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.
- **Píšte čitateľne. Dôsledne rozlišujte veľké a malé písmená!**
- **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: An Interview with Kathy Hall (7 points)**

*You will hear an interview with Kathy Hall who is a director of the Walker Art Center in Minneapolis, Minnesota. 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** One of the common aims of many cultural institutions in general is .

- (A) looking for ways to attract the audience even more
- (B) organizing lectures and discussions about art for visitors
- (C) preserving their permanent collections in their original state
- (D) adding essential pieces of art to their permanent collections

**02** According to Kathy, her institution has tried to focus more on .

- (A) modern forms of art
- (B) artists and younger visitors
- (C) traditional forms of art
- (D) artists and their work

**03** Kathy would like to attract teenagers much more because they .

- (A) don't understand the essence of art
- (B) view life similarly to artists
- (C) are not taught about art at school
- (D) rarely visit galleries and museums

**04** The philosophy of the Walker Art Center can be defined as 'global' because it .

- (A) includes different cultures and materials
- (B) involves various cultures and traditional views of them
- (C) includes various cultures and new views of them
- (D) involves different forms of art

**05** The programme 'Art in a Global Age' will be also presented through .

- (A) discussions with artists
- (B) video-conferences
- (C) multimedia presentations
- (D) on-line programmes

**06** According to Kathy, one of the greatest problems for cultural institutions is the  environment.

**(A)** cultural

**(B)** economic

**(C)** educational

**(D)** working

**07** In the next decade, new  at the art centre.

**(A)** technologies will emerge

**(B)** artists will appear

**(C)** educational topics will be introduced

**(D)** institutions will be established

*Please, turn the page and continue with Section I.*

**Part 2: A Story of an American Athlete in Great Britain (6 points)**

*Listen to the true story of an American athlete in Great Britain. 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** It has become common for top U.S. runners to choose British colleges for studying.  
**(A)** true                      **(B)** false                      **(C)** not stated

**09** In the U.S.A., Michelle studied political science at a college in North Carolina.  
**(A)** true                      **(B)** false                      **(C)** not stated

**10** At Oxford, a lack of training equipment is not such a big problem for running as for other sports.  
**(A)** true                      **(B)** false                      **(C)** not stated

**11** Michelle's training partner started studying at Oxford the same year as she did.  
**(A)** true                      **(B)** false                      **(C)** not stated

**12** The conditions during the National Cross Country Championships were unsuitable for Michelle.  
**(A)** true                      **(B)** false                      **(C)** not stated

**13** Michelle will only stay in Kenya to train for the World Championships.  
**(A)** true                      **(B)** false                      **(C)** not stated

### Part 3: How to Build Your Self-esteem (7 points)

You will hear a radio programme in which experts explain how to build your self-esteem, how to increase your self-confidence. You will hear 6 pieces of advice about how to reach it. Below, you can read the information (14–20) which is in the wrong order. Indicate the order in which you hear the information by writing a number 1–6 next to the letter that indicates the information. Be careful, there is one extra summary – put X next to the letter indicating extra information.

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

Now you have 2 minutes to read the tasks.

14 Move on after failure.

15 Write a diary of your activities every day.

16 Make an inventory of your strengths.

17 Take a deep breath.

18 Be aware of your strengths and weaknesses.

19 Celebrate progress and small victories.

20 Summarize positive things every day.

***This is the end of Section I.***

**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: Discovering Drylands (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) .*

**Mark your answers on the answer sheet labelled x .**

Example:  – (D)

Deserts are places where very  rain falls. They are formed in  ways. Some are formed by winds  the equator which are brought about by hot air  from the tropics. These winds can blow  rain clouds. Deserts like the Sahara are  of this.

Cold water currents in the ocean can cause rain clouds above it to cool and  their moisture into the sea. This means that the land near the ocean doesn't get any rain. The Namib and Atacama deserts were created by this  .

When rain clouds hit high mountains, they cannot hold their moisture. Areas that lie beyond these mountains like the Gobi desert can suffer from  because the mountains around them  all the rain!

Deserts can also be man-made. In areas where too many people  , intensive farming causes environmental damage. Desertification turned the grasslands of the Great Plains in the United States into a desert  the start of this century. It is also a big problem in overpopulated parts of China, Chile, Ethiopia, Morocco, Madagascar and other countries.

Today, deserts cover about 20% of the earth.  every desert is unique, you can classify them as  hot or cold, sandy or rocky.

The Gobi Desert in Central Asia is very cold during winter but very hot during summer. This desert has lots of  mountains as well as rocky plains. The western Gobi has some salt marshes.

Although it is home to  people and animals, it's a very  place to live.

The word 'gobi' is Mongolian for 'waterless place'. Its western part gets about 8 cm of rain a year, while its northeast, about 20 cm. Malaysia,  , gets between 200 cm and 400 cm of rain per year and has lots of rivers and ponds filled  freshwater too.

Until recently, most of the people in the Gobi have been the nomadic Mongols. They still live there, herding their goats, sheep and cattle from one waterhole to  . But since the Gobi became famous  its dinosaur fossils, many scientists now visit these amazing places.

00	(A) a few	(B) a little	(C) few	(D) little
21	(A) various	(B) variant	(C) varied	(D) variable
22	(A) across	(B) behind	(C) along	(D) beyond
23	(A) rising	(B) ascending	(C) increasing	(D) raising
24	(A) down	(B) away	(C) up	(D) off
25	(A) a feature	(B) an achievement	(C) an impact	(D) a result
26	(A) reveal	(B) retain	(C) release	(D) relieve
27	(A) issue	(B) matter	(C) event	(D) phenomenon
28	(A) drain	(B) drought	(C) draft	(D) draw
29	(A) steal	(B) emerge	(C) cover	(D) conceal
30	(A) settle	(B) accommodate	(C) board	(D) stay
31	(A) in	(B) at	(C) –	(D) on
32	(A) Whereas	(B) Despite	(C) In spite of	(D) Although
33	(A) either	(B) nor	(C) neither	(D) or
34	(A) hollow	(B) plated	(C) plain	(D) bare
35	(A) a quite few	(B) few quite	(C) quite few	(D) quite a few
36	(A) tough	(B) sharp	(C) rigid	(D) strict
37	(A) in conclusion	(B) on purpose	(C) in contrast	(D) on condition
38	(A) of	(B) with	(C) by	(D) in
39	(A) another	(B) others	(C) other	(D) the other
40	(A) by	(B) with	(C) for	(D) of

*Please, turn the page and continue with Section II.*

**Part 2: Getting It Right (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). Although the word is given in capitals, answers should have correct use of small and capital letters.

Write your answers on the answer sheet labelled .

Example:  pronunciation

<p>Because I do a radio show in the United States about language, my <input type="text" value="00"/> of English is often under scrutiny.</p> <p>Some <input type="text" value="41"/> expect that I will pronounce every word in the most traditional, most <input type="text" value="42"/>, most conservative way. Of course, I don't. That means I <input type="text" value="43"/> lots of emails and phone calls reprimanding me for setting a bad example.</p> <p>This <input type="text" value="44"/> is, in my opinion, a big load of nonsense. Judge not unless you are hired to do the judging. It's one of those situations in which I am quite certain that each one of my <input type="text" value="45"/> pronounces some part of the language in a way that is considered something other than highly traditional. I know this with <input type="text" value="46"/> because we all do.</p> <p>The number one <input type="text" value="47"/> about my pronunciation is the word 'often'. I pronounce the T, so it does not sound like 'often'.</p> <p>While I <input type="text" value="48"/> admit that 'often' is the most common pronunciation, any claims that it's more correct or more sophisticated are <input type="text" value="49"/>.</p> <p>Both pronunciations exist in English. The T-ful pronunciation is older than the T-less pronunciation. Some historical linguists have suggested that the T-ful pronunciation had a resurgence after more people became <input type="text" value="50"/>.</p>	<p>PRONOUNCE</p> <p>LISTEN</p> <p>ACCURACY</p> <p>RECEPTION</p> <p>CRITIC</p> <p>CORRESPOND</p> <p>CERTAIN</p> <p>COMPLAIN</p> <p>READY</p> <p>SUPPORTABLE</p> <p>LITERACY</p>
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### Part 3: Fined for Not Speaking English (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:  – was pulled

Ernestina Mondragon was probably not surprised when she  (*pull*) over by police after making an illegal U-turn in Dallas, Texas. She probably thought it was fair when she  (*give*) an additional ticket for not having her driving licence.

But when the trainee officer fined her 204 dollars for  (*be*) a non-English speaking driver – a penalty later approved by the officer’s field-training instructor and sergeant – Mondragon  (*fight*) back.

She formally opposed the charge and it  (*throw*) out by the court. Since then it has been revealed that at least 39 drivers in the last three years  (*fine*) for not speaking English.

Police officials in the Texas city of 1.3 million people believe the error originates in a menu on the computers  (*use*) in patrol cars. Federal law requires that certain commercial lorry drivers speak English, but no such requirement  (*apply*) to private motorists.

The Dallas police chief apologized at a press conference last week. ‘This is something I wish  (*happen, not*). It is an embarrassment.’ He promised to investigate the incidents, cancel pending charges and refund those who  (*pay, already*) the fine.

The United States has no official language, but since these problems arose a movement  (*begin*) among conservatives to confirm English in US law as the official tongue.

***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: Croquet (7 points)**

*Read the article about a game called croquet. 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.**

Croquet is a competitive sport that involves hitting coloured balls through a series of hoops called ‘wickets’ using a long-handled wooden hammer. It is normally played on a lawn.

The game of croquet was invented in Ireland as a variation of the older Italian lawn game ‘Pall Mall’, sometime around the year 1830.  Eventually, it migrated to France, America and Australia, all countries where the game is still popular today. In 1900 and 1904, during the game’s peak in popularity, it was played in the Olympics.

Recreationally, the game is commonly played in the backyard, using the ‘backyard croquet’ rules. In backyard croquet, the game is treated as a kind of race and there is no scoring involved. Players have to knock their designated ball through the wickets in a certain order, and then hit a final peg as a finish line.  Players can knock their opponents’ balls out of the way using their own balls to buy time.

In tournaments and more competitive play, a variety of different scoring versions of croquet is played, the most popular version being ‘international-rules’ croquet. This version allows players to make more than one stroke per turn if they get their ball through the appropriate wicket.

Golf croquet is also a widely played version of croquet. In golf croquet the goal is to make it through the most hoops first.  No wonder it is rapidly growing in popularity due to its low learning curve and competitive nature.

In the United States, ‘American-rules’ croquet is the version most commonly played. It is very similar to international-rules croquet.  For this reason it is popular amongst players who are otherwise not very skilful or athletic, but enjoy a good mental challenge.

To sum up, croquet is a fun, inexpensive and pleasant way to spend an afternoon with company. It can be played virtually anywhere with a lawn. Croquet sets are sold online, in some department stores, or in most sporting goods stores and generally run in the \$40–100 range.

- (A) When one player does this, the game is over.
- (B) Twenty years later it was hugely popular amongst the aristocracy of England.
- (C) Since then it decreased in popularity, but has always retained a significant fan base.
- (D) Not many people are interested in it nowadays.
- (E) By giving players extra strokes, it encourages shot-making ability.
- (F) Later, it was discovered by French sportsmen.
- (G) It differs, however, in the way it emphasizes strategy over skill.
- (H) Unfortunately, croquet is designed for well-off people.
- (I) However, some high quality sets can be much more expensive.
- (J) It is a much simpler version than international-rules croquet.

***Please, turn the page and continue with Section III.***

**Part 2: A Week in the Life of a Professional Footballer (6 points)**

Read the diary of a professional footballer, describing his first week. 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) Monday:** Strange that today didn't really feel all that different from other days. The mood at the club was little down after yesterday's defeat, but everyone kept coming up to me and congratulating me all day. I feel quite nervous about the coming week, but I'm confident I've got all the back-up I need from friends and family. I know I'm going to need advice when it comes to deciding what to do with my salary.

**(b) Tuesday:** Training as usual, and if I had any ideas that things would get less demanding from now on, I was sadly mistaken. We worked on pace and ball control skills very hard today. Before the session, I spoke to the manager. He told me what I needed to work on – my understanding of tactics and following a game plan – and we talked about the future. There's a bit of media interest in my signing, but I'm trying to stay focused on my football.

**(c) Wednesday:** The rumours have started about who's going to be in Saturday's team. After the last few matches, it's obvious that we need a bit more speed in midfield, and that could be my chance. The only thing I'm worried about is keeping free from injury. Everyone agrees that my prospects are good.

**(d) Thursday:** I did my first interview with the press today and I think it went quite well. The other lads have been great about everything and there doesn't seem to be any ill will. The new strip arrived today and it's a bit weird to be given a top with my name and number on it. I ran into some of my old schoolmates. Some of them aren't sure how to react, but I reassured them that nothing had changed.

**(e) Friday:** It's obvious that there's going to be no star treatment. I was late for training and had to do an extra fifty press-ups, followed by the usual routine. I think the key difference from being an amateur is that you're expected to produce results and to be completely single-minded about what you do. I'm a bit more relaxed about it all now that the initial shock has worn off and I'm eager to show everyone what I can do. Can't wait until the team sheet is put up!

**68** The footballer's team mates envied him the media interest.  
(A) true (B) false Which of the paragraphs (a)–(e) supports your answer?

**69** The footballer received a lot of compliments at the club.  
(A) true (B) false Which of the paragraphs (a)–(e) supports your answer?

**70** The footballer felt strange when he had been given a new shirt.  
(A) true (B) false Which of the paragraphs (a)–(e) supports your answer?

**71** The footballer felt that training was less demanding than he had expected.  
(A) true (B) false Which of the paragraphs (a)–(e) supports your answer?

**72** The footballer knew he could not start in the Saturday's match.  
(A) true (B) false Which of the paragraphs (a)–(e) supports your answer?

**73** The footballer did extra exercise after the usual routine.  
(A) true (B) false Which of the paragraphs (a)–(e) supports your answer?

*Please, turn the page and continue with Section III.*

**Part 3: A Part of the History of New Zealand (7 points)**

Read the text about New Zealand. Complete the sentence **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  .**

New Zealand is one of the most recently-settled major landmasses. The first settlers were Eastern Polynesians who went to New Zealand at some time between 700 and 2000 years ago. Over the following centuries these settlers developed into a distinct culture now known as Māori. At some point a group of Māori migrated to the Chatham Islands where they developed their own distinct Moriori culture.

The first Europeans known to have reached New Zealand were Dutch explorer Tasman and his crew in 1642. The Māori killed several of the crew and no Europeans returned to New Zealand until British explorer James Cook's voyage of 1768–71. Cook reached New Zealand in 1769 and mapped almost the entire coastline. Following Cook, New Zealand was visited by numerous Europeans. They traded European food and goods, especially metal tools and weapons, for Māori timber, food, artefacts and water. From the early nineteenth century, Christian missionaries began to settle New Zealand, eventually converting most of the Māori population, who had become disillusioned by the introduction of Western culture.

Becoming aware of the lawless nature of European settlement and increasing interest in the territory by the French, the British government sent William Hobson to New Zealand to claim sovereignty and negotiate a treaty with the Māori. The Treaty of Waitangi was signed in 1840. It is regarded as New Zealand's foundation as a nation and is respected by the Māori as a guarantee of their rights.

In 1841 New Zealand became a separate colony, comprising North Island and South Island. In 1863 Wellington was suggested as the capital because of its harbour and central location, and parliament officially sat there for the first time in 1865. In 1893, the country became the first nation in the world to grant women the right to vote. In 1907, New Zealand became a Dominion within the British Empire, and an independent Commonwealth country in 1947, although in practice Britain had ceased to play any real role in the government of New Zealand much earlier than this.

74	European settlers in New Zealand began to behave <input type="text"/> .	(1 word)
75	The culture in the Chatham Islands is known as <input type="text"/> culture.	(1 word)
76	Māori culture originated in the east of <input type="text"/> .	(1 word)
77	Christianity was introduced from the <input type="text"/> <input type="text"/> century.	(2 words)
78	Māori timber was exchanged for metal tools from <input type="text"/> .	(1 word)
79	New Zealand became a <input type="text"/> <input type="text"/> a year after the Treaty of Waitangi.	(2 words)
80	In reality, Britain had not influenced the government of New Zealand long before its <input type="text"/> in 1947.	(1 word)

### Vyhlasenie o autorstve

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## Pokyny na vyplňovanie odpoved'ového hárka

Odpoved'ové 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 písuce perá, obyčajné ceruzky ani pentelky.
- Textové polia (kód školy, kód testu, kód žiaka, ...) vyplňujte veľkými tlačenými písmenami alebo číslicami podľa nižšie uvedeného vzoru. Vpisované údaje nesmú presahovať políčka určené na vpisovanie.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z 0 1 2 3 4 5 6 7 8 9

- Riešenia úloh s výberom odpovede zapisujte krížikom .

- Správne zaznačenie odpovede (A) 

A	B	C	D	E
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Nesprávne zaznačenie odpovede (B) 

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

- V prípade chybného vyplnenia údajov alebo odpovedí postupujte podľa nasledujúcich pokynov. V žiadnom prípade nepožadujte nový odpoved'ový 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.



- Riešenia úloh s krátkou odpoveďou napíšte do príslušného poľa odpoved'ového hárka čitateľne bežným písmom. Pri použití tlačeného písma rozlišujte veľké a malé písmená. **Nepoužívajte iba veľké tlačené písmená!**

Neotvárajte test, pokiaľ nedostanete pokyn!