

MATURITA EXTERNÁ ČASŤ, ANGLICKÝ JAZYK, ÚROVEŇ C1 a CAMBRIDGE ADVANCED (ÚROVEŇ C1) POROVNANIE SKÚŠKOK

Nasledujúca stručná analýza poukazuje na príbuznosť formátu slovenskej maturity a medzinárodných skúšok Cambridge a následne na fakt, že skúškové materiály určené na prípravu na skúšky Cambridge je možné v plnej miere použiť ako prípravný materiál na slovenskú maturitu. Porovnáваме maturitu, externú časť, jazykovú úroveň C1, so skúškou Cambridge English Advanced (úroveň C1) Tam, kde sa úplne nezhoduje formát testovej úlohy, ponúkame alternatívnu úlohu na precvičovanie.

1. POČÚVANIE S POROZUMENÍM (listening comprehension C1)

Maturita C1 Listening, part 1

Part 1: Two Interviews (10 points)

In this part you will hear two different extracts. In the first extract you will hear an interview with David Mugar, a philanthropist and entrepreneur. In the second extract you will hear an interview with Louis Rom, a journalist. For the following statements 01–10, 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 a .

Now you have 2 minutes to read the tasks.

Extract 1: An Interview with David Mugar (5 points)

01 The reason why David's family moved to the U.S.A. was the .

- (A) restriction of religious freedom by the Turks in Armenia
- (B) escape from Turkish persecution of the Armenians
- (C) fact that David's family in Armenia was burdened with debts
- (D) lack of job and educational opportunities in Armenia in that period

02 In one of his philanthropic activities in Boston, David has supported .

- (A) the city's higher education
- (B) the training of young conductors
- (C) commemorations of a historical event
- (D) local families struggling with poverty

Cambridge Advanced Listening, PART 3

Part 3

You will hear an interview in which two journalists called Jenny Langdon and Peter Sharples are talking about their work. For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 What does Jenny say about the story which made her name?
- A She'd been on the lookout for just such a lucky break.
 - B She resented colleagues trying to take the credit for it.
 - C She wasn't actually responsible for the finished article.
 - D She asked for a more prestigious job on the strength of it.
- 16 What does Jenny suggest about the editor she worked for on her first national daily newspaper?
- A He respected her for standing up to him.
 - B He tended to blame her for things unfairly.
 - C He wasn't as unreasonable as everyone says.
 - D He taught her the value of constructive criticism.
- 17 When Jenny got her own daily column on the newspaper, she felt
- A satisfied that the good work she'd done elsewhere had been recognised.
 - B relieved that it was only likely to be a short-term appointment.
 - C determined to prove exactly what she was capable of.
 - D unsure of her ability to make a success of it.
- 18 Peter thinks he got a job on *Carp Magazine* thanks to
- A his academic achievements at college.
 - B his practical knowledge of everyday journalism.
 - C his familiarity with the interests of its main target audience.
 - D his understanding of how best to present himself at interview.
- 19 Peter and Jenny agree that courses in journalism
- A need to be supplemented by first-hand experience.
 - B are attractive because they lead to paid employment.
 - C are of little value compared to working on a student newspaper.
 - D provide an opportunity for writers to address contentious issues.

ZHRNUTIE:

Maturita, listening, part 1: počúvanie nahrávky, typ úlohy – výber z možností (*multiple choice*), 1 správna odpoveď, 4 distraktory, počet položiek: 10

Cambridge Advanced: LISTENING, PART 3: počúvanie nahrávky a výber z možností (*multiple choice*), 1 správna odpoveď, 4 distraktory, počet položiek: 6

- **Formát úloh: identický, rozdiel v počte položiek**

Maturita C1
Listening, part 2

Part 2: How Do You Treat Your Adult Children? (10 points)

In this part, you will listen to a radio programme in which an expert explains how to cope with grown-up children. The expert will mention five problems parents have with their adult children and five solutions to these common problems. There are two blocks of five matching questions. Read the questions carefully before you listen. You will have to match all ten questions while you are listening to this recording.

For questions 11–15, choose from the first list marked (A)–(H) the problem of adult children which is being described. For questions 16–20, choose from the next list marked (A)–(H) the solution to the specific problem parents may follow. Be careful, there are three extra possibilities which you do not need to use. There is always only one correct answer.

Mark your answers on the answer sheet labelled with a [X].

Now you have 2 minutes to read the tasks.

1st LIST	
Questions 11–15	Options (A)–(H): PROBLEMS
11 Problem No 1: <input type="text"/>	(A) They are not willing to leave the nest and have no direction.
12 Problem No 2: <input type="text"/>	(B) They have found love but with the wrong person.
13 Problem No 3: <input type="text"/>	(C) They are borrowing money from strangers.
14 Problem No 4: <input type="text"/>	(D) They are unwilling to be questioned regularly.
	(E) They can't get through difficult situations away from home.
	(F) They don't want to be lectured about their direction in life.

Cambridge Advanced
Listening, PART 4

Part 4

You will hear five short extracts in which people are talking about changing their jobs.

TASK ONE

For questions 21 – 25, choose from the list (A – H) the reason each speaker gives for changing job.

TASK TWO

For questions 26 – 30, choose from the list (A – H) what each speaker feels about their new job.

While you listen you must complete both tasks.

A unfriendly colleagues	Speaker 1 <input type="text"/> 21	A encouraged by early results	Speaker 1 <input type="text"/> 26
B poor holiday entitlement	Speaker 2 <input type="text"/> 22	B hopeful about future success	Speaker 2 <input type="text"/> 27
C lacking a sense of purpose	Speaker 3 <input type="text"/> 23	C delighted by a change in lifestyle	Speaker 3 <input type="text"/> 28
D needing more of a challenge	Speaker 4 <input type="text"/> 24	D relieved the initial uncertainty is over	Speaker 4 <input type="text"/> 29
E the workload	Speaker 5 <input type="text"/> 25	E glad to be helping other people	Speaker 5 <input type="text"/> 30
F disagreements with superiors		F grateful for an increase in salary	
G no prospect of advancement		G happy to feel in control	
H the physical environment		H satisfied with the training received	

ZHRNUTIE:

Maturita, listening, part 2: počúvanie nahrávky, typ úlohy – prirad'ovanie (*matching*) – priradenie vyhlásení / opisov k problému / situácii, úloha pozostáva z dvoch častí, počet položiek spolu: 10

Cambridge Advanced: LISTENING, PART 4: počúvanie nahrávky, typ úlohy – prirad'ovanie (*matching*) – prirad'ovanie vyhlásení k hovoriacemu, úloha pozostáva z dvoch častí, počet položiek spolu: 10


- **Formát úloh: identický**

Maturita C1
Listening, part 3

Cambridge Advanced
Listening, PART 2

Part 3: Carlos Acosta (10 points)

You will hear a radio programme about Carlos Acosta, a popular ballet dancer. Complete sentences 21–30, which summarize the information from the text. Use **one word or two words** in your answers. The number of words is indicated in brackets.

Write your answers on the answer sheet labelled with a .

Now you have 2 minutes to read the sentences.

21	Carlos Acosta has <input type="text"/> and <input type="text"/> ancestors.	(2 words)
22	His early childhood is associated with Havana's impoverished <input type="text"/> .	(1 word)
23	Besides performing with the <input type="text"/> <input type="text"/> for almost two decades, Acosta produced his own performances around the world.	(2 words)
24	In a short time, Acosta Danza will make its <input type="text"/> performance at London's Sadler's Wells.	(1 word)
25	In his autobiographical book, Acosta refers to ballet as his <input type="text"/> and <input type="text"/> since it helped him survive a tough period of his youth.	(2 words)
26	His wife Charlotte interrupted her <input type="text"/> career because of their family life and Acosta's busy schedule.	(1 word)
27	Acosta has high aspirations towards investing in the <input type="text"/> <input type="text"/> of his homeland.	(2 words)
28	In Acosta's opinion, the multicultural upbringing of his daughters has a positive effect on their <input type="text"/> and <input type="text"/> .	(2 words)

Part 2

You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7 – 14, complete the sentences with a word or short phrase.

TRIP TO SOUTH AFRICA

As well as his research project, Josh planned to write a (7)
for a website while he was in Africa.

Josh's group planned to check out a particular region after a (8)
that had occurred there.

Josh was surprised to see (9)
being grown in the first area they visited.

Josh describes the vehicle they travelled in as a (10)
when they went in search of specimens.

Josh uses the word (11)
to give us an idea of the shape of the leaves he found.

Josh was particularly impressed by one type of flower which was
(12) in colour.

Josh uses the word (13)
to convey his feelings about an area of vegetation he studied.

Josh really appreciated the view he got from the (14)
of his accommodation.

ZHRNUTIE:

Maturita, listening, part 3: počúvanie nahrávky, typ úlohy – dopĺňanie (*gap filling*) – doplnenie jedného alebo dvoch slov (počet slov je vyznačený) do textu podľa vypočutej nahrávky, počet otázok: 10

Cambridge Advanced: LISTENING, PART 2: počúvanie nahrávky, typ úlohy – dopĺňanie (*gap filling*) – doplnenie jedného alebo dvoch slov do textu (počet slov nie je vyznačený) podľa vypočutej nahrávky, počet položiek: 8

- **Formát úloh: identický, rozdiel v označení počtu slov a v počte položiek**

2. LANGUAGE IN USE (použitie jazyka C1)

Maturita C1
Language in Use,
part 1

Cambridge Advanced
Reading and use of
language, PART 1

Part 1: State Visits to Other Countries (20 points)

For questions 31–50, read the text below. Decide which word or phrase (A), (B), (C) or (D) best fits each space. There is an example at the beginning (00).

Example: 00 – (C)

Mark your answers on the answer sheet labelled with a .

Welcoming foreign leaders and high-ranking 00 has given headaches to courtiers for millennia. In the Byzantine Empire, records 31 on hand to advise on correct forms of address for correspondence – along with a ranking system that 32 who was more important than whom.

The Christian emperors 33 in Constantinople, the magnificent imperial capital, knew that it 34 important to build friendships – including with those whose support might one day be important. High respect 35 to the ruler of wealthy Muslim Egypt, for example, who should be described as "our beloved friend" and sent luxurious gifts and 36 of respect that were greater than those 37 to Muslim governors elsewhere in North Africa – who were nevertheless to be complimented on their illustrious leadership and nobility.

There is, of course, a purpose to all this: creating and maintaining 38. One of the most important purposes of a monarch is to provide unity and continuity. Establishing and maintaining precedents, and having rules to 39 for every imaginable occasion, provides what the Byzantines called "taxis" and the Chinese called "huaxia" – an 40 sense that everything and everyone is in the right place. That, after all, is what strong and 41 leadership is all about.

In the 14th century, the 42 rich ruler of the Malian Empire, Mansa Musa, brought so much gold with him – and spent so much – when he travelled to Mecca that 43 single-handedly changed currency prices because so much new capital was 44 into the markets of the Mediterranean.

Those days are gone, 45 when kings would have competitive beard-growing competitions before they met, or wrestling matches when 46 – as Henry VIII did with Francis I of France in 1520.

Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A straight B common C everyday D conventional

0 A B C D

Studying black bears

After years studying North America's black bears in the (0) way, wildlife biologist Luke Robertson felt no closer to understanding the creatures. He realised that he had to (1) their trust. Abandoning scientific detachment, he took the daring step of forming relationships with the animals, bringing them food to gain their acceptance.

The (2) this has given him into their behaviour has allowed him to dispel certain myths about bears. (3) to popular belief, he contends that bears do not (4) as much for fruit as previously supposed. He also (5) claims that they are ferocious. He says that people should not be (6) by behaviour such as swatting paws on the ground, as this is a defensive, rather than an aggressive, act.

However, Robertson is no sentimentalist. After devoting years of his life to the bears, he is under no (7) about their feelings for him. It is clear that their interest in him does not (8) beyond the food he brings.

Anglický jazyk – úroveň C1 Spoločného európskeho referenčného rámca RE – 19 1515

00	(A) bosses	(B) coaches	(C) dignitaries	(D) personalities
31	(A) kept	(B) were kept	(C) were being kept	(D) had kept
32	(A) set up	(B) set out	(C) set in	(D) set on
33	(A) had lived	(B) to live	(C) living	(D) lived
34	(A) is	(B) was	(C) has been	(D) will be
35	(A) needs to be paid	(B) was to be paid	(C) has to be paid	(D) can be paid
36	(A) traits	(B) features	(C) marks	(D) attributes
37	(A) send	(B) to send	(C) sending	(D) sent
38	(A) justice	(B) condition	(C) right	(D) order
39	(A) continue	(B) follow	(C) watch	(D) discover
40	(A) overriding	(B) overexposing	(C) overstating	(D) overworking
41	(A) fixed	(B) stable	(C) regular	(D) permanent
42	(A) eye-wateringly	(B) mouth-wateringly	(C) open-mouthed	(D) open-eyed
43	(A) he said to have (C) he was said to have	(B) he said to have had (D) he was said to be having		

1	A catch	B win	C achieve	D receive
2	A perception	B awareness	C insight	D vision
3	A Opposite	B Opposed	C Contrary	D Contradictory
4	A care	B bother	C desire	D hope
5	A concludes	B disputes	C reasons	D argues
6	A misguided	B misled	C misdirected	D misinformed
7	A error	B doubt	C illusion	D impression
8	A expand	B spread	C widen	D extend

ZHRNUTIE:

Maturita, language in use, part 1: dopĺňanie správnej možnosti do textu (*multiple choice*), počet distraktorov: 4, počet položiek: 20

Cambridge Advanced: LANGUAGE IN USE, PART 1: dopĺňanie správnej možnosti do textu (*multiple choice*), počet distraktorov: 4, počet položiek: 8

- **Formát úloh: identický, rozdiel v počte položiek**


Maturita C1
Language in Use,
part 2

Cambridge Advanced
Reading and use of
language, PART 3

Part 2: Stop the World... and Get More Done (10 points)

For questions 51–60, read the text below. Use the word given in brackets to form a word that fits in the space in the same line. There is an example at the beginning (00).

Example: 00 – busyness

Write your answers on the answer sheet labelled with a .

We all have too much to juggle, but the result of living in a state of constant 00 (busy) is a life that becomes something to get through, rather than something to enjoy.

Time is 51 (slip) and it is slipping away from many of us. According to a recent study, our 52 (perceive) of time passing has changed since the advent of the digital age, with our use of modern communicative inventions making us feel as though time is passing faster.

Sometimes leaks are 53 (avoid), such as a delayed train or being stuck in a traffic jam, but others are caused by cluttered physical spaces or plain 54 (care).

Make life easier for yourself by taking some time to plan for the week ahead and ensure you have the things you need to make it a 55 (succeed). Focus on what's 56 (meaning) rather than what's a quick solution. It is 57 (seem) simple but effective to recognise where your time is being eaten up.

Start the week by focusing on how you are feeling and act 58 (according). Include the planned moments of rest and relaxation, and 59 (mindful) that would help you to feel less busy. Those moments are vital in slowing time down to a 60 (manage) speed.

Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 P R O F E S S I O N A L

Training sports champions

What are the abilities that a (0) sports person needs? To guarantee that opponents can be (17) , speed, stamina and agility are essential, not to mention outstanding natural talent. Both a rigorous and comprehensive (18) regime and a highly nutritious diet are vital for top-level performance. It is carbohydrates, rather than proteins and fat, that provide athletes with the (19) they need to compete. This means that pasta is more (20) than eggs or meat. Such a diet enables them to move very energetically when required. Failure to follow a sensible diet can result in the (21) to maintain stamina.

PROFESSION
COME
FIT
ENDURE
BENEFIT
ABLE

Regular training to increase muscular (22) is also a vital part of a professional's regime, and this is (23) done by exercising with weights. Sports people are prone to injury but a quality training regime can ensure that the (24) of these can be minimised.

STRONG
TYPE
SEVERE

ZHRNUTIE:

Maturita, language in use, part 2: použitie vyznačeného slova v správnej forme podľa kontextu článku, počet položiek: 10

Cambridge First: LANGUAGE IN USE, PART 3: použitie vyznačeného slova v správnej forme podľa kontextu článku, počet položiek: 8

- **Formát úloh: identický, rozdiel v počte položiek**

3. READING COMPREHENSION (čítanie s porozumením)

Maturita C1
Reading, part 1

Cambridge Advanced
Reading and Use of
Language, PART 5

Part 1: July 17 (9 points)

In this part, there are three themed texts followed by three 4-option multiple choice questions on each text. You will read three passages which are connected by the same day. For questions 61–69, choose the answer which you think fits best according to the text.

Mark your answers on the answer sheet labelled with a .

Passage 1: Disneyland Opens (3 points)

In the early 1950s, Walt Disney began designing a huge amusement park to be built near Los Angeles. He intended Disneyland to have educational as well as amusement value and to entertain adults and their children. Land was bought in the farming community of Anaheim, about 25 miles southeast of Los Angeles, and construction began in 1954. In the summer of 1955, special invitations were sent out for the opening of Disneyland on July 17. Unfortunately, the pass was counterfeited and thousands of uninvited people were admitted into Disneyland on opening day. The park was not ready for so many people: food and drink ran out, a women's high-heel shoe got stuck in the wet asphalt of Main Street USA, and the Mark Twain Steamboat nearly capsized from too many passengers.

61 The first Disneyland was built .

- (A) in Los Angeles
- (B) on a former agricultural plot
- (C) in 1954
- (D) on rented land

62 There was chaos at the opening of Disneyland, basically because .

- (A) many people used faked permits
- (B) it was too hot and the asphalt was wet
- (C) a boat was overloaded and almost sank
- (D) there was not enough food

63 Walt Disney World in Florida .

- (A) has lots of attractions such as Mr. Toad's Wild Ride
- (B) is smaller than "EuroDisney" in Paris
- (C) had been started before Walt Disney died
- (D) was opened with Epcot Centre and Animal Kingdom included

Part 5

You are going to read the introduction to a book about the history of colour. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Introduction to a book about the history of colour

This book examines how the ever-changing role of colour in society has been reflected in manuscripts, stained glass, clothing, painting and popular culture. Colour is a natural phenomenon, of course, but it is also a complex cultural construct that resists generalization and, indeed, analysis itself. No doubt this is why serious works devoted to colour are rare, and rarer still are those that aim to study it in historical context. Many authors search for the universal or archetypal truths they imagine reside in colour, but for the historian, such truths do not exist. Colour is first and foremost a social phenomenon. There is no transcendental truth to colour perception, despite what many books based on poorly grasped neurobiology or – even worse – on pseudoscientific pop psychology would have us believe. Such books unfortunately clutter the bibliography on the subject, and even do it harm.

The silence of historians on the subject of colour, or more particularly their difficulty in conceiving colour as a subject separate from other historical phenomena, is the result of three different sets of problems. The first concerns documentation and preservation. We see the colours transmitted to us by the past as time has altered them and not as they were originally. Moreover, we see them under light conditions that often are entirely different from those known by past societies. And finally, over the decades we have developed the habit of looking at objects from the past in black-and-white photographs and, despite the current diffusion of colour photography, our ways of thinking about and reacting to these objects seem to have remained more or less black and white.

The second set of problems concerns methodology. As soon as the historian seeks to study colour, he must grapple with a host of factors all at once: physics, chemistry, materials, and techniques of production, as well as iconography, ideology, and the symbolic meanings that colours convey. How to make sense of all of these elements? How can one establish an analytical model facilitating the study of images and coloured objects? No researcher, no method, has yet been able to resolve these problems, because among the numerous facts pertaining to colour, a researcher tends to select those facts that support his study and to conveniently forget those that contradict it. This is clearly a poor way to conduct research. And it is made worse by the temptation to apply to the objects and images of a given historical period information found in texts of that period. The proper method – at least in the first phase of analysis – is to proceed as do paleontologists: *what must study*

31 What problem regarding colour does the writer explain in the first paragraph?

- A Our view of colour is strongly affected by changing fashion.
- B Analysis is complicated by the bewildering number of natural colours.
- C Colours can have different associations in different parts of the world.
- D Certain popular books have dismissed colour as insignificant.

32 What is the first reason the writer gives for the lack of academic work on the history of colour?

- A There are problems of reliability associated with the artefacts available.
- B Historians have seen colour as being outside their field of expertise.
- C Colour has been rather looked down upon as a fit subject for academic study.
- D Very little documentation exists for historians to use.

33 The writer suggests that the priority when conducting historical research on colour is to

- A ignore the interpretations of other modern day historians.
- B focus one's interest as far back as the prehistoric era.
- C find some way of organising the mass of available data.
- D relate pictures to information from other sources.

34 In the fourth paragraph, the writer says that the historian writing about colour should be careful

- A not to analyse in an old-fashioned way.
- B when making basic distinctions between key ideas.
- C not to make unwise predictions.
- D when using certain terms and concepts.

ZHRNUTIE:

Maturita, reading, part 1: čítanie textu a odpovedanie na otázky, typ otázok: výber z možností (multiple choice), počet distraktorov: 4, úloha rozdelená do troch častí (tri články a ku každému článku 3 otázky), počet položiek spolu: 9

Cambridge Advanced: reading and use of language, PART 5: čítanie textu a odpovedanie na otázky, typ otázok: výber z možností (multiple choice), počet distraktorov: 4, úloha nerozdelená (jeden článok), počet položiek k článku: 6

- **Formát úloh: identický, rozdiel rozdelení úlohy a v počte položiek**

Part 2: From the History of Route 66 (6 points)

You will read a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs (A)–(G) the one which fits each gap 70–75. There is one extra paragraph which you do not need to use.

Mark your answers on the answer sheet labelled with a .

Officially, the numerical designation 66 was assigned to the Chicago-to-Los Angeles route in the summer of 1926. With that designation came its acknowledgment as one of the nation's principal east-west arteries. From the outset, public road planners intended U.S. 66 to connect the main streets of rural and urban communities along its course for the most practical of reasons: most small towns had no prior access to a major national route.

70

The diagonal configuration of Route 66 was particularly significant to the trucking industry, which by 1930 had come to rival the railroad for pre-eminence in the American shipping industry. The abbreviated route between Chicago and the Pacific coast traversed essentially flat prairie lands and enjoyed a more temperate climate than northern highways, which made it especially appealing to truckers.

71

Completion of this all-weather capability on the eve of World War II was particularly significant to the nation's war effort. The experience of a young Army captain, Dwight D. Eisenhower, who found his command got stuck in spring mud near Ft. Riley, Kansas, while on a coast-to-coast maneuver, left a lasting impression.

72

Route 66 helped to facilitate the single greatest wartime manpower mobilization in the history of the nation. Between 1941 and 1945 the government invested approximately \$70 billion in capital projects throughout California, a large portion of which were in the Los Angeles-San Diego area. This enormous capital outlay served to underwrite entirely new industries that created thousands of civilian jobs.

Part 7

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs A – G the one which fits each gap (41 – 46). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

Scottish Wildcat

On my living-room wall I have a painting of a wildcat by John Holmes of which I am extremely fond. It depicts a snarling, spitting animal, teeth bared and back arched: a taut coiled spring ready to unleash some unknown fury.

41

However, the physical differences are tangible. The wildcat is a much larger animal, weighing in some cases up to seven kilos, the same as a typical male fox. The coat pattern is superficially similar to a domestic tabby cat but it is all stripes and no spots. The tail is thicker and blunter, with three to five black rings. The animal has an altogether heavier look.

The Scottish wildcat was originally distinguished as a separate subspecies in 1912, but it is now generally recognised that there is little difference between the Scottish and other European populations. According to an excellent report on the wildcat printed in 1991, the animals originally occurred in a variety of habitats throughout Europe.

42

It was during the nineteenth century, with the establishment of many estates used by landowners for hunting, that the wildcat became a nuisance and its rapid decline really began; 198 wildcats were killed in three years in the area of Glengarry, for example. However, things were later to improve for the species.

43

The future is by no means secure, though, and recent evidence suggests that the wildcat is particularly vulnerable to local eradication, especially in the remoter parts of northern and

western Scotland. This is a cause for real concern, given that the animals in these areas have less contact with domestic cats and are therefore purer.

44

Part of the problem stems from the fact that the accepted physical description of the species originates from the selective nature of the examination process by the British Natural History Museum at the start of the century, and this has been used as the type-definition for the animal ever since. Animals that did not conform to that large blunt-tailed 'tabby' description were discarded as not being wildcats. In other words, an artificial collection of specimens was built up, exhibiting the features considered typical of the wildcat.

The current research aims to resolve this potential problem. It is attempting to find out whether there are any physical features which characterise the so-called wild-living cats.

45

But what of his lifestyle? Wildcat kittens are usually born in May/June in a secluded den, secreted in a gap amongst boulders. Another favourite location is in the roots of a tree.

46

Rabbits are a favourite prey, and some of the best areas to see wildcats are at rabbit warrens close to the forest and moorland edge. Mice, small birds and even insects also form a large part of the diet, and the animal may occasionally take young deer.

The wildcat is one of the Scottish Highlands' most exciting animals. Catch a glimpse of one and the memory will linger forever.

ZHRNUTIE:

Maturita, reading, part 2: čítanie textu a doplnenie správneho chýbajúceho odstavca. Počet odstavcov na doplnenie: 7 (jeden nie je potrebné použiť), počet položiek: 6

Cambridge Advanced: reading and use of language, PART 7: čítanie textu a doplnenie správneho chýbajúceho odstavca. Počet odstavcov na doplnenie: 7 (jeden nie je potrebné použiť), počet položiek: 6


- **Formát úloh: identický**

Maturita C1
Reading, part 3

Cambridge Advanced
Listening, PART 2

Part 3: A Welsh Farm Where City Children Learn (6 points)

Read the article and complete the statements 76–81 with **one or two words**.

Write your answers on the answer sheet labelled with a .

Few children have the chance to live on a working farm for a week, seeing for themselves where the food that reaches their table really comes from.

But there's a farm in west Wales where schoolchildren from London and other cities can do exactly that – and experience learning in the beautiful Pembrokeshire countryside to boot.

Children's author Michael Morpurgo and his wife Clare founded Farms For City Children (FFCC) at Nethercott House in Devon in 1976 to offer urban children from all over the country a unique opportunity to live and work together for a week at a time on a real farm in the heart of the countryside.

76	Before becoming manager, Dan used to visit <input type="text"/> <input type="text"/> with his pupils.	(2 words)
77	The children on the farm have to work from the very <input type="text"/> of the day.	(1 word)
78	<input type="text"/> <input type="text"/> a new group of school children comes to the farm.	(2 words)
79	His shift from general education was caused by Dan's <input type="text"/> .	(1 word)
80	Nethercott House was the place where <input type="text"/> <input type="text"/> started the Farms For City Children project.	(2 words)
81	Dan's primary intention in teaching was to assist children in achieving <input type="text"/> .	(1 word)

Part 2

You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7 – 14, complete the sentences with a word or short phrase.

TRIP TO SOUTH AFRICA

As well as his research project, Josh planned to write a (7) for a website while he was in Africa.

Josh's group planned to check out a particular region after a (8) that had occurred there.

Josh was surprised to see (9) being grown in the first area they visited.

Josh describes the vehicle they travelled in as a (10) when they went in search of specimens.

Josh uses the word (11) to give us an idea of the shape of the leaves he found.

Josh was particularly impressed by one type of flower which was (12) in colour.

Josh uses the word (13) to convey his feelings about an area of vegetation he studied.

Josh really appreciated the view he got from the (14) of his accommodation.

ZHRNUTIE:

Maturita, reading, part 3: čítanie textu a doplnenie správnej informácie do otázky (*gap filling*), (1 – 2 slová, počet slov je vyznačený), počet položiek: 6

Cambridge Advanced: neobsahuje úlohu na čítanie s porozumením s úplne korešpondujúcim formátom. Príbuzný typ úlohy: **Cambridge Advanced: LISTENING, PART 2:** počúvanie nahrávky, typ úlohy – dopĺňanie (*gap filling*) – doplnenie jedného alebo dvoch slov do textu (počet slov nie je vyznačený) podľa vypočutej nahrávky, počet položiek: 8

- **Formát úloh: Cambridge Advanced neobsahuje úlohu na čítanie s porozumením rovnakého formátu. Takmer identický formát má však listening, PART 2.**

Maturita C1
Reading, part 4

Cambridge Advanced
Reading and use of
language, PART 8

Part 4: Four Famous British Chemists (9 points)

Read extracts from life stories of four famous British chemists. Choose (A), (B), (C), or (D) to answer questions 82–90.

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

Joseph Priestley	(A)	Priestley was born into a family that was known for being Dissenters. This meant that they did not conform to the Church of England. He studied in a local grammar school and was regarded as a brilliant student. Priestley excelled in most subjects, including physical sciences. His ill health forced him to return home from school after three years of studying. After his health improved he went on to study history, science and philosophy at Daventry Academy. Here, he read a book entitled <i>Observations of Man</i> , which was written by David Hartley, an English philosopher. This book influenced his work and was the reason why he worked to further his education. During the month of March, 1775, Priestley wrote to several people about his discovery of the new air he observed the previous year. His letters were read aloud during a meeting among the Royal Society. This was outlined in a paper that was entitled "An Account of Further Discoveries in Air." He conducted several experiments with this new air using mice.
	(B)	Humphry Davy was born on December 17th, 1778 in Penzance, Cornwall, England. He received his education in Penzance and Truro. In 1794, he lost his father and in an effort to support his family he became an apprentice to a Dissenting Minister. He was

Which scientist...	Which paragraph?
82 Which scientist stressed the significance of experimentation?	LETTER: <input type="text"/>
83 Which scientist was instructed by a visually-impaired person?	LETTER: <input type="text"/>
84 Which scientist was rewarded by a royal institution?	LETTER: <input type="text"/>
85 Which scientist's religious faith differed from the norm?	LETTER: <input type="text"/>
86 Which scientist's invention helped in industry?	LETTER: <input type="text"/>

Starting out on your career

Are you a graduate trying to plan out the best career path for yourself? We've asked five career consultants to give some tips on how to go about it.

Consultant A

A university degree is no guarantee of a job, and job hunting in itself requires a whole set of skills. If you find you are not getting past the first interview, ask yourself what is happening. Is it a failure to communicate or are there some skills you lack? Once you see patterns emerging it will help you decide whether the gaps you have identified can be filled relatively easily. If you cannot work out what the mismatch is, get back to the selection panel with more probing questions, and find out what you need to do to bring yourself up to the level of qualification that would make you more attractive to them: but be careful to make this sound like a genuine request rather than a challenge or complaint.

Consultant B

Do not be too dispirited if you are turned down for a job, but think about the reasons the employers give. They often say it is because others are 'better qualified', but they use the term loosely. Those who made the second interview might have been studying the same subject as you and be of similar ability level, but they had something which made them a

real depth of knowledge. If you are a graduate, spending five or six years in the same job is not too long provided that you take full advantage of the experience. However, do not use this as an excuse for apathy. Graduates sometimes fail to take ownership of their careers and take the initiative. It is up to you to make the most of what's available within a company, and to monitor your progress in case you need to move on. This applies particularly if you are still not sure where your career path lies.

Consultant D

It is helpful to think through what kind of experience you need to get your dream job and it is not a problem to move around to a certain extent. But in the early stages of your career you need a definite strategy for reaching your goal, so think about that carefully before deciding to move on from your first job. You must cultivate patience to master any role. There is no guarantee that you will get adequate training, and research has shown that if you do not receive proper help in a new role, it can take 18 months to master it.

Part 8

You are going to read a magazine article in which five career consultants give advice about starting a career. For questions 47–56, choose from the consultants (A–E). The consultants may be chosen more than once.

Mark your answers on the separate answer sheet.

Which consultant makes the following statements?

Keep your final objective in mind when you are planning to change jobs.	<input type="text"/> 47
It takes time to become familiar with the characteristics of a company you have joined.	<input type="text"/> 48
You should demonstrate determination to improve your job prospects.	<input type="text"/> 49
Make sure your approach for information is positive in tone.	<input type="text"/> 50
It is not certain that you will be given very much support in your job initially.	<input type="text"/> 51
Stay optimistic in spite of setbacks.	<input type="text"/> 52

ZHRNUTIE:

Maturita, reading, part 4: čítanie textu a odpovedanie na otázky / priradenie hovoriaceho k situácii. Počet článkov: 4, počet položiek: 9

Cambridge Advanced: reading and use of language, PART 8: čítanie textu a odpovedanie na otázky / priradenie hovoriaceho k situácii. Počet článkov: 5, počet položiek: 10

- **Formát úloh: identický, rozdiel v počte článkov a počte položiek**