





# MATURITA 2018

## 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 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 Margaret Spellings, the former U.S. secretary of education. In the second extract, you will hear an interview with Alicia Keys, a popular American singer. 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 Margaret Spellings (5 points)**

- 01** Margaret Spellings considers the “No Child Left Behind” Act as .
- (A) a successful but unfinished project of President George Bush
  - (B) the major project of George Bush’s home policy
  - (C) George Bush’s project that was not continued sufficiently by his followers
  - (D) George Bush’s project that was not supported by the members of Congress

- 02** “Teach for America” is a programme aimed at .
- (A) foreign teachers teaching in the States
  - (B) university undergraduate students in the States
  - (C) fresh university leavers in the States
  - (D) middle-aged U.S. teachers

- 03** A vital issue U.S. high schools have to tackle is the .
- (A) presence of a high number of disadvantaged students
  - (B) inappropriate behaviour and manners of their students
  - (C) unwillingness of authorities to introduce a more advanced curriculum
  - (D) lack of skills brought by students from their previous schools

- 04** One of the reasons why high school students are not motivated to attend classes is the lack of .
- (A) qualified teachers
  - (B) extra-curricular activities
  - (C) engaging topics
  - (D) balanced education

**05** Violence and drugs in schools are matters .

- (A) dealt with by the federal government
- (B) dealt with by individual states
- (C) typical of some U.S. states
- (D) typical of a particular type of school

**Extract 2: An Interview with Alicia Keys (5 points)**

**06** Alicia Keys has become involved in organizations .

- (A) dealing with young people with behavioural issues in schools
- (B) dealing with young people from lower social backgrounds
- (C) focusing on a positive and inspiring approach to young people
- (D) focusing on young people struggling throughout their studies

**07** As for her technique for creating songs, Alicia Keys .

- (A) writes lyrics first
- (B) composes melodies first
- (C) gets inspiration from other composers
- (D) uses a variety of sources

**08** For Alicia, the expression “Real Man” characterises somebody .

- (A) whom she can also cooperate with professionally
- (B) whose acts and words are reliable and virtuous
- (C) who is not big-headed and egocentric
- (D) who is sensitive and loves arts

**09** Although we have overcome racial tension, we need to become more aware of .

- (A) our ancestors' struggle
- (B) the social differences
- (C) the negative impact of the media
- (D) our families' values

**10** During the process of creating a video, the word “treatment” refers to the  of a video.

- (A) protagonists
- (B) content
- (C) setting
- (D) mood



**Part 2: Five Life-Changing Skills Everyone Can Learn  
in Less Than Six Months (10 points)**

*In this part, you will hear a lecturer talking about five life-changing skills everyone can learn in the next 6 months. The lecturer will mention five life-changing skills, which will have a positive impact on your life. He will also mention five sources where you can start learning. 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) a life-changing skill a person can learn within 6 months. For questions 16 – 20, choose from the second list marked (A) – (H) a source where a person can start learning. Be careful, for each block of questions 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. LIST	
Questions 11 – 15	Options (A) – (H): SKILLS
<p><input type="checkbox"/> <b>11</b> Skill No 1: <input type="text"/></p>	<p>(A) Upgrading computer program skills</p> <p>(B) Weight training</p> <p>(C) Speed reading</p> <p>(D) Video and photo editing</p> <p>(E) Keeping financial records</p> <p>(F) Presenting in front of an audience</p> <p>(G) Communicating via e-mails more efficiently</p> <p>(H) Adding new material to an online diary</p>
<p><input type="checkbox"/> <b>12</b> Skill No 2: <input type="text"/></p>	
<p><input type="checkbox"/> <b>13</b> Skill No 3: <input type="text"/></p>	
<p><input type="checkbox"/> <b>14</b> Skill No 4: <input type="text"/></p>	
<p><input type="checkbox"/> <b>15</b> Skill No 5: <input type="text"/></p>	

**2. LIST**

Questions 16 – 20

Options (A) – (H): SOURCES

16 Source No 1:

17 Source No 2:

18 Source No 3:

19 Source No 4:

20 Source No 5:

(A) Printed material or free online courses

(B) Free sources on the Youtube channel

(C) Consultations with experts

(D) Special software programs

(E) Practice in writing and advertising skills

(F) Free courses enhancing a specific skill

(G) Regular interaction with like-minded people

(H) Online resources and videos free of charge



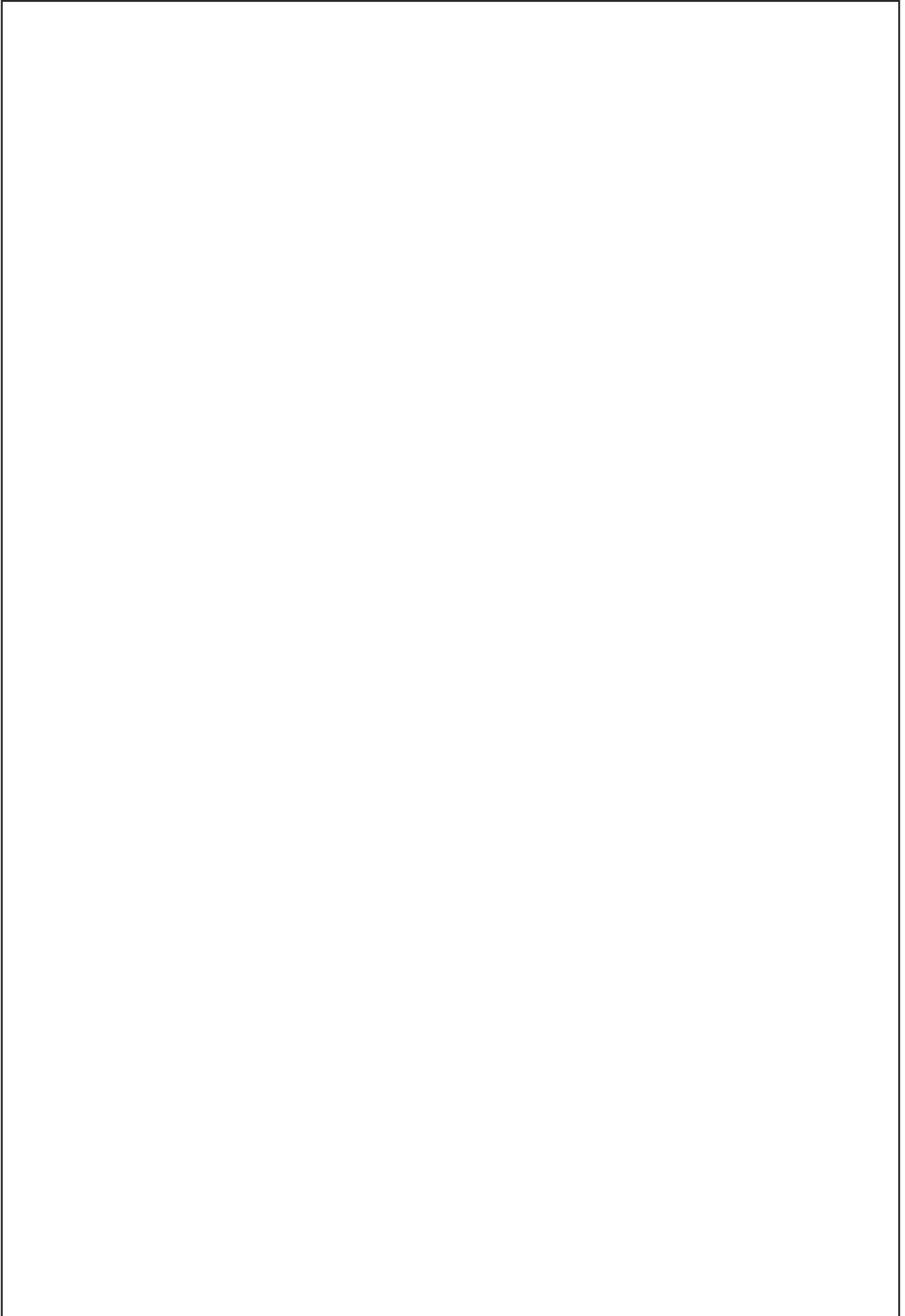
**Part 3: Exciting Travel (10 points)**

You will hear an exciting story of life-changing travel. Complete the sentences **21 – 30**, which summarize the information from the text. Use **one** or **two** words in your answers (the number of words is indicated in brackets). To complete some of the sentences, you may have to use word forms different from those you heard in the recording.

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

Now you have 2 minutes to read the sentences.

<p><b>21</b> Initially, Yewande confirmed her participation in the Kilimanjaro climb only to be <input type="text"/> <input type="text"/> for her friend.</p>	<p>(2 words)</p>
<p><b>22</b> It was only during the preparation period that Yewande identified with Juanita's <input type="text"/>.</p>	<p>(1 word)</p>
<p><b>23</b> At dinner they strengthened the bond between them by describing <input type="text"/> <input type="text"/> the pains they felt.</p>	<p>(2 words)</p>
<p><b>24</b> Fred had to give up the climb as he suffered from <input type="text"/> <input type="text"/>.</p>	<p>(2 words)</p>
<p><b>25</b> On the mountain top, a/an <input type="text"/> <input type="text"/> brought back memories of Yewande's mother.</p>	<p>(2 words)</p>
<p><b>26</b> Before it started to snow, even the <input type="text"/> <input type="text"/> had been sufferable.</p>	<p>(2 words)</p>
<p><b>27</b> Bahaa and Yewande evolved their own <input type="text"/> of walking.</p>	<p>(1 word)</p>
<p><b>28</b> Due to her inadequate physical condition, Yewande had to rely on <input type="text"/> <input type="text"/>.</p>	<p>(2 words)</p>
<p><b>29</b> Yewande's tears were the result of being <input type="text"/> and <input type="text"/>.</p>	<p>(2 words)</p>
<p><b>30</b> In the daylight Yewande spotted a/an <input type="text"/> hanging off the cliff.</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: The Jewel in the Indian Ocean (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 a  X.**

Bali, part of Indonesia, sits  a jewel in the Indian Ocean. Open up a map and  around at some of the countries appearing as blue dots in the surroundings – to the south, Australia, to the northeast Malaysia, Vietnam and the Philippines. And in the centre, just next to Java, almost forgotten and easy to , sits little Bali, synonymous with exotic luxury.

Many of us can't easily make the long trip across the ocean – at around 16 hours travel time from Europe with a whopping  of €800 for a return flight. Bali is a private paradise for those with the  and money. But if you dream of stunning ocean vistas, perfect beaches,  mountains and can shell out a little extra, Bali is for you. Let us  this hidden jewel!

For many years, Bali has been synonymous with the idea of “heaven on Earth”. The  exotic beauty of Bali somehow makes visitors think of spiritual matters, of lifting your mind above the everyday to something divine. Bali's inhabitants are primarily of the Hindu faith. The locals, known as Balinese, believe that nature is a/an  of the divine. The island is dotted with 20,000 temples and shrines, where local people make  to the nature spirits around them and pray the trinity of Barma, Shiva and Vishnu. The spirits of one's  are also honoured, and are believed to have a great influence on our lives. The Balinese also believe that every  has a profound and far-reaching effect on the world and also, through reincarnation, our future lives as well.

Bali abounds in spiritual retreats. A large  of the tourists coming to the island come to attend residential Yoga courses and learn meditation in beautiful jungle .

The idea of Bali as a new age spiritual mecca is now so , even Hollywood has caught on. The film *Eat Pray Love* follows a woman's  round the world in search of meaning. She travels to Italy, to indulge her , to India to pursue her spiritual mission to  and finally comes to Bali to  to the world around her.

However,  this worldview, which may seem strange to western visitors, the Balinese are known for their gentle tolerance towards the visitors that come to their island all year round.



After all, the principal industry in Bali is tourism and, as such, the island is very well set **50** to receive you.

<b>00</b>	(A) –	(B) as	(C) like	(D) such
<b>31</b>	(A) focus	(B) glance	(C) stare	(D) peer
<b>32</b>	(A) skip	(B) leap	(C) slip	(D) miss
<b>33</b>	(A) charge	(B) tariff	(C) cost	(D) receipt
<b>34</b>	(A) determination	(B) intention	(C) encouragement	(D) concern
<b>35</b>	(A) secret	(B) fictitious	(C) spell-bound	(D) mysterious
<b>36</b>	(A) unearth	(B) reveal	(C) uncover	(D) realise
<b>37</b>	(A) overwhelming	(B) overcoming	(C) deplorable	(D) unbearable
<b>38</b>	(A) message	(B) meaning	(C) expression	(D) sense
<b>39</b>	(A) charity	(B) offerings	(C) donations	(D) fortune
<b>40</b>	(A) descendants	(B) ancestors	(C) offspring	(D) kin
<b>41</b>	(A) delivery	(B) implementation	(C) activeness	(D) action
<b>42</b>	(A) portion	(B) rate	(C) proportion	(D) ratio
<b>43</b>	(A) campuses	(B) places	(C) contexts	(D) settings
<b>44</b>	(A) widespread	(B) regular	(C) everyday	(D) actual
<b>45</b>	(A) way	(B) journey	(C) travel	(D) route
<b>46</b>	(A) feelings	(B) tastes	(C) senses	(D) touches
<b>47</b>	(A) mediate	(B) pray	(C) mourn	(D) fantasise
<b>48</b>	(A) surrender	(B) abdicate	(C) capitulate	(D) cease
<b>49</b>	(A) even if	(B) whereas	(C) despite	(D) even though
<b>50</b>	(A) off	(B) up	(C) apart	(D) aside



**Part 2: Face Facts (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. Your answers should show correct use of both small and capital letters. There is an example at the beginning (00). There is always only **one** correct answer.

Example: **00** – Chinese

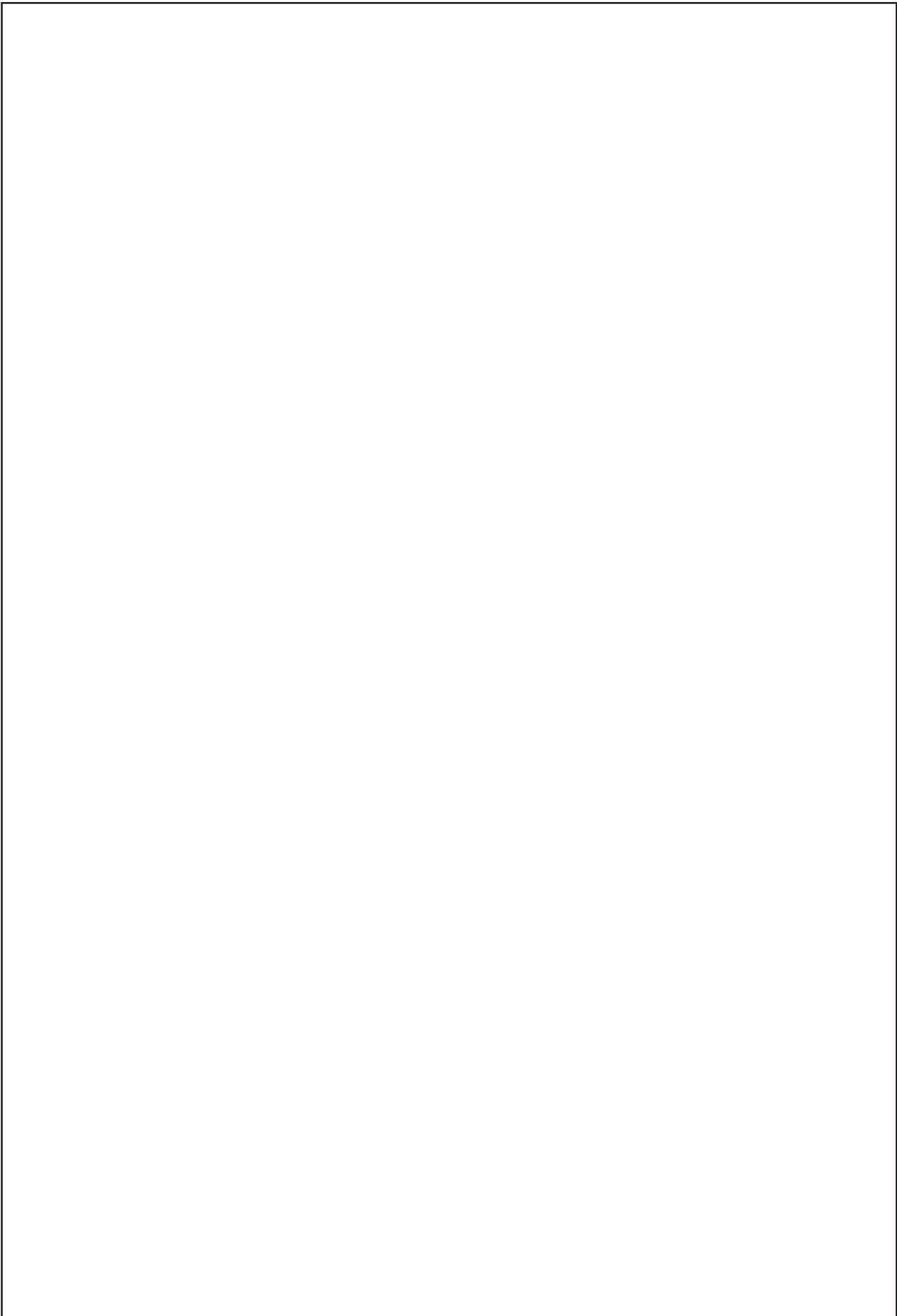
**Write your answers on the answer sheet labelled with .**

Your visage can tell a thousand health stories in **00** (China) medicine. Face diagnosis is a technique Emma Cannon, a wellbeing expert, uses to gain clues about a patient's **51** (**balance**) or emotional and physical tendencies. The state of the skin, its colouring and tone, all give her vital clues. When these are put together with the patient's other symptoms, they begin to paint a picture of their overall health and **52** (**vital**).

In general health conditions, large **53** (**flesh**) ear lobes are associated with a robust and strong constitution. The larger they are, the stronger the individual and the longer the life is likely to be. Tiny, skinny ear lobes are **54** (**reflect**) of a weaker constitution and less robust **55** (**resist**) to disease and stress.

Frustration and **56** (**patient**) are easily seen on the face, showing up as deep lines between the eyebrows, as in frown lines. A line running down the face from the outside of the corner of the eye through the cheek denotes sadness and **57** (**grieve**).

The tip of the nose relates to the heart and indicates how strong the blood flow and **58** (**circle**) are. A reddened nose may indicate bladder **59** (**inflamm**) or backache. If the face is red, it can suggest that there is too much heat in the body and a **60** (**blue**) or almost purple hue indicates that cold and/or stagnation of energy dominates.



**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: Three Conservationists (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 three conservationists. 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: Luke Bailes: Singita South Africa, Tanzania, Zimbabwe (3 points)**

It began in 1925 as a hunting concession in Sabi Sand, on the edge of what is now Kruger Park in north-eastern South Africa. Today Singita has grown into one of the world's most recognizable brands in luxury safari tourism, with 12 lodges and camps spread over 500,000 acres in three countries. "We have one mission," Bailes says, "to protect land for future generations." The key to success, he says, is trust and sustainability, attained by showing local communities that if they protect the wilderness and wildlife, tourism will flourish, leading to long-term jobs and a higher standard of living. It's not just about employment; Singita also runs environmental education centers, a culinary school, teacher training, micro-finance seminars and anti-poaching units.

In Tanzania, the anti-poaching force is 140 strong and consists almost entirely of ex-poachers – men who are now among the most strident defenders of Singita's famously abundant wildlife. And there's no letting up. "The UN projects that by 2050, Africa's population could double to 2.4 billion people, and the resulting increase in the scramble for resources could take a fatal toll," says American investment manager Paul Tudor Jones, who found a like-minded partner in Bailes, 57, when they met in 2006, after Jones acquired properties in Tanzania. "Luke's a third-generation conservationist, an advocate of 'responsible tourism,' a self-perpetuating strategy that strengthens communities and provides its own financial resources, thereby guaranteeing its sustainability," Jones says.

**61** In Singhita, .

- (A) they concentrate on the employment of the locals
- (B) there already is a high standard of living
- (C) the reserve serves as a splendid area for safari tourists
- (D) they run twelve lodges and camps located in South Africa

**62** Paul Tudor Jones .

- (A) obtained properties in Tanzania
- (B) is a former poacher
- (C) has participated in UN projects
- (D) helps raise money for Singhita

**63** The passage stresses the fact that .

- (A) Luke Bailes' ancestors were conservationists
- (B) Paul Tudor Jones is a defender of 'responsible tourism'
- (C) more than hundred people work in the anti-poaching force in Kruger Park
- (D) Luke Bailes supports the reserve with his own financial resources



**Passage 2: Colin Bell: Africa's Finest (3 points)**

Bell started Wilderness Safaris in 1983 with practically nothing – “less than a thousand dollars and one rusty little Land Rover,” he says – but he had a revolutionary idea. He was an early proponent of involving local communities in safari and conservation work, and what he pioneered in Botswana – private companies partnering with locals – became a model for the continent. “When the surrounding communities are not brought into the mainstream of the tourism industry, you’ve got trouble,” Bell says. “You have to share with the country.” In 2005, having built 55 lodges with 2,500 employees spread over several countries, he sold his shares and teamed up with like-minded friends to start Great Plains Conservation, with an eye to expanding within Africa and beyond.

But soon the South African-born Bell left that project for a new passion: assembling the just-published *Africa's Finest*, a critique of the continent's safari industry as seen through conservation ideals. Intent on celebrating the good and running the bad guys out of town, Bell, 58, and his team spent two and a half years canvassing the continent's safari offerings. “We found only 50 gems,” he says. “It's a shocking indictment of the state of the tourism industry.” The book isn't just a bible of the best; it also includes a how-to section on getting green – instructions on solar power, waste disposal and interacting with local communities. “The calamitous collapse of the wildlife population has to be stopped,” Bell says. “If we can get the market to move toward companies that do good, we can reverse a lot of problems.”

**64** Colin Bell .

- (A) runs Wilderness Safaris and Great Plains Conservation
- (B) laid the groundwork for partnership between locals and private entrepreneurs
- (C) refuses to expand beyond Africa
- (D) started Great Plains Conservation in Botswana

**65** In his book, Colin Bell .

- (A) appreciates the number of gems found
- (B) criticises conservation ideals
- (C) gives guidelines for improving co-operation with locals
- (D) shows how to reverse the reserves' problems

**66** The passage .

- (A) provides information about three of Bell's projects
- (B) says how Bell sold his shares to be able to publish his book
- (C) implies that Bell has encouraged the market to move towards companies
- (D) stresses the fact that Bell built fifty-five lodges in one country

**Passage 3: Stephan Brückner: NamibRand Reserve, Wolwedans, Namibia (3 points)**

Not far from the spectacular red sand dunes of Sossusvlei in southwestern Namibia lies the NamibRand Nature Reserve, a private conservancy of nearly half a million acres of desert. It was founded in 1992 by Namibian businessman Albi Brückner, who had frequented the countryside in the 1960s, when he went from ranch to ranch selling water pumps to farmers. He began buying land and eventually stitched together 13 former livestock farms to create one of southern Africa's largest private reserves. In 1994 Brückner's son, Stephan, 45, came on board to build the Wolwedans collection of lodges and camps, hoping to lure the curious and the well-off to a safari experience whose draw is not big game (though there are springbok and giraffes, and cheetahs have been reintroduced) but breathtaking and otherworldly landscapes.

The plan seems to be working: For the last seven years, the non-profit reserve has run in the black, Stephan says. "Normally conservation projects of this scale depend on donors or government support," he says. "We stand on our own feet." Despite its tourism successes, NamibRand is primarily a conservation project, Stephan says, and revenues are poured back into running biodiversity and community projects. Wolwedans provides jobs and educational programmes for locals, but it has also started a culinary institute in Windhoek, Namibia's capital, which has produced 220 employed chefs in six years. "It shows how wide the impact of the conservation project is," he says. "It's moving beyond the borders of the reserve."

**67** Stephan Brückner .

- (A) helped his father sell farming equipment
- (B) targeted tourists preferring nature to game
- (C) supported his father with putting livestock farms together
- (D) traded with ranches in southwestern Namibia

**68** The Wolwedans lodges and camps .

- (A) serve tourists only as accommodation
- (B) house a culinary institute
- (C) were Stephan's contribution to his father's business
- (D) produced lots of experts in conservation

**69** The passage stresses the fact that .

- (A) the main aim of the reserve is the development of tourism
- (B) in the past few years, the reserve has been in debt from time to time
- (C) some species have been re-introduced into the reserve
- (D) the money received from tourism is invested back in the reserve

**Part 2: Diwali – Festivities of Light (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 70 – 75. There is **one** extra paragraph which you do not need to use.

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

India, as we know, is a country with diverse culture and heritage. Indians celebrate a lot of festivals with reasons ranging from the celebration of good over evil, the celebration of a good harvest and the birth anniversaries of the various gods.

70

The mother of all festivals celebrated all across India is Diwali, which is celebrated in all its glory. Every household in this great nation feels the spirit of Diwali approaching days before the festival. Diwali means different things to different members of the family.

71

Although Diwali is still a few weeks away, many families have already started preparing for the festival much in advance. According to the Hindu calendar, the festival of Diwali is celebrated on the 15th day of Krishna Paksh of the auspicious month of Kartik, which falls around September/October every year.

72

On Diwali, people get up early. They first have an oil bath cleansing their souls and pamper themselves with new clothes and a new beginning to their endeavours.

73

The whole family then sits and spends some quality time together. Relatives and friends then get together for a fun-filled evening.

74

The second day is celebrated as Chhoti Diwali, also called Narak Chaturdasi, on which day Lord Krishna freed the world from fear by exterminating the demon Narakasur. Diwali falls on the third day, and Lord Govardhana (Mount Govardhan) is worshipped on the fourth day during the Govardhan Puja. In some parts of the country such as Gujarat, the day is celebrated as New Year's Day, on which the New Year begins according to regional tradition.

75

The celebrations of Diwali indicate the victory of good over evil. Just before his return to the throne, Lord Rama vanquished the 10-headed Ravana, who had kidnapped Sita to his abode, Lanka. This symbolises the victory of good over evil and the vanquishing of darkness and the emergence of light.



**(A)** Actually, the festival is an elaborate affair that spreads over 5 days. Each of these days is dedicated to a particular deity. The first day is dedicated to the Lord Dhanvanatari – the astral physician to the Gods. On this day, Lord Dhanvantari is venerated and worshipped.

**(B)** They then distribute sweets and savouries among their family and friends and seek the blessings of their elders. The family then visits the temple to pray for a good life and to thank God for whatever He has bestowed upon them.

**(C)** One of the heart-warming effects of these festivals is the way in which they bring people of different backgrounds, religion and stature, all together. A unique sense of unity in a vast diversity is created.

**(D)** The fifth day is celebrated as Bhai Dool and is dedicated to sisters. On this day, Lord Yama – the lord of Death – granted a boon to his sister, Yamuna, that whosoever visited her on this day would be liberated from all sins and attain moksha (final emancipation). On this day, brothers visit their sisters and enquire about their well-being.

**(E)** For children it means fireworks and sweets, for the youth it means a time to spend with their friends and family. For the elders it symbolises a day to thank God and elders and to share their prosperity with all their loved ones.

**(F)** Many families decorated their houses with colored electric lamps. The celebrations usually continued till late in the night, and for ages brought joy and happiness to one and all in India and many others around the world.

**(G)** On this day, Lord Rama returned to Ayodhaya with Sita after a 14-year-long old exile in the forests. This day is celebrated with great enthusiasm and fanfare in India and many countries abroad. The name Diwali is from the word Deepavali, which means array of lamps. Diwali is therefore correctly known as the festival of lights in English.



**Part 3: A Few Chapters from the Beijing Subway History (6 points)**

Read the text below. Complete the sentences 76 – 81 below, using the information from the text. Write **one** or **two** words in your answers as indicated. The sentences do not follow the same order as the information appears in the text. Use words that appear in the text or are derived from them.

Write your answers on the answer sheet labelled with .

Construction began on July 1, 1965 at a ceremony attended by national leaders. The most controversial legacy of the initial subway line was the demolition of Beijing's historic inner city wall to make way for the subway. Construction plans for the subway from Fuxingmen to the Beijing railway station called for the removal of the wall, as well as the gates and archery towers at Hepingmen, Qianmen, and Chongwenmen. Leading architect Liang Sicheng argued for protecting the wall as a landmark of the ancient capital. Chairman Mao favoured demolishing the wall over demolishing homes. In the end, Premier Zhou Enlai managed to preserve Qianmen gate and its arrow tower by slightly altering the course of the subway.

The initial line was completed in time to mark the 20th anniversary of the founding of the People's Republic on October 1, 1969. It ran 21 km from the army barracks at Fushouling to the Beijing railway station and had 16 stations. This line forms parts of present-day Lines 1 and 2. It was the first subway to be built in China, and predates the metros of Hong Kong, Seoul, Singapore, San Francisco and Washington D.C., but technical problems would plague the project for the next decade.

On November 11, 1969, an electrical fire killed 3 people, injured over 100 and destroyed two cars. Premier Zhou Enlai placed the subway under the control of the People's Liberation Army in 1970, but reliability problems persisted. On January 15, 1971, the initial line began operation on a trial basis between the Beijing railway station and Gongzhufen. A single ride fare was set at 0.10 yuan and only members of the public with credential letters from their work units were permitted entry into the subway.

On September 15, 1981, after a decade of trial operation, the initial line was finally opened to full public use. Investment in the project totalled 706 million yuan. The subway was placed under the management of Subway Company, then a subsidiary of the Beijing Public Transportation Company. Annual use reached 72.5 million in 1982.

On September 20, 1984, a second line was opened to the public. This horseshoe-shaped line was created from the eastern half of the initial line and corresponds to the southern half of the present-day Line 2. It ran 16.1 km from Fuxingmen to Jianguomen with 16 stations.

On January 26, 1991, planning began on the eastward extension of Line 1 under Chang'an Avenue from Fuxingmen with the receipt of a 19.2 billion yen low-interest, development assistance loan from Japan. Construction began on the eastern extension on June 24, 1992.

On June 9, 2008, the use of paper tickets, hand checked by clerks for 38 years, was discontinued

and replaced by electronic tickets that are scanned by automatic fare collection machines upon entry to and exit from the subway. Stations are equipped with touch-screen vending machines that sell single-ride tickets and multiple-ride Yikatong fare cards.

On July 19, 2008, Line 10, the Olympic Branch Line and the Airport Line were opened on a trial basis ahead of the Summer Olympic Games in August. With the addition of the three new lines, total use rose by 75% in 2008 to 1.2 billion.

After the Chinese government announced a major economic stimulus package in November 2008, the Beijing urban planning commission further expedited subway building plans, especially for surface light railways to suburban districts that are cheaper to build. In December 2008, the commission moved forward completion dates of the Yizhuang and Daxing Lines to 2010 from 2012, finalised the route of the Fangshan Line, and unveiled the Changping and Western Suburban Lines.

76	[ ] supported the extension of Line 1 eastward.	(1 word)
77	After the experimental phase, a/an [ ] company started managing the subway.	(1 word)
78	Nowadays, when in the subway, [ ] [ ] are checked twice.	(2 words)
79	The initial line functioned on a [ ] [ ] for a decade.	(2 words)
80	A minor modification of the direction of the subway made by the [ ] saved a gate with its tower.	(1 word)
81	[ ] [ ] are intended to be used for more than one ride.	(2 words)



**Part 4: Explorers of Americas (9 points)**

You are going to read four short stories about European explorers. Indicate the letter (A) – (D) of the paragraph in which you found the evidence for statements 82 – 90. The paragraphs may be chosen more than once.

Mark your answers on the answer sheet labelled with a .

<b>(A)</b>	<p>Friedrich Wilhelm Heinrich Alexander von Humboldt (1769 – 1859) was a Prussian geographer, naturalist, explorer, and influential proponent of Romantic philosophy and science. He was the younger brother of the Prussian minister, philosopher, and linguist Wilhelm von Humboldt. Humboldt's quantitative work on botanical geography laid the foundation for the field of biogeography. Humboldt's advocacy of long-term systematic geophysical measurement laid the foundation for modern geomagnetic and meteorological monitoring.</p> <p>Between 1799 and 1804, Humboldt travelled extensively in Latin America, exploring and describing it for the first time from a modern scientific point of view. His description of the journey was written up and published in an enormous set of volumes over 21 years. Humboldt was one of the first people to propose that the lands bordering the Atlantic Ocean were once joined (South America and Africa in particular). Humboldt resurrected the use of the word cosmos from the ancient Greek and assigned it to his multi-volume treatise, <i>Kosmos</i>, in which he sought to unify diverse branches of scientific knowledge and culture.</p>
<b>Alexander von Humboldt</b>	
<b>(B)</b>	<p>George Vancouver was born in England and at the age of 13 began his naval career as an able seaman under Capt. James Cook on the <i>Resolution</i>. He was a midshipman on Cook's famous third voyage in the <i>Discovery</i>.</p> <p>In 1790 Vancouver attained the rank of commander and the following year was given command of a new <i>Discovery</i>. After making new exploration around Australia and New Zealand and passing by Tahiti and Hawaii, Vancouver remained in the North Pacific, carrying out extensive exploratory trips from San Francisco northward, largely devoted to ascertaining the possibility of the elusive Northwest Passage. He was the first to chart accurately the large island which bears his name.</p> <p>Vancouver was a rigid disciplinarian and a demanding officer. He neither sought nor received the affection of his men, but he was respected. He was equally intolerant of the often bizarre theories of European geographers. His meticulous observations and stern logic largely substantiated the claims of Cook and blasted the hopes for a passage through North America anywhere to the south of Arctic waters.</p>
<b>George Vancouver</b>	
<b>(C)</b>	<p>On May 14, 1501, Vespucci departed on another trans-Atlantic journey. Now on his third voyage, Vespucci set sail for Cape Verde – this time in the service to King Manuel I of Portugal. Vespucci's third voyage is largely considered his most successful. While Vespucci did not start out commanding the expedition, when Portuguese officers asked him to take charge of the voyage, he agreed. Vespucci's ships sailed along the coast of South America from Cape São Roque to Patagonia. Along the way, they discovered present-day Rio de Janeiro and Rio de la Plata. Vespucci and his fleets headed back via Sierra Leone and the Azores. Believing he had discovered a new continent, in a letter to Florence, Vespucci called South America the New World. His claim was largely based on Christopher Columbus' earlier conclusion: in 1498, when passing the mouth of the Orinoco River, Columbus had determined that such a big outpouring of fresh water must come from a land "of continental proportions." Vespucci decided to start recording his accomplishments, writing that accounts of his voyages would allow him to leave "some fame behind me after I die."</p>
<b>Amerigo Vespucci</b>	

(D)

Vicente Yanez Pinzon

Spanish explorer Vicente Yanez Pinzon, who had commanded the Nina during Christopher Columbus' first expedition to the New World, reached the north-eastern coast of Brazil during a voyage under his command. Pinzon's journey produced the first recorded account of a European explorer sighting the Brazilian coast; though whether or not Brazil was previously known to Portuguese navigators is still in dispute.

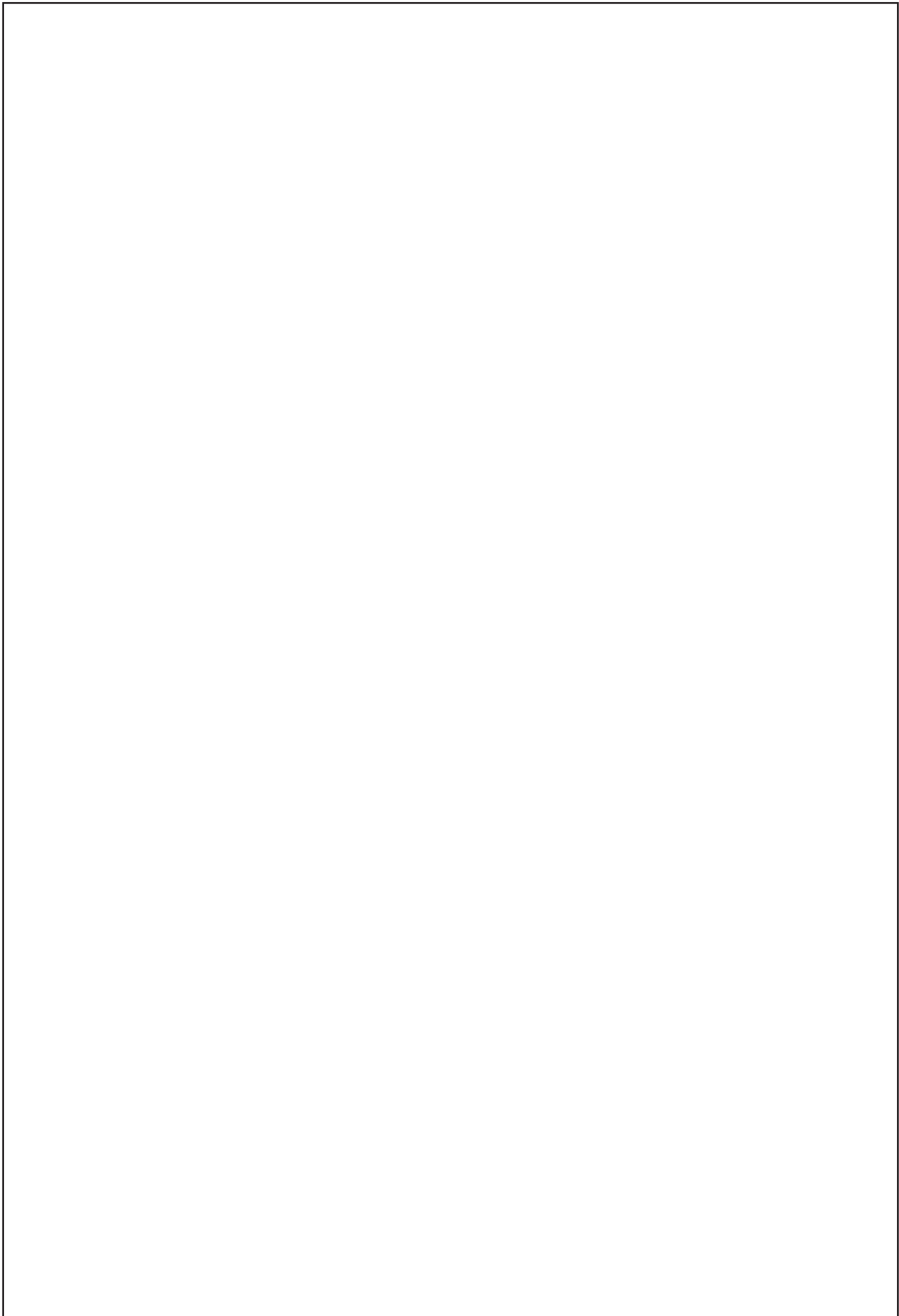
Pinzon subsequently sailed down the Brazilian coast to the equator, where he briefly explored the mouth of the Amazon. In the same year, Portuguese explorer Pedro Alvares Cabral claimed Brazil for Portugal, arguing that the territory fell into the Portuguese sphere of exploration as defined by the 1494 Treaty of Tordesillas. However, little was done to support the claim until the 1530s, when the first permanent European settlements in Brazil were established at Sao Vicente in Sao Paulo by Portuguese colonists.

<i>Which explorer...</i>	<i>Which paragraph?</i>
<b>82</b> ... explored a certain area around the equator?	LETTER: <input type="checkbox"/>
<b>83</b> ... based his accounts on somebody else's conclusions?	LETTER: <input type="checkbox"/>
<b>84</b> ... founded a new inter-related science?	LETTER: <input type="checkbox"/>
<b>85</b> ... served under a famous British captain?	LETTER: <input type="checkbox"/>
<b>86</b> ... took over the captaincy during the voyage?	LETTER: <input type="checkbox"/>
<b>87</b> ... sailed to the New World with another famous explorer?	LETTER: <input type="checkbox"/>
<b>88</b> ... proposed that the now two separate continents were connected some time earlier?	LETTER: <input type="checkbox"/>
<b>89</b> ... spent much time trying to find a mysterious route?	LETTER: <input type="checkbox"/>
<b>90</b> ... was known as a thorough and stern leader?	LETTER: <input type="checkbox"/>

THE END

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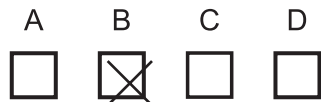
## Pokyny na vyplňovanie odpoved'ového hárka

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 písuce perá, obyčajné ceruzky ani pentelky.
- Riešenia **úloh s výberom odpovede** zapisujte krížikom .

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

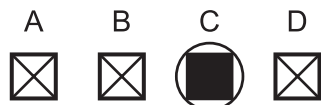
- Nesprávne zaznačenie odpovede (**B**)  
A B C D



- 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!**