

MINISTERSTVO ŠKOLSTVA,
VEDY, VÝSKUMU A ŠPORTU
SLOVENSKEJ REPUBLIKY

KÓD TESTU

6230



GENERÁLNA SKÚŠKA 2016

EXTERNÁ ČASŤ

ANGLICKÝ JAZYK

úroveň C1

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

- Test obsahuje **100 úloh**.
- Na vypracovanie testu budete mať **150 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
30 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: Two Interviews (10 points)

In this part you will hear two different extracts. In the first extract you will hear an interview with Caroline Kennedy, who is an attorney, editor and writer. In the second extract you will hear an interview with Steve Martin, who is an actor, comedian, author and musician. 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 X.

Now you have 2 minutes to read the tasks.

Extract 1: An Interview with Caroline Kennedy (5 points)

01 According to Caroline, the degree of courage in people depends on their individual understanding of .

- (A) the world around them
- (B) themselves
- (C) other people
- (D) the ideas in literature

02 Caroline believes that poetry may help young people to .

- (A) relax while preparing for exams
- (B) discover their own literary talents
- (C) identify essential issues in their lives
- (D) start writing lyrics for their songs

03 Caroline is able to find poetry in .

- (A) fine arts and music
- (B) dance and fiction
- (C) drama and verbal communication
- (D) music and oral traditions

04 The purpose of the Profiles in Courage Essay Contest is to enable young people to .

- (A) become actively involved in public life
- (B) reflect on President Kennedy's ideas
- (C) prove their knowledge of the world issues
- (D) show their genuine literary talents

- 05** One of the reasons why Caroline thought highly of her mother and grandmothers, was their .
- (A) approach to solving family matters
 - (B) love of literature and arts in general
 - (C) active attitude to life and the world around
 - (D) way of communicating within the family

Extract 2: An Interview with Steve Martin (5 points)

- 06** For Steve Martin, the feeling of satisfaction at the theatre premiere was intensive due to the fact that he was .
- (A) one of the protagonists
 - (B) the author of several songs
 - (C) the director of the play
 - (D) the writer of the play

- 07** Steve Martin considers the process of writing as a/an .
- (A) individual
 - (B) collaborative
 - (C) complicated
 - (D) spontaneous

- 08** According to Steve Martin, potential young writers may improve by .
- (A) submitting their material to experienced writers
 - (B) communicating their work with family members
 - (C) their intensive writing and feedback from grown-ups
 - (D) their frequent dialogues and consultations with authors

- 09** Steve Martin links Bob Dylan's line, "For the loser now will be later to win", with .
- (A) the life of many artists
 - (B) his own life and Bob Dylan's career
 - (C) the main idea of the movie
 - (D) the idea in the movie and the real teen life

- 10** Steve Martin's understanding of human nature has been deepened through his .
- (A) writing plays and composing music
 - (B) acting and observing other colleagues
 - (C) comedy performances
 - (D) dialogues with real people

THE END OF PART 1



Part 2: Financial Problems Can Affect Our Emotional and Physical Wellbeing (10 points)

In this part, you will listen to a radio programme in which Peter Stephenson, a financial psychologist, explains how financial mistakes can cause damage to our mind and body. He will mention five common financial mistakes and also suggest ways to avoid them. For every mistake, he will offer one solution. There are two blocks of five matching questions. You will have to match all ten questions while you are listening to this recording. Read the questions carefully before you listen.

*For questions 11–15, choose from the first list marked (A)–(H) the type of financial mistake the expert describes. For questions 16–20, choose from the second list marked (A)–(H) a solution the expert offers. Be careful, there are **three** extra possibilities you do not need to use. There is always only **one** correct answer.*

Mark your answers on the answer sheet labelled with .

Now you have 2 minutes to read the tasks.

Questions 11–15	Options (A)–(H)
<p>11 Mistake number 1: <input type="text"/></p> <p>12 Mistake number 2: <input type="text"/></p> <p>13 Mistake number 3: <input type="text"/></p> <p>14 Mistake number 4: <input type="text"/></p> <p>15 Mistake number 5: <input type="text"/></p>	<p>(A) Having conflicting approaches to spending money</p> <p>(B) Identifying a sensible place for savings</p> <p>(C) Trying to implement logic</p> <p>(D) Lacking a goal while saving</p> <p>(E) Being unable to negotiate with creditors</p> <p>(F) Diagnosing an unreal budget</p> <p>(G) Being influenced by panic and anxiety</p> <p>(H) Changing your account for better interests</p>

Questions 16–20	Options (A)–(H)
<p>16 How to fix mistake number 1: <input type="text"/></p>	<p>(A) Track your spending and make improvements</p>
<p>17 How to fix mistake number 2: <input type="text"/></p>	<p>(B) Make thoughtful and reasoned savings</p>
<p>18 How to fix mistake number 3: <input type="text"/></p>	<p>(C) Take steps to avoid impulse spending</p>
<p>19 How to fix mistake number 4: <input type="text"/></p>	<p>(D) Relax before dealing with money</p>
<p>20 How to fix mistake number 5: <input type="text"/></p>	<p>(E) Include a “blow amount” in your budget</p>
	<p>(F) Prepare a detailed plan of potential spending</p>
	<p>(G) Discuss openly your attitudes and aims</p>
	<p>(H) Prioritize your debts and start on the highest</p>

THE END
OF PART 2



Part 3: Ward off the Risk of Alzheimer's (10 points)

You will hear a radio programme about how to prevent Alzheimer's disease. Complete the 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). To complete some of the sentences, you may also have to use word forms different from those you have heard in the recording.

Write your answers on the answer sheet labelled with a .

Now you have 2 minutes to read the sentences.

21	Jean Carper's book is based on the <input type="text"/> of current scientific findings.	(1 word)
22	Jean Carper found out a gene in her own body indicating her <input type="text"/> to Alzheimer's disease.	(1 word)
23	Jean Carper focuses predominantly on <input type="text"/> and <input type="text"/> in her own daily routines, as these might be essential prevention tools to stop the disease.	(2 words)
24	Apple juice increases a messenger <input type="text"/> in the brain, which is insufficient in people suffering from Alzheimer's disease.	(1 word)
25	The vestibular system is responsible for <input type="text"/> our balance, orientation and movement.	(1 word)
26	Some mental activities are capable of <input type="text"/> <input type="text"/> the dimensions of old brain cells.	(2 words)
27	Infection of teeth, resulting in <input type="text"/> <input type="text"/> , may be harmful for the brain.	(2 words)
28	Positive thinking and accepting <input type="text"/> <input type="text"/> in your life might be also helpful.	(2 words)

29	Tea leaves contain substances that can prevent <input type="text"/> from deteriorating.	(1 word)
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30	Milk added to green tea can minimize the amount of <input type="text"/> in it.	(1 word)
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THE END
OF PART 3



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 50 minutes.

Part 1: Please Remember the Fifth of November (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: – (C)


Mark your answers on the answer sheet labelled with X.

The story goes three centuries, to the year 1605 when James I was King of Britain. James was a Protestant and the many Roman Catholics who lived with the of persecution at that time longed for a Catholic monarch. A small group of men dreamed of destroying all legal authority, a new government and restoring Britain to the Roman Catholic faith. Under the leadership of Robert Catesby, they to murder King James and his government by blowing the Houses of Parliament during the State Opening (a ceremony at which all the important people to be present). They succeeded in large quantities of explosive into one of the cellars under the House of Lords. But that was as far as the conspirators got.

Their plot was thanks to an anonymous letter sent to Lord Mounteagle, a Catholic peer, warning him not to attend Parliament on November fifth. So was that one of the conspirators, Guido Fawkes – also known as Guy – came to be found in the cellars with 36 barrels of gunpowder. Under torture he everything and was executed as a . This 34-year-old Yorkshireman of a family had a minor but crucial role in the Gunpowder Plot. Yet because he was alone at the scene of the crime, he has become its central figure. His effigy millions of times over, on the anniversary of his capture.

Bonfires were originally part of the old pagan fire festivals, around Hallowe'en at the end of October, but Guy Fawkes Night has now become the for these. Despite its grim origins, the event has lost all political and has become no more than an excuse for a party. Most children care little about the historical background: for them the fireworks and the bonfire are make the date special.

For many children, preparations begin in late October. Traditionally this was when children made their guy and then propped him up on a busy street corner and asked passers-by to contribute "A penny for the guy". The money collected was to buy fireworks for the big night. In recent years there seems a decline in the number of guys on street corners. Today many parents are unwilling to let their children go out collecting. The streets are no longer safe playgrounds. Children are brought up not to talk to strangers and, , it could be seen as begging, is frowned upon.

00	(A) on	(B) towards	(C) back	(D) about
31	(A) threat	(B) foresight	(C) warning	(D) precaution
32	(A) stating	(B) doing	(C) realising	(D) establishing
33	(A) drafted	(B) plotted	(C) drew	(D) outlined
34	(A) away	(B) apart	(C) down	(D) up
35	(A) suggested	(B) were	(C) said	(D) encouraged
36	(A) smuggling	(B) stealing	(C) robbing	(D) burgling
37	(A) uncovered	(B) realised	(C) relieved	(D) found
38	(A) he	(B) it	(C) this	(D) that
39	(A) approved	(B) recognised	(C) confessed	(D) claimed
40	(A) villain	(B) traitor	(C) blackguard	(D) cheater
41	(A) respecting	(B) respective	(C) respectable	(D) respectful
42	(A) charged	(B) chased	(C) captivated	(D) captured
43	(A) has been burnt	(B) has burnt	(C) was burnt	(D) burnt
44	(A) subsistence	(B) substitute	(C) subsidy	(D) subsidiary
45	(A) reason	(B) opinion	(C) consequence	(D) significance
46	(A) who	(B) what	(C) which	(D) whose
47	(A) set aside	(B) set out	(C) set off	(D) set apart
48	(A) to be	(B) to have been	(C) being	(D) been
49	(A) apart	(B) except	(C) besides	(D) however
50	(A) what	(B) which	(C) that	(D) it
THE END OF PART 1				

Part 2: Overweight or Not? (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).

Example: **00** – means

Write your answers on the answer sheet labelled with .

In July 1998, the National Institutes of Health in the United States changed what it **00** (**mean**) to be overweight, defining it as a body mass index (BMI) of 25 or greater for adults. The cut-off had been 28 for men and 27 for women, so suddenly about 29 million Americans who **51** (**consider**) normal became overweight.

The change, based on a review of hundreds of studies that **52** (**match**) BMI levels with health risks in large groups of people, brought the United States in line with definitions **53** (**use**) by the World Health Organisation and other agencies. But it also prompted many **54** (**question**) the meaning of BMI and to note two potential misuses: labelling some healthy people as overweight or obese who are not overly fat, and **55** (**fail**) to distinguish between dangerous and innocuous distributions of body fat.

Recently, more studies **56** (**indicate**) that many people with BMI levels at the low end of normal are less healthy than those now considered overweight. BMI is based on a person's weight in relation to his height. It **57** (**calculate**) by dividing weight in kilograms by height in metres squared (or weight in pounds divided by height in inches squared and the result multiplied by 703).

Before you contemplate a crash diet because your BMI **58** (**classify**) you as overweight, consider what the index really represents and what **59** (**know, now**) about its relationship to health and longevity. The index was devised in 1832 and more than a century later, it **60** (**adopt**) by insurers and some researchers studying the distribution of obesity in the general population.

THE END
OF PART 2

Part 3: Football in England and Italy (10 points)

For questions 61–70, read the text below. Use the word given at the end of each line to form a new word that fits in the space in the same line. There is an example at the beginning (00).

Example: **00** – spiritual

Write your answers on the answer sheet labelled with .

Once the game's **00** home, Italy's national sport has been marred by violence. It's **61** to compare Italy's hard times with those of England in the mid-80s. English clubs were banned from participation in European **62** after the disaster of 1985, when a wall collapsed after Liverpool fans made a charge on **63** supporters.

It seemed then that, in England, football was **64** associated with bad things. There was a nationwide **65** for American football, and people were suggesting that it would replace the local **66**; a product that was clean, expensive, **67**, glamorous. But no. Football goes deeper, too deep, and what's more, it's not a product. The founding of the Premier League in 1992 brought football whizzing back to the top of the nation's sporting agenda.

Italian football has got rather sordid, even if it can't rival England's dark days. There is still a good deal of violence associated with the game. Such things put normal people off. Italian football must seek to win back its own game. The good news is that in football there is always a **68** to believe again. There are suggested **69** for the sickness, most of them copied from the Premier League: having a title sponsor, a better relationship with major international corporations – all in all, a greater **70** with money rather than prestige or local rivalries or – perish the thought – football.

spirit
instruct

compete
oppose
evitable
crazy
vary
class

willing
prescribe

obsess

THE END
OF PART 3



**SECTION III
READING
30 POINTS**

This section of the test has four parts. To complete this section of the test, you will need approximately 60 minutes.

Part 1: Marriages (9 points)

In this part, there are three themed texts followed by three 4-option multiple choice questions on each text. You are going to read three passages which are concerned with marriages. For questions 71–79, choose the answer which you think fits best according to the text.

Mark your answers on the answer sheet labelled with .

Passage : Why War Marriages? (3 points)

Military promptness and the speed-up of work in war plants tend to hasten marriage. Entrance into service is a sudden change of status. Why not, some argue, make an abrupt change from single to married status? If war can change life overnight, why not make the change more complete by marrying? If the Army is going to snatch you away from civilian life, why not strengthen your ties with that life by leaving a wife behind you? And for many a girl who watches the boys going away from their home town, the “dates” of the hectic hours before they go may seem the last chance for marriage.

Many war marriages come about through loneliness or fear of loneliness. A soldier returns to his home town on leave; his old friends are gone; many things have changed. Or a girl takes a job away from home and is separated from her family and friends. Both to the girl away from home and to the soldier on leave, marriage is an intimate relationship that seems to offer escape from loneliness. Absence makes the heart grow fonder – if there is nobody else. And there may be nobody else in time to prevent a marriage that might never have taken place under normal conditions.

For many couples, military service or war work makes some separation inevitable. A couple living apart may fail to establish the normal bonds of life together. Or they may discover, when the separation is over, that their idealizations of each other while apart bear slight resemblance to reality. They find themselves strangers to each other. They fail to make the adjustments, concessions and sacrifices necessary to successful marriage either in war or peacetimes.

71 A war marriage .

- (A) is always a hasty one
- (B) can enable one to tie firmly with civilian life
- (C) usually strengthens bonds between spouses
- (D) forces couples to make sacrifices

72 A war marriage .

- (A) sometimes gives an opportunity to avoid solitariness
- (B) usually allows the woman to find a job away from home
- (C) is very much influenced by military promptness
- (D) inevitably leads to couples separating

73 The article states that .

- (A) separation makes spouses get closer to each other
- (B) ideals fade away after getting together again
- (C) some men going into service prefer to delay marriage till after their return
- (D) there can be similarities between a girl being away from home and a soldier in service

Passage 2: The Amish – Marriage and Family (3 points)

Amish couples are expected to remain married to the mates they select as young adults. The Amish church depends on the biological reproduction of its members rather than on acquiring new members through proselytization, which means converting to another faith or religion. There is thus a strong commitment to marrying within the church, although females tend to move outside the district since males usually inherit the family farm. Despite the fact that mate choice is limited to other church members, the young people do not necessarily choose to marry close relatives. The high inbreeding of the Amish population results not from marriages between first cousins but from the intermarriages that have occurred over generations within a genetically isolated group.

Baptism into the church is preliminary to marriage. Courtship tends to be a private matter prior to the wedding announcement by the minister. A wedding, on the other hand, is a public affair celebrated in anticipation of certain benefits for the entire community. Members of the congregation see the marriage as an end to a sometimes spirited adolescence and expect to have the couple's home as a new place for the Sunday service; they also look forward to more children who will be raised in the Amish way. Guests give household gifts; parents may provide livestock, furniture, and equipment to help the young people get started.

Where a newly-wed couple resides depends on the opportunity to continue farming in the traditional manner. This may mean working in a factory until enough savings have been accumulated to invest in a farm of their own. No provision is made for divorce, nor is separation a part of Amish expectations for conformity to church-based rules of behaviour.



74 Amish people rarely marry .

- (A) people of previously different faith
- (B) distant relatives
- (C) people from neighbouring farms
- (D) someone from another district

75 A newly-wed couple .

- (A) can be given cattle
- (B) usually remain on their parents' farm
- (C) need to work in a factory
- (D) have to build a separate house

76 The article states that .

- (A) a married couple is supposed to lead Sunday services
- (B) young people usually announce their wedding
- (C) inbreeding of the Amish population is now a problem
- (D) spouses cannot rely on any support if they decide to live separately

Passage 3: Morganatic Marriage (3 points)

In the context of European royalty, a morganatic marriage is a marriage between people of unequal social rank, which prevents the passage of the husband's titles and privileges to the wife and any children born of the marriage.

It has been a problematic topic in the United Kingdom, compounded by the unwritten constitution. Some of the wives of Henry VIII were considered by Rome to be only mistresses. The Royal Marriages Act of 1772 made it illegal for any member of the British royal family to marry without the permission of the King. A marriage contracted without the King's consent might be lawful in the eyes of the Church. The Act resulted in the denial of official permission for the marriage of his son George, Prince of Wales and Mrs Fitzherbert in 1785.

The marriage of King Edward VIII and Wallis Simpson in the first half of the 20th century was not to be morganatic, although Edward had proposed this expediency to Prime Minister Stanley Baldwin, who rejected the idea after consultations with the governments of the Dominions. Ultimately, Edward renounced all of his titles for himself and successors when he abdicated, and was created Duke of Windsor. When they married, his wife became Duchess, and any male children would have inherited the title, but as it happened, they had no children.

Upon the engagement of Charles, Prince of Wales and Camilla Parker Bowles in February 2005, it was announced that, after the marriage, Mrs Parker Bowles would take the title Her Royal Highness The Duchess of Cornwall. There is an evident parallel to a morganatic

marriage in that the wife did not take on her husband's rank and titles. However, the decision was not based upon Mrs Parker Bowles's social rank, but she chose not to style herself this way, due to the sensitivity regarding her role in the breakup of Prince Charles's first marriage to Diana, Princess of Wales.

77 A marriage of one Prince of Wales was not valid because .

- (A) the Church disagreed
- (B) of his father's disapproval
- (C) he married a mistress
- (D) of the unwritten constitution

78 According to the passage, King Edward VIII did not .

- (A) want his marriage to Mrs Simpson to be considered morganatic
- (B) give up the throne
- (C) have any offspring
- (D) consult with the Prime Minister about the problem

79 After she had married Charles, Prince of Wales, Camilla Parker Bowles' title was .

- (A) created similarly to the one of Princess Diana's
- (B) agreed on after Charles' proposal
- (C) taken similarly to morganatic marriage principles
- (D) based on social rank

THE END
OF PART 1



Part 2: College Students Have Many Obligations (6 points)

*You are going to read a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs (A)–(G) the one which fits each gap 80–85. There is **one** extra paragraph which you do not need to use.*

Mark your answers on the answer sheet labelled with .

FINANCIAL OBLIGATIONS

College is serious business. Most students recognize that college is expensive and expect to graduate owing plenty of money. However, only the most serious and dedicated students will graduate with jobs that pay well enough for them to live on their own and meet all of their financial obligations. Wise students make the upfront sacrifices and appreciate the future use of their money. They know that the time to recognize and plan for their coming financial obligations is before and during the college years (savings, financial aid, part-time and summer jobs, along with a conservative lifestyle).

CAREER DIRECTIONS AND GOAL OBLIGATIONS

Students always do better when they are clear and focused on a career direction that is important to them, one they know they will love. Without a clear goal, students will usually lose time, waste money and end up taking five or six years to graduate. For students who are highly dependent on loans, adding another year or two of borrowing to their financial obligations is not the best choice. If possible, during that year of research, students can obtain a basic, entry level job (of any kind) with an employer in their general area of interest. In that way they can gain some work experience, save some money, gather information, clarify their direction and enter college with a clear goal and the motivation that is needed to perform and succeed.

PARTICIPATION OBLIGATIONS

Students build their reputations and find ways to stand out from one another as they participate in campus, community, work and leisure activities. If they want to stand out, build their reputations and get noticed by employers, students are obliged to participate in a variety of activities, events and venues.

OBLIGATIONS FOR RESULTS

Employers want to learn about the positive results that candidates have achieved during college. Therefore, students who would like to improve their chances for employment are obliged not only to participate but also achieve results that will impress an employer.
 Students with few accomplishments or positive results will find it difficult to compete for and hold the attention of desirable employers.

(A) Adding unnecessary costs of loans makes it more difficult for students to make the wise decisions about finance that will get them to their goals efficiently. Many undecided students would benefit from delaying their entrance into college for a year while they investigate jobs that motivate them, research employer requirements for those jobs and the starting salaries that are paid in those fields.

(B) Most results come about because of exceptional effort and determination while solving a problem or exceeding performance expectations (more, better or faster). Students who excel at something in an employer's area of interest can frequently demonstrate the results that will attract employers. The strongest employment candidates build a list of accomplishments as they move through college.

(C) Students who waste that year, do not conduct the research, fail to become employed and remain unclear about their career direction will have proven that college is not right for them, at least not at this time.

(D) The coming financial obligations should also serve as a motivator for students to do their very best in college and plan for the future. Parents should not automatically be expected to support their children after they graduate from college.

(E) To learn quickly the things that will be needed, pre-college students and college freshmen should do some research, visit the Career Services Office and read books such as *A Successful Senior Year Job Search Begins in the Freshman Year*. Wise students operate with proven information, not by the seats of their pants.

(F) Less serious students usually obtain the less desirable jobs that make it very difficult or impossible for them to live independently, enjoy their social lives and cover their personal, electronics and transportation needs, college loans and credit card debt.

(G) Students who are withdrawn, stay hidden from sight and fail to get involved with activities that enable them to demonstrate their talents and skills, will find that many employers overlook them for the best employment opportunities.

THE END
OF PART 2



Part 3: Hard Training Makes the Star – Thaisa Menezes (6 points)

*Read the text and complete the sentences 86–91 below, using the information from the text. Write **one** or **two** words in your answers as indicated. 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 .

Zurich, Switzerland, May 8, 2014 – Molico Osasco star middle blocker Thaisa, FIVB (Fédération Internationale de Volleyball) Women’s Club World Championship gold medallist in 2012, is an example that everybody can become a good player by hard work and a big passion for volleyball.

The Brazilian national player, Thaisa Menezes, is one of the most famous volleyball players all over the world and a lot of children look up to the 26-year-old middle blocker. Thaisa has already won two gold medals at the Olympics, one gold medal at the FIVB Women’s Club World Championship, three times gold at FIVB Grand Prix and a lot of individual awards – an impressive amount.

However, like every volleyball player, Thaisa had to learn the basics and to work hard as a young girl in her hometown of Rio de Janeiro. As the Brazilian national player says: “I started to play volleyball thirteen years ago.” Thaisa stuck to her dream of becoming a volleyball player and exercised hard every day: “I played from two till eight o’clock in the evening against a wall: the reception and smash the whole time. Some of my friends said that it was foolish, but I believed in it and worked hard for my dream.”

The effort bore early fruits after five months, as the middle blocker remembers: “I got the chance to play in a team representing Rio de Janeiro, which was a very important opportunity.”

Thaisa Menezes has become a big star in international volleyball over the course of time – and even more in her home nation Brazil. Thaisa has been on covers of magazines and on TV. However, she knows well that this life in the public eye also has disadvantages: “There are lots of photographers taking pictures of me going to the beach or shopping. It isn’t always easy, but I want to separate private and public life as far as I can. I don’t want to be famous, I want to play volleyball.”

As famous as Thaisa is for her exceptional play, she’s also known for her tattoos: “Beijing 2008” and “London 2012” are written on her two underarms. A special story is relevant: “It was a hard season before the Olympic Games in Beijing and I prayed that we could win this gold medal. I promised to God that I would tattoo it if we made it.” The Brazilian national player suited action to word after winning her first gold medal – and did the same after the second victory at the Olympics.

However, there’s also another important highlight for Thaisa Menezes this year: The FIVB Women’s World Championship in Italy, even more so after the disappointment from the last two times: “We reached both times only the second place.” Nevertheless, the Brazilian national players want to win this missing gold in their collection: “We will train hard during this summer.

We want to be ready and take gold back to Brazil.” The 26-year-old is even ready for certain sacrifices. “We will have to train hard during the FIFA Football World Championship in our country, and as a consequence we won’t have a lot of time to watch the games. We want two gold medals for Brazil this summer, one in football and the other in volleyball.”

Everybody needs an idol, children even more. Thaisa is proud to be an inspiration for a lot of young girls. The big star reveals even her idol: “I always looked up to Gustavo Endres. It was such an amazing feeling when I saw him for the first time.”

<p>86 Gold medals from Beijing and London resulted in Thaisa’s being <input type="text"/>.</p>	<p>(1 word)</p>
<p>87 Thaisa tries to keep her <input type="text"/> away from the public.</p>	<p>(1 word)</p>
<p>88 <input type="text"/> <input type="text"/> is a person Thaisa admires a lot.</p>	<p>(2 words)</p>
<p>89 Thaisa believed in Brazil getting <input type="text"/> <input type="text"/> in two different sports in summer 2014.</p>	<p>(2 words)</p>
<p>90 Shortly after Thaisa began training sessions, she was chosen as a/an <input type="text"/> of her hometown.</p>	<p>(1 word)</p>
<p>91 At the beginning of her career, Thaisa focused on the <input type="text"/> and <input type="text"/> as two basic playing skills.</p>	<p>(2 words)</p>

THE END
OF PART 3



Part 4: Four Botanists (9 points)

You are going to read short life stories of four botanists. Indicate the letter (A)–(D) of the paragraph in which you found the evidence for questions 92–100. The paragraphs may be chosen more than once.

Mark your answers on the answer sheet labelled with .

(A)	<p>Albert Friedrich Frey-Wyssling was a Swiss botanist who pioneered submicroscopic morphology and helped initiate the study of molecular biology. Frey-Wyssling was born Albert Frey in Küsnacht, where his father worked at the teacher training college of the Canton of Zurich. Frey-Wyss went on to the Swiss Federal Institute of Technology (ETH) to join the faculty of natural sciences, intending to specialize in botany. Although during this time Zurich was home to some great botanists, he realized his specific talent was not in taxonomy but rather the study of plants through the fundamental sciences of chemistry, physics, and mathematics. When he needed to choose a field for his thesis, he decided upon the Department of General Botany and Plant Physiology. Influenced by his teacher, he used methods of crystallography to find a common species of crystals in plant cells. He received a degree as doctor of natural sciences in 1924. His academic career reached its peak in 1957 when he was appointed Rector of ETH, and held the position for four years.</p>
(B)	<p>David Grandison Fairchild was an American botanist and plant explorer. He was responsible for the introduction of more than 200,000 exotic plants and varieties of established crops, such as soybeans, pistachios and flowering cherries into the United States. On receiving an honorary D.Sc. degree from Oberlin College in 1915, Fairchild was persuaded by Barbour Lathrop, a wealthy world traveller, to become a plant explorer for the US Department of Agriculture. Lathrop and another wealthy patron, Allison Armour, financed some of Fairchild's many explorations for new plants to be introduced into the U.S. Fairchild was the author of a number of popular books on his plant collecting expeditions. For many years he managed the Office of Seed and Plant Introduction of the U.S. Department of Agriculture in Washington, D.C. One accomplishment was to help introduce cherry trees from Japan to Washington. In 1898 he established the introduction garden for tropical plants in Miami, Florida.</p>
(C)	<p>George Washington Carver was one of many children born to Mary and Giles, an enslaved couple owned by Moses Carver. Carver began his botanical studies in 1891 as the first black student at Iowa State. Carver excelled. His graduate studies included intensive work in plant pathology at the Iowa Experiment Station. After graduating from Iowa State, Carver embarked on a career of teaching and research. Booker T. Washington, the principal of the African-American Tuskegee Institute, hired Carver to run the school's agricultural department in 1896. Washington lured the promising young botanist to the institute with a hefty salary and the promise of two rooms on campus, while most faculty members lived with a roommate. Tuskegee's agricultural department achieved national renown under Carver's leadership, with a curriculum and a faculty that he helped to shape. Areas of research and training included methods of crop rotation and the development of alternative cash crops for farmers in areas heavily planted with cotton.</p>

(D) **Karl Sax** was an American botanist and geneticist; in particular he was noted for his research in cytogenetics and the effect of radiation on chromosomes. Sax was born in Spokane, Washington. His parents were pioneer farmers in the eastern part of the state, and active in civic affairs. At college Sax met and married Dr. Hally Jolivette, his cytology teacher, and they later had three sons. Sax enrolled in the doctoral program at the Bussey Institution Graduate School of Applied Biology at Harvard University in Cambridge, Massachusetts and completed his MA in 1917. He served as a Private in the US Army from 1917 to 1918 in World War I. In 1918 he was employed as an instructor in the Department of Genetics at the University of California, Berkeley, where he worked on the genetics of the genus *Crepis*. Later he took a position at the Maine Agricultural Experiment Station in Orono. During this period he was also undertaking his doctoral dissertation through Harvard University and received his D.Sc. in 1922. Later, in 1928, he left the Agricultural Station in Orono to take a teaching position in Harvard's genetics department at the Bussey Institution. However, before his arrival the department was dissolved, and he transferred to the cytology department at the University's Biological Laboratories in Cambridge, Massachusetts.

<i>Which botanist...</i>	<i>Which paragraph?</i>
92 was supported by some well-off people?	LETTER: <input type="text"/>
93 did military service?	LETTER: <input type="text"/>
94 was provided with a higher standard of accommodation?	LETTER: <input type="text"/>
95 included in his research work much of other sciences?	LETTER: <input type="text"/>
96 introduced rare plants into the U.S.?	LETTER: <input type="text"/>
97 could not start teaching genetics?	LETTER: <input type="text"/>
98 became the head of the institution?	LETTER: <input type="text"/>
99 worked in an experimental institution?	LETTER: <input type="text"/>
100 contributed to changes of crops?	LETTER: <input type="text"/>

THE END

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Pokyny na vyplňovanie odpoved'ového hárka

Odpoved'ové 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 (**B**)
A B C D

- Nesprávne zaznačenie odpovede (**B**)
A B C D

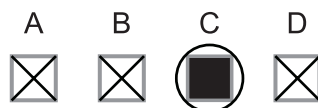


- V prípade chybného vyplnenia údajov alebo odpovedí postupujte podľa nasledujúcich pokynov.
V žiadnom prípade nepoužívajte nový odpoved'ový hárak.

- 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.



- Odpovede na **úlohy s krátkou odpoveďou** napíšte do príslušného poľa odpoved'ového hárka čitateľne písaným alebo tlačným písmom. Pri použití tlačného písma **rozlišujte veľké a malé písmená. Nepoužívajte iba veľké tlačené písmená!**

Neotvárajte test, pokiaľ nedostanete pokyn!