





MATURITA 2019

EXTERNÁ ČASŤ

ANGLICKÝ JAZYK úroveň C1

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

- Test obsahuje **90 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 four 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 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

03 In David's opinion, philanthropy is more about .

- (A) financial support of certain events
- (B) initiating projects with charitable organisations
- (C) sponsoring some charity TV programs
- (D) allocating one's time to the cause

04 David's father's appreciation of education came from the .

- (A) discussions about its importance in his family
- (B) personal circumstances of his own father
- (C) fact that entrepreneurs' success depended on the quality of schooling
- (D) fact that there were minimal educational opportunities in Armenia

05 The advice from his father which David values most is to .

- (A) maintain determination and vision
- (B) apply creativity in unfavourable times
- (C) expand a relevant business idea
- (D) change a product when necessary

Extract 2: An Interview with Louis Rom (5 points)

06 One of the drawbacks of being a journalist is working for editors .

- (A) who can easily become manipulated and corrupted
- (B) whose actions show that their priority is not simply searching for the truth
- (C) whose newspaper is a platform for the leading political power
- (D) who discourage young journalists from writing about sensitive issues

07 For Louis, the satisfying aspect of his profession is the .

- (A) opportunity to write articles about law and justice
- (B) possibility to express his own point of view
- (C) chance to influence important changes in society
- (D) prospect of being promoted in a couple of years

08 To become a good journalist, might be really helpful.

- (A) mastery of several foreign languages
- (B) familiarity with historical writing methods
- (C) an awareness of contemporary politics
- (D) a comprehensive overview of former times

09 We can infer that Louis .

- (A) is the type of journalist who prefers online news
- (B) would like to switch to digital newspapers
- (C) is the type of journalist who will stick to print media
- (D) would like to coach young journalists for digital media

10 According to Louis, .

- (A) journalists, compared with politicians, are not so exposed to corruption
- (B) journalists and politicians face the same moral conflicts
- (C) journalists who know politicians are more critical in their articles
- (D) only journalists can identify corruption and unfairness



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 .

Now you have 2 minutes to read the tasks.

1 st LIST	
Questions 11–15	Options (A)–(H): PROBLEMS
<p><input type="checkbox"/> 11 Problem No 1: <input type="text"/></p> <p><input type="checkbox"/> 12 Problem No 2: <input type="text"/></p> <p><input type="checkbox"/> 13 Problem No 3: <input type="text"/></p> <p><input type="checkbox"/> 14 Problem No 4: <input type="text"/></p> <p><input type="checkbox"/> 15 Problem No 5: <input type="text"/></p>	<p>(A) They are not willing to leave the nest and have no direction.</p> <p>(B) They have found love but with the wrong person.</p> <p>(C) They are borrowing money from strangers.</p> <p>(D) They are unwilling to be questioned regularly.</p> <p>(E) They can't get through difficult situations away from home.</p> <p>(F) They don't want to be lectured about their direction in life.</p> <p>(G) They frequently exhaust their financial means.</p> <p>(H) They can't manage their obligations at work.</p>

2nd LIST

Questions 16–20

Options (A)–(H): SOLUTIONS

16 Problem No 1:

17 Problem No 2:

18 Problem No 3:

19 Problem No 4:

20 Problem No 5:

- (A)** Teach them to avoid conflicts.
- (B)** Facilitate their process of separation in a friendly way.
- (C)** Communicate but don't interfere with their lifestyle.
- (D)** Make agreements about their financial and household management.
- (E)** Make them feel relaxed.
- (F)** Seek your child's partner's good points.
- (G)** Be patient and let them test their autonomy on their own.
- (H)** Listen to them and try to boost their undermined confidence.



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.

<p>21 Carlos Acosta has <input type="text"/> and <input type="text"/> ancestors.</p>	<p>(2 words)</p>
<p>22 His early childhood is associated with Havana's impoverished <input type="text"/>.</p>	<p>(1 word)</p>
<p>23 Besides performing with the <input type="text"/> <input type="text"/> for almost two decades, Acosta produced his own performances around the world.</p>	<p>(2 words)</p>
<p>24 In a short time, Acosta Danza will make its <input type="text"/> performance at London's Sadler's Wells.</p>	<p>(1 word)</p>
<p>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.</p>	<p>(2 words)</p>
<p>26 His wife Charlotte interrupted her <input type="text"/> career because of their family life and Acosta's busy schedule.</p>	<p>(1 word)</p>
<p>27 Acosta has high aspirations towards investing in the <input type="text"/> <input type="text"/> of his homeland.</p>	<p>(2 words)</p>
<p>28 In Acosta's opinion, the multicultural upbringing of his daughters has a positive effect on their <input type="text"/> and <input type="text"/>.</p>	<p>(2 words)</p>
<p>29 Acosta selects dancers who do not separate <input type="text"/> and <input type="text"/> dance.</p>	<p>(2 words)</p>
<p>30 Besides dance diversity in his company, Acosta aims for <input type="text"/> multiplicity in his ensemble as well.</p>	<p>(1 word)</p>



SECTION II
LANGUAGE IN USE
 30 points

This section of the test has two parts. To complete this section of the test, you will need approximately 40 minutes.

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.

The arrival of a mighty ruler **47** by processions, gaiety and elaborate performances. Streets **48** on display, with flags hanging out of windows. In the early 16th century in Spain, special coverings marked with the royal **49** were placed on bulls in the fields by the side of the road when any king came to visit.

It has never been easy to be a king or a queen, but as all good monarchs know, the best that can ever happen is that **50** ever happens.

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		
44	(A) penetrated	(B) displaced	(C) proceeded	(D) injected
45	(A) as the days are	(B) so the days are	(C) as are the days	(D) so are the days
46	(A) they did so	(B) so did they	(C) did they	(D) they did
47	(A) marked	(B) has marked	(C) was marked	(D) to mark
48	(A) would be put	(B) are put	(C) have been put	(D) used to put
49	(A) coat of arms (C) sleight of hand	(B) flag of convenience (D) coat of mail		
50	(A) something	(B) anything	(C) nothing	(D) everything



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 .

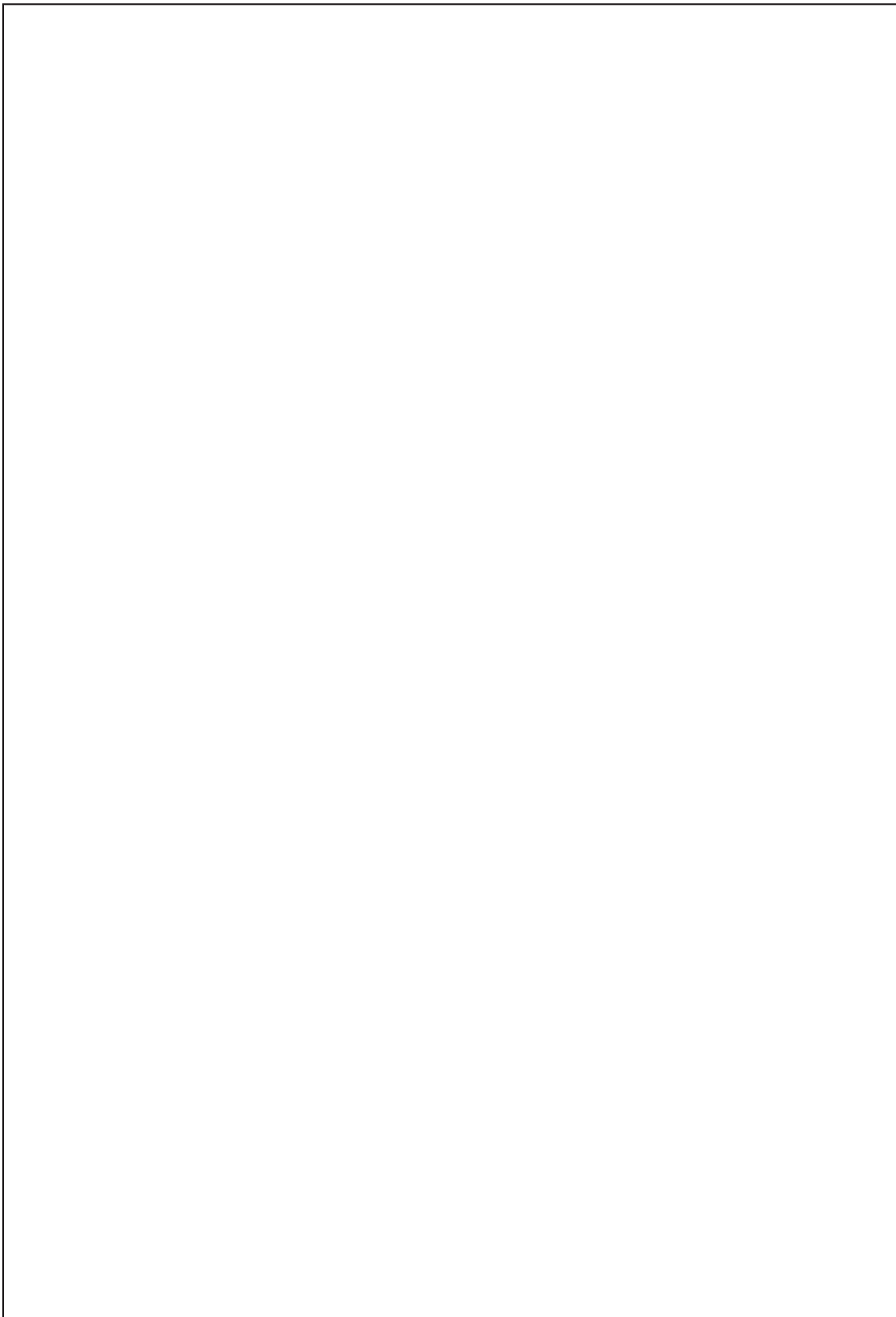
We all have too much to juggle, but the result of living in a state of constant **00 (busy)** is a life that becomes something to get through, rather than something to enjoy.

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.



**SECTION III
READING
30 points**

This section of the test has four parts. To complete this section of the test, you will need approximately 70 minutes.

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.

Disneyland soon recovered, however, and attractions such as the Castle, Mr. Toad's Wild Ride, Snow White's Adventures, Space Station X-1, Jungle Cruise, and Stage Coach drew countless children and their parents. Special events and the continual building of new state-of-the-art attractions encouraged them to visit again. In 1965, work began on an even bigger Disney theme park and resort near Orlando, Florida. Walt Disney died in 1966, and Walt Disney World was opened in his honor on October 1, 1971. The Epcot Center, Disney-MGM Studios, and Animal Kingdom were later added to Walt Disney World, and it remains Florida's premier tourist attraction. In 1983, Disneyland Tokyo opened in Japan, and in 1992, Disneyland Paris – or "EuroDisney" – opened to a mixed reaction in Marne-la-Vallee. The newest Disneyland, in Hong Kong, opened its doors in September 2005.

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



Passage 2: Erle Stanley Gardner (3 points)

Erle Stanley Gardner, creator of crime-solving attorney Perry Mason, was born on July 17, 1889 in Madlen, Massachusetts.

Gardner attended college in Indiana but dropped out and moved to Southern California.

He worked as a typist in a law firm for three years, then became an attorney himself. As a trial lawyer in Ventura, he started turning his law practice experience into short stories, which he successfully submitted to pulp magazines. His stories included detailed descriptions of courts and the antics of trial attorneys, based on his own experience.

Later, in 1933, he created his alter ego, Perry Mason, the hero of two stories published that year, “The Case of the Velvet Claws” and “The Case of the Sultry Girl.” Soon after, he quit law to write full time and completed more than 80 Perry Mason novels, as well as writing two other detective series.

Perry Mason became a radio serial in 1943. The series, part crime show, part soap opera, ran until 1955. Perry Mason then moved to television in 1957 and starred Raymond Burr. The soap opera portion of the radio series was spun off into a series, The Edge of Night, which ran on daytime television until 1984. Perry Mason ran on television until 1966 and was later revived as a series of TV movies from 1985 to 1993.

64 E. S. Gardner _____.

- (A) finished his studies in Southern California
- (B) became a lawyer after working in a law firm
- (C) typed his first stories in a law firm
- (D) invented his first stories according to cases he had studied

65 Perry Mason _____.

- (A) first appeared in pulp magazines
- (B) emerged when Gardner had stopped working as a lawyer
- (C) embodied the author’s character
- (D) was the only character Gardner created

66 The passage states that _____.

- (A) Perry Mason was a radio serial and a TV series simultaneously
- (B) Raymond Burr starred on TV until 1984
- (C) a series of TV movies named ‘The Edge of Night’ was created
- (D) in his novels, Gardner described funny and unusual things at a court

Passage 3: Congress Learns of War of Words (3 points)

On this day in 1776, the Continental Congress learned of General George Washington's refusal to accept a dispatch from British General William Howe and his brother, Admiral Richard Viscount Howe, opening peace negotiations, because it failed to use the title "general." In response, Congress proclaimed that the commander-in-chief acted "with a dignity becoming his station," and directed all American commanders to receive only letters addressed to them "in the characters they respectively sustain."

The Howe brothers had assembled the largest European force ever to land in the Americas on Staten Island, New York, while Congress was voting their approval of the Declaration of Independence in Philadelphia, Pennsylvania, in early July 1776. The commander-in-chief of the Continental Army, General George Washington, had spent the spring of 1776 moving his 19,000 men from Boston to New York, where they would confront 30,000 under the charge of the Howe brothers.

The Howes had the authority to use their overwhelming force to put down the colonial rebellion, but they also had permission to re-admit the former colonies to the British Empire and pardon those who had led the revolt. Of their two options, the Howes preferred the latter. Therefore, the brothers wrote to Washington, inviting him to enter into negotiations with them as representatives of the crown. However, they could not use Washington's title, "general," as to do so would have given legitimacy to the rebel army the British denied had the right to exist. Washington would neither excuse the affront nor open the letter.

67 American generals were addressed by Congress as a result of .

- (A) the Howe brothers' opening peace negotiations
- (B) the Howe brothers assembling large force in America
- (C) the commander-in-chief's firm but dignified act
- (D) a disagreement between Congress and General Washington

68 When Congress approved the Declaration of Independence .

- (A) George Washington started moving his forces to New York
- (B) the Howe brothers had just landed their powers on Staten Island
- (C) George Washington had to go back to Boston
- (D) the Howe brothers had already had their men in New York

69 The Howe brothers .

- (A) favoured the peaceful alternative of solving the conflict
- (B) were bound to suppress the colonial rebellion militarily
- (C) finally persuaded George Washington to enter into negotiations
- (D) serenely allowed George Washington to use his title



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.

73

Store owners, motel managers, and gas station attendants recognized early on that even the poorest travelers required food, automobile maintenance, and adequate lodging. Just as New Deal work relief programs provided employment with the construction and the maintenance of Route 66, the appearance of countless tourist courts, garages, and diners promised sustained economic growth after the road's completion.

74

The evolution of tourist-targeted facilities is well represented in the roadside architecture along U. S. Highway 66. For example, most Americans who drove the route did not stay in hotels. They preferred the accommodations that emerged from automobile travel – motels. Motels evolved from earlier features of the American roadside such as the auto camp and the tourist home.

75

The national outgrowth of the auto camp and tourist home was the cabin camp (sometimes called cottages) that offered minimal comfort at affordable prices. Many of these cottages are still in operation. Eventually, auto camps and cabin camps gave way to motor courts in which all of the rooms were under a single roof.

(A) The War Department needed improved highways for rapid mobilization during wartime and to promote national defense during peacetime. At the outset of American involvement in World War II, the War Department singled out the West as ideal for military training bases, in part because of its geographic isolation and especially because it offered consistently dry weather for air and field maneuvers.

(B) The auto camp developed as townspeople along Route 66 roped off spaces in which travelers could camp for the night. Camp supervisors – some of whom were employed by the various states – provided water, fuel wood, privies or flush toilets, showers, and laundry facilities free of charge.

(C) Route 66 was a highway spawned by the demands of a rapidly changing America. Contrasted with the Lincoln, the Dixie, and other highways of its day, route 66 did not follow a traditionally linear course. Its diagonal course linked hundreds of predominantly rural communities in Illinois, Missouri, and Kansas to Chicago; thus enabling farmers to transport grain and produce for redistribution.

(D) Although military use of the highway during wartime ensured the early success of roadside businesses, these demands of the new tourism industry in the postwar decades gave rise to modern facilities that guaranteed long-term prosperity.

(E) Although entrepreneurs Cyrus Avery of Tulsa, Oklahoma, and John Woodruff of Springfield, Missouri deserve most of the credit for promoting the idea of an interregional link between Chicago and Los Angeles, their lobbying efforts were not realized until their dreams merged with the national program of highway and road development.

(F) From 1933 to 1938 thousands of unemployed male youths from virtually every state were put to work as laborers on road gangs to pave the final stretches of the road. As a result of this monumental effort, the Chicago-to-Los Angeles highway was reported as “continuously paved” in 1938.

(G) After the war, in 1945, Americans were more mobile than ever before. Thousands of soldiers, sailors, and airmen who received military training in California, Arizona, New Mexico, Oklahoma, and Texas abandoned the harsh winters of Chicago, New York City, and Boston for the “barbecue culture” of the Southwest and the West. Again, for many, Route 66 facilitated their relocation.



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.

In 1986 FFCC acquired Lower Treginnis in Pembrokeshire on a long lease from the National Trust. After a successful fundraising campaign, the buildings were converted and re-structured by FFCC and in May 1989 Lower Treginnis opened for its first schools.

The project won many awards for its sensitive restoration of the original farm buildings to provide a purpose-built, child-oriented space.

The farm buildings were converted by FFCC to provide for up to 40 children and their teachers. Here the children help look after poultry, horses, donkeys, milking goats or breeding a herd of pigs.

The farm now welcomes over 1,000 pupils every year and is booked up for 32 weeks a year. In charge of running the project in Pembrokeshire is School Farm manager Dan Jones, who in 2009 started his teaching career in Swansea. He wanted what most teachers want – to help each child achieve their personal best, help them excel and feel fantastic about themselves.

Disillusioned with the education system Dan decided to quit general education just five years later. He explained: "The current education system makes it increasingly difficult for teachers to inspire children to learn. There is a huge workload teachers have to deal with, statistics and data inputting are a priority and that can have a real, negative impact on teachers, but also the children. It was more about reaching targets and getting my performance-related pay, and the children were no longer seen as children but as a level. So I quit and moved to the most westerly part of Wales – Lower Treginnis farm. The Pembrokeshire coast is now my classroom and the sheep, pigs, horses, goats and vegetables are my resources."

The farm was not new to Dan. Every spring he would head west for a week of muck and magic with a group of year 6 pupils and fell in love with the place.

"I would beg to be one of the team who accompanied the children, and when a few years later the manager's position at Treginnis was advertised I knew this is what I wanted to do. I was eventually appointed and am now doing my dream job. My wife supported my decision and we both handed in our notices and left for Treginnis. To say I am thankful to her for supporting me is an understatement," Dan said.

Every Friday a coach load of children aged 9–11 is welcomed to the farm and for many this is their first time away from home.

FFCC aims to encourage learning, to raise self-esteem, and to enrich young lives by providing a safe and welcoming setting where children and their teachers together get involved in the working life of a real farm with real farmers.

“Treginnis is not a petting zoo, and we ask them to do real farm work. They are up at the crack of dawn milking goats, feeding pigs and poultry or looking after newborn lambs. The children are completely unplugged from the virtual world and instead can enjoy a game of chess, play cards, read a book or a kick-about on the playing field. Three times a day the children sit at the dining table with their peers and teachers and eat together. For some that is a new experience but one that they relish. In only a week, you can see a change in the children. They are more confident, have more self-esteem and a real understanding of hard work and perseverance. These experiences and memories stay with them right the way through into their adult lives. It is an intense, ‘learning through doing’ experience of a different life, for children who may not know where their food comes from and have limited opportunities to explore the outside world,” added Dan.

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 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 .

(A)	<p>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.</p> <p>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.</p>
Joseph Priestley	
(B)	<p>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 J.Binghan Borlase, a surgeon. Under Borlase, he began to investigate various gases. Davy prepared and inhaled nitrous oxide (laughing gas) and in 1800 he published the results of his work.</p> <p>His publication made him popular and the following year he was hired to work as an assistant lecturer in chemistry at the Royal Institution. He was very successful at the institution and his lectures soon became a draw for fashionable London society. He later became a fellow of the Royal Society in 1803 and was awarded its Copley Medal in 1805.</p> <p>In 1809, Humphry Davy invented the very first electric light. He did this by connecting two wires to a single battery and then attaching a charcoal strip between the other two ends of the wires. The charged carbon then glowed, making the very first arc lamp. He later invented the miner’s safety lamp in 1815. This lamp made it possible for the mining even with the presence of methane and other flammable gases.</p> <p>By 1812, Davy was considered one of Britain’s leading scientists and was subsequently knighted (given a rank of honour allowing him to use a title).</p>
Humphry Davy	
(C)	<p>After his early education in Ireland, Boyle was sent to Eton College in England. At 11 years old, he was sent around Europe for a journey that lasted for six years. In 1649, he returned to Dorset, England, where he began writing. He then set up a laboratory three years later and started to write scientific work. It was at this time that he expressed the importance of the use of experiments in science.</p> <p>He then moved to Oxford in 1655, where he joined a group of philosophers who established the Royal Society. Another famous scientist, Robert Hook, entered into Boyle’s life during this time and aided him in experiments. It was here that they came up with an air pump that was used to create vacuums, with Boyle carrying out several trials to explain the importance of air and also its nature. Boyle then demonstrated the importance of air for breathing and for combustion as well as for sound transmission.</p>
Robert Boyle	

(D)	<p>John Dalton was born into a Quaker family, where his father Joseph was a weaver and his grandfather Jonathan Dalton was a shoemaker. He attended the Quaker Grammar School in the Eaglesfield, led by John Fletcher. When John was 12 years old, Fletcher handed over the responsibilities of the school to Jonathan, John's elder brother who then called John Dalton to assist him. After teaching in the Quaker school for a couple of years, the brothers bought a school in Kendal and offered various subjects to do with science and maths.</p> <p>During this period, John gained some popularity that was enough to get noticed by Elihu Robinson, a rich Quaker who taught him mathematics, meteorology, and other sciences. Dalton was also mentored by a blind person named John Gough, a wealthy merchant who lived near Kendal School.</p> <p>Dalton had a great interest in meteorology and the atmosphere. This led him to the study of gases and forming the atomic theory. He published a paper explaining that when two different gases were mixed together they acted independently as if the other one was not present.</p>
John Dalton	

<i>Which scientist...</i>	<i>Which paragraph?</i>
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"/>
87 Which scientist helped found the Royal Society?	LETTER: <input type="text"/>
88 Which scientist studied humanities as well as science?	LETTER: <input type="text"/>
89 Which scientist could put the title 'Sir' in front of his name?	LETTER: <input type="text"/>
90 Which scientist studied mixtures of gases?	LETTER: <input type="text"/>

Bibliography

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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 píšuce 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!