





# MATURITA 2023

## 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: Lynda La Plante – the Bestselling Author and Screenwriter (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** The principal of the Royal Academy of Dramatic Arts .
- (A) offered Lynda an essential role at the theatre
  - (B) expressed doubts about Lynda's acting skills
  - (C) doubted Lynda's potential for immediate success
  - (D) complimented Lynda on her appearance

- 02** When writing her first novel, Lynda's memory of herself as a young swan symbolized her .
- (A) feeling of belonging to a group
  - (B) single-minded approach to the writing process
  - (C) lack of inspiration while creating characters
  - (D) feeling lost in the flow of events

- 03** The original length of Lynda's first novel resulted in .
- (A) its complete refusal by the editor
  - (B) the change of the time frame
  - (C) arguing with her editor
  - (D) reducing its range

**04** Lynda remembers that in a newspaper story female characters revealed their husbands' illegal activities .

- (A) unintentionally
- (B) purposefully
- (C) after working out a plan
- (D) after being arrested

**05** One of the differences between writing a script and writing a novel lies in the .

- (A) actions of characters
- (B) choice of locations
- (C) style of conversations
- (D) selection of events

**06** Raymond Chandler also earned Lynda's respect because of his ability to .

- (A) achieve tension in his novels
- (B) characterise his novel's personalities briefly
- (C) create original and unique characters
- (D) choose attractive topics for his novels

**07** What Lynda regards as her greatest success in life, is .

- (A) the highest number of dramas that have been broadcast on TV
- (B) the huge popularity of the TV series *Widows*
- (C) her ability to match her profession with her private life
- (D) her skill in maintaining an excellent quality of her writing



**Part 2: Living Abroad Together (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 .

Now you have 2 minutes to read the tasks.

**08** Hannah alone agreed with the idea of trying a long-distance relationship.

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

**09** While Hannah was suggesting the possibility of her moving to Bangladesh, she felt doubts and uncertainty.

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

**10** Hannah's friends and relatives could not believe her determined behaviour.

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

**11** Hannah and Adam were offered a female personal driver.

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

**12** Hannah's Bangladeshi colleagues were not concerned after hearing her story about a conflict on the streets of Bangladesh.

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

**13** The lack of social opportunities resulted in Hannah's and Adam's feeling frustrated in each other's company.

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

### Part 3: How to Choose a Right Career (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.

<p><b>14</b> Identify what gives you potential for future success.</p>	<p>Number: <input type="text"/></p>
<p><b>15</b> Be aware of your personal needs when working.</p>	<p>Number: <input type="text"/></p>
<p><b>16</b> Be flexible and change plans if necessary.</p>	<p>Number: <input type="text"/></p>
<p><b>17</b> Use available resources which are beneficial.</p>	<p>Number: <input type="text"/></p>
<p><b>18</b> Determine aims for your professional career.</p>	<p>Number: <input type="text"/></p>
<p><b>19</b> Consider your modes of working behaviour.</p>	<p>Number: <input type="text"/></p>
<p><b>20</b> Listen to the advice of people who work in a particular area.</p>	<p>Number: <input type="text"/></p>



## 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: Wexford Love Song (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 .**

County Wexford, on Ireland's south-east coast, is best known for three things: its long, sandy beaches, its sweet and juicy strawberries and its floury potatoes, or 'spuds', as Irish people **00** the national vegetable. The perfect spud should be of an almost powdery **21**, with flesh that melts away when you add the **22** topping – a big dollop of Irish butter produced from the rich milk of grass-fed cows. This high-calorie dish may well have health professionals wringing their hands in horror, but for most Irish people, it's the only way to eat potatoes.

Will you need your wellies in Wexford? Probably not. Wexford **23** more hours of sunshine than any other county in Ireland. This is a county of sea views and gently rolling countryside. Even the bees love living in the warm south-east and they produce a light-tasting, pale-coloured honey that **24** perfectly on toasted brown soda bread for breakfast.

Wexford is steeped in history and is **25** on Greco-Roman geographer Ptolemy's second-century map as Menapia. The Gaelic name for Wexford, Loch Garman, is so old that its origin was **26** as far back as early Christian times. The county's modern English name is **27** from the Viking Waesfjord, a Norse word meaning, roughly, 'harbour of the mudflats'.

The county has over 250 kilometres of coastline and its fine farmland is **28** by the River Slaney, which flows through the county before **29** the sea at Wexford Harbour. For many Irish people, Wexford is the **30** to Europe, as ferries sail from Rosslare in the south to France and the UK.

The county town of Wexford was founded by the Vikings around the year AD 800 and was settled by the Old English and the Normans. During the Middle Ages, people living there spoke a **31** form of English known as the Forth and Bargo dialect (once spoken in the Forth and Bargo baronies), or Yola (meaning 'old'), which was **32** right up to the 19<sup>th</sup> century.

The town of Wexford itself has a population of around 20,000 and is home to narrow medieval streets and historic sites such as Selskar Abbey, which, each October, **33** a world-renowned opera festival. It **34** visitors from all over, not least because Wexford Festival Opera has built its reputation on introducing **35** to rare and often forgotten master-pieces from the operatic repertoire.

It takes just over two hours to travel from Dublin to the southern tip of Wexford. The harbour is alive with activity in the summer months, and a snowy-white **36** ice-cream cone with a chocolate 'Flake' on top, known as a '99', is a must as you walk along the pier or the coastal path to take in the views.

Tucked away a short distance from the coast, the 13-century Tintern Abbey **37** overlooked but it would be a shame to skip it on your trip to County Wexford. The former abbey manages to convey an idea of just how important the religious orders were in the medieval times when it **38**. Its solitary setting lets the modern visitor take in the massive scale of the former monastery, without **39** by modern developments that encroach upon the historic setting.

So, why **40** your time and spend a day or two in Wexford, home of the Kennedy clan, when visiting Ireland?

<b>00</b>	(A) demand	(B) inquire	(C) call	(D) request
<b>21</b>	(A) medium	(B) consistency	(C) ingredient	(D) substance
<b>22</b>	(A) essential	(B) fundamental	(C) central	(D) substantial
<b>23</b>	(A) obtains	(B) reaches	(C) catches	(D) receives
<b>24</b>	(A) fits	(B) harmonises	(C) goes	(D) matches
<b>25</b>	(A) noted	(B) labelled	(C) marked	(D) entered
<b>26</b>	(A) disputed	(B) claimed	(C) rejected	(D) declared
<b>27</b>	(A) detected	(B) determined	(C) deduced	(D) derived
<b>28</b>	(A) supplied	(B) fed	(C) powered	(D) charged
<b>29</b>	(A) achieving	(B) accessing	(C) reaching	(D) approaching
<b>30</b>	(A) gate	(B) door	(C) mouth	(D) gateway
<b>31</b>	(A) varied	(B) pure	(C) diverse	(D) distinct
<b>32</b>	(A) in mind	(B) in use	(C) in view	(D) in order
<b>33</b>	(A) guests	(B) schools	(C) hosts	(D) attends
<b>34</b>	(A) draws	(B) pulls	(C) tows	(D) drags
<b>35</b>	(A) viewers	(B) spectators	(C) audiences	(D) beholders
<b>36</b>	(A) lashed	(B) whipped	(C) beaten	(D) whisked
<b>37</b>	(A) often is	(B) had often been	(C) is often	(D) had been often
<b>38</b>	(A) had been built	(B) built	(C) had built	(D) was built
<b>39</b>	(A) distract	(B) being distracted	(C) distracting	(D) distracted
<b>40</b>	(A) not take	(B) not to take	(C) not taking	(D) don't take



**Part 2: Crime Stories (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. There is an example at the beginning (00).

Example: **00** – entertainment

Write your answers on the answer sheet labelled with a .

Crime stories, as we know them, began in the early 19<sup>th</sup> century when popular fiction – reading for **00** and relaxation – emerged. Crime fiction satisfied readers in a number of ways. First of all, it showed the triumph of **41** that through the action of a hero, innocence can be asserted in spite of the confusions of circumstances and **42** incompetence. Next, it demonstrated problem-solving, the triumph of observation and **43** logic over prejudice and **44**.

The earliest kind of crime fiction were stories based on the defects of legal decisions involving **45** evidence. These responded to fundamental changes in Anglo-American law, exemplified by the US Bill of Rights.

Witnessed by the recent popularity of ‘Nordic noir’ novels, crime writing is also no longer an Anglo-American monopoly. Most contemporary cultures have produced their own crime writers.

Of course, detective heroes now reflect the **46** of contemporary culture. Indeed the flexibility in the **47** of hero and setting is one of the virtues of crime fiction – and a principal reason for its continued **48**.

Crime writing reflects social change. This can, perhaps, best be seen in police fiction, where characters mirror the shifts in police personnel and in **49**. It is no surprise to find writers introducing women as well as religious, or ethnic **50** who act as heroes and reflect the realities of a diverse culture as well.

- entertain
- just
- office
- comprehend
- lazy
- extend
- diverse
- choose
- succeed
- social
- minor



**Part 3: Meet the Met – the Origins of London’s Police (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** – was

Write your answers on the answer sheet labelled with a .

The situation regarding policing in London **00** clearly in a bad way at the start of the 19<sup>th</sup> century. Something had to **51** done to unify the policing members of society, govern them to reduce corruption, and preferably pay them! These changes **52** brought in following the appointment of Sir Robert Peel as Home Secretary in 1822. He looked at the state of policing in the city and decided that it **53** important that there should be a centralized, standardized police force, all members of **54** would be officially paid by the government and answerable to the public. He presented his ideas to parliament, and saw them brought **55** life by the Metropolitan Police Act 1829. The ongoing industrial revolution saw London expand, leading to a greater need for policing there. This led to Royal Assent being given to the Police Act, meaning that Sir Robert Peel had direct control over all the policing arrangements for London!

To distinguish the new Metropolitan Police **56** the military, Robert Peel chose a blue uniform for the police (**57** opposed to the red which was worn by the military at the time!). He also made the decision to arm the police with nothing **58** than a wooden truncheon and a rattle to signal for further help. Increasing occurrences of armed robberies and civilian gun ownership soon led to the police in certain districts **59** armed with small guns. Later, many members of the public wanted to reject the police. However, they were unsuccessful, and after some time, the police **60** accepted into London’s society. The uniformed officers gained the name Bobbies after their founder Robert (Bob) Peel. The name Bobby remains to this day.



### 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: The Man Behind (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 .**

Michael Collins was born on October 31, 1930 in Rome, Italy, where his father, US Army Major General James Lawton Collins, was stationed. After the United States entered World War II, the family moved to Washington, D.C., where Collins attended St. Albans School.  **61**

In 1952, Collins graduated from West Point with a Bachelor of Science degree. He joined the Air Force that same year, and completed flight training in Columbus, Mississippi.  **62** This was followed by an assignment to the 21<sup>st</sup> Fighter-Bomber Wing at the George Air Force Base.

Collins made the decision to become an astronaut after watching John Glenn’s Mercury Atlas 6 flight.  **63** Disappointed, but still enthusiastic, Collins entered the USAF Aerospace Research Pilot School as the Air Force began to research space. That year, NASA once again called for astronaut applications.  **64** In 1963 he was chosen by NASA to be part of the third group of astronauts.

Collins made two spaceflights. The first, on July 18, 1966, was the Gemini 10 mission.  **65** The second was the Apollo 11 mission on July 20, 1969, when he was accompanied by Neil Armstrong and Buzz Aldrin – the first lunar landing in history. Collins remained in the Command Module while his partners walked on the moon’s surface. Collins continued circling the Moon until July 21, when Armstrong and Aldrin rejoined him. The next day, he and his fellow astronauts left lunar orbit. They landed in the Pacific Ocean on July 24. Collins, Armstrong and Aldrin were all awarded the Presidential Medal of Freedom by Richard Nixon. However, Aldrin and Armstrong ended up receiving a major public praise for the historic event.  **66**

Collins left NASA in January 1970. In 1980, he entered the private sector, working as an aerospace consultant.  **67** He spends his days “worrying about the stock market” and “searching for a really good bottle of cabernet under ten dollars”.

(A) Collins says he stays active in his spare time.

(B) This time, Collins was more prepared than ever.

(C) During this, Collins performed a spacewalk.

(D) While there, he applied and was accepted to West Point Military Academy in New York.

(E) Collins is the second person to have orbited the Moon alone.

(F) So many failures discouraged Collins for some time.

(G) His performance earned him a position on the advanced day fighter training team at Nellis Air Force Base.

(H) Collins – who was also on the flight – did not.

(I) Collins is acknowledged as a test pilot and major general.

(J) He applied for the second group of astronauts that same year, but was not accepted.



**Part 2: Oresund Bridge: the Famous Link between Sweden and Denmark (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) The idea of building the bridge was first discussed all the way back in 1936, when Denmark was first discussing the idea of a national motorway system and thought that it would make sense to extend the network into Sweden – in order to make driving between the two countries easier. However, the proposal was put to one side as World War II started and attention was turned elsewhere.

(b) After the war, some groups felt that the link should run between Helsingor and Helsingborg, two fairly small cities, where the space between Denmark and Sweden is at its narrowest, while others argued it should run between Malmo and Copenhagen, two much bigger and more significant cities. There were other points of disagreement but in the end, an agreement was struck in 1973. However, an economic downturn meant the project was postponed in 1978.

(c) Later, the project was revived. During construction they found 16 unexploded World War II bombs, had to build a tunnel section along with the bridge itself, and accidentally misdirected a part of that tunnel – yet they finished three months ahead of schedule. It cost around €4 billion, but the governments expect to recover this by 2037 from tolls paid by cars crossing the bridge.

(d) In order to celebrate its cross-cultural value, its completion was marked by Denmark’s Prince Frederik and Sweden’s Princess Victoria meeting in the middle. Its official opening, on the 1<sup>st</sup> July 2000, was hosted by King Carl Gustaf of Sweden and Queen Margrethe II of Denmark. The team behind the bridge received the Outstanding Structure Award in 2002.

(e) The journey over the bridge is stunning by car and impressive by rail. You get beautiful views of the water and of the amazing structure that you are travelling on. In terms of its cultural prestige, it played a starring role in *The Bridge*, the hit Scandinavian crime drama which begins with a body being discovered on the Oresund Bridge. It was also featured as part of Sweden’s symbol for the Eurovision song contest in 2013, which was held in Malmo.

**68** The team who had built the bridge was rewarded during the official opening.

(A) true                      (B) false

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

**69** The completed version of the construction was slightly different from the original project.

(A) true                      (B) false

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

**70** The places to be connected was the only issue between Denmark and Sweden on which they could not agree.

(A) true                      (B) false

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

**71** Denmark started discussing the building of a bridge after it had completed a national motorway system.

(A) true                      (B) false

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

**72** The Oresund Bridge was used in a documentary about a song contest.

(A) true                      (B) false

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

**73** The project agreed on in the first half of the 1970s was delayed due to the economic situation.

(A) true                      (B) false

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



**Part 3: Golf Caddy – Job Description (7 points)**

Read the following text and complete the sentences **74–80** with **one** or **two** words 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 .

Whilst carrying the bag is part of the caddy's more traditional role, their actual job description is a whole lot more complicated than that. They are a confidant, a playing partner, a right-hand-man and an advisor to the professional golfer, and the close ties between golfer and caddy are proof of the difference they can make to a game. In short, they can make the difference between winning and losing a tournament, and in a competitive sport, that means everything!

Part of the role is uninspiring – carrying the bag, cleaning the ball and holding the flag are all basic caddy duties, but the real skill in caddying lies in helping their golfer to determine the distance to the pin, in advising them on club use and informing them how their game is holding up, as well as how they think it could be improved. A lot to do then!

At an amateur level, caddies often work for golf clubs, and will walk round with patrons to help them with their game, and are therefore paid in cash by each round they work – usually between £25 and £80 per round, depending on performance and skill. In competitive play, this rises to close to £100 a round. In a professional setting, this changes. A player will often keep their caddy year-round, and on top of a standard salary, that depends on how much the player is making, the caddy is usually given a cut of the winnings.

Weekends are the most popular time for the game to be played and at club level this is the most profitable time for a caddy to work. Weekday work is available but is far rarer, and it stays weekend-heavy until it reaches a professional level.

Most golf clubs use a ranking system for caddies, where they must work their way up the rankings. To become a championship level caddy, players are usually in the business for between six and ten years, which is a long time working in an amateur profession but one that does have many rewards.

A lot of progress is self-made and, as in many sporting activities, practice is the key to success. The more a caddy knows and the more rounds he works, the more knowledgeable he becomes about the game.

As caddies are basically recommended by their clubs to the professionals, it is only through regular good performance and a knowledge of the game that you'd get put forward, so it's a performance-based role and one that can move extremely quickly from amateur to professional. It will take drive and patience, but if you believe, the road to caddying greatness is straight down the fairway.

<p><b>74</b> It is through [ ] that caddies are made acceptable to the professionals.</p>	<p>(1 word)</p>
<p><b>75</b> The relationship between golfer and caddy is important because of golf's [ ] nature.</p>	<p>(1 word)</p>
<p><b>76</b> Professional golfers usually work with a caddy for the [ ] [ ] .</p>	<p>(2 words)</p>
<p><b>77</b> As a rule, it takes not less than six years for a caddy to move to a/an [ ] [ ] .</p>	<p>(2 words)</p>
<p><b>78</b> A really good caddy can also advise their golfer which [ ] they should use for a particular shot.</p>	<p>(1 word)</p>
<p><b>79</b> Amateur caddies are paid [ ] [ ] for separate rounds.</p>	<p>(2 words)</p>
<p><b>80</b> [ ] [ ] is more often available for a caddy at a professional level.</p>	<p>(2 words)</p>

**THE END**

### Bibliography

- *Woman & Home*, March 2019, pages 188–189; 08 July 2021, adapted.
- *Good Housekeeping*, March 2019, page 55; 08 July 2021, adapted.
- <https://redkiosque.com/career/blog/10-essential-tips-for-choosing-a-career>, July 31, 2019; 08 July 2021, adapted.
- *Spotlight*, August 2019, pages 31–32; 08 July 2021, adapted.
- *Evening Standard Thursday*, 24 May 2018, page 44; 08 July 2021, adapted.
- *English Matters*, April 2019, page 13; 08 July 2021, adapted.
- <https://www.biography.com/astonaut/michael-collins>; 08 July 2021, adapted.
- <https://theculturetrip.com/europe/sweden/articles/oresund-bridge-the-famous-link-between-sweden-and-denmark/>; 08 July 2021, adapted.
- <https://www.allaboutcareers.com/careers/job-profile/golf-caddy>; 08 July 2021, adapted.

## 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 píšuče 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!**