

MINISTERSTVO ŠKOLSTVA,
VEDY, VÝSKUMU A ŠPORTU
SLOVENSKEJ REPUBLIKY

KÓD TESTU

5130



PILOTNÉ TESTOVANIE 2015

EXTERNÁ ČASŤ – MATURITA

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 hárka 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 Sir John Gurdon, 2012 Nobel Prize winner in Physiology or Medicine. In the second extract you will hear an interview with Anastasia Danias, NFL's vice president of legal affairs. 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 Sir John Gurdon (5 points)

01 The reason why Gurdon's entrance exams at Oxford had to be taken in classics was related to .

- (A) the focus of his previous studies
- (B) his past achievements in these subjects
- (C) his low interest in exact sciences at that time
- (D) the family tradition of pursuing such subjects

02 During his studies at Eton, Gurdon's insufficient motivation was caused by .

- (A) his low academic results
- (B) the lack of science labs
- (C) the outdated way of teaching
- (D) a poor report from his teacher

03 John Gurdon's research is aimed at .

- (A) analysing embryo cells
- (B) reprogramming adult cells
- (C) comparing human and animal cells
- (D) analysing defective cells

04 His decision to continue research despite his age is linked to his .

- (A) determination to establish a more sophisticated lab
- (B) plans to fund the further biological research of his team
- (C) willingness to share his experience with younger colleagues
- (D) desire to comprehend biological matters even more

05 Better understanding of the relations between cells and different parts of human body .

- (A) requires a lot of time and energy
- (B) may help treat illnesses successfully
- (C) might lead to unexpected discoveries
- (D) is the common goal of biological research

Extract 2 : An Interview with Anastasia Danias (5 points)

06 Based on Anastasia's description, she admires her mother because of her .

- (A) lasting interest and involvement in football
- (B) professional development in a difficult social situation
- (C) successful career of a teacher and researcher
- (D) scientific achievements in the field of anatomy

07 The way Anastasia applied for a position of the lawyer at the NFL can be referred to as .

- (A) impulsive and spontaneous
- (B) time-consuming
- (C) well thought-out
- (D) complicated and exhausting

08 Anastasia's recent focus of attention at the NFL is connected with the .

- (A) laws of intellectual property
- (B) conflicts between management and players
- (C) demands of former players
- (D) conflicts among current football players

09 Lawsuits dealing with the consequences of head injuries seem to be complicated and long-lasting because .

- (A) there is already so much evidence to deal with
- (B) the NFL admits responsibility to some degree
- (C) it is not easy to investigate the medical past
- (D) the suing players are represented by good lawyers

10 According to Anastasia, her own style of management is .

- (A) often in opposition to the male leadership
- (B) based on common leadership decisions
- (C) considerate with the intention not to bother others
- (D) inspired by the excellent leadership examples she experienced

THE END OF PART 1



Part 2: Secrets of the Experts Who Never Catch a Cold (10 points)

In this part, you will hear five short extracts in which five experts talk about how to avoid catching a cold in winter. There are two blocks of five matching questions. Read the questions carefully before you listen.

*For questions 11–15, choose from the list marked (A) – (H) the type of remedy or protection each expert describes. For questions 16–20, choose from the list marked (A) – (H) the profession or position each speaker represents. Be careful, for each block of questions 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 Speaker 1: <input type="text"/></p> <p>12 Speaker 2: <input type="text"/></p> <p>13 Speaker 3: <input type="text"/></p> <p>14 Speaker 4: <input type="text"/></p> <p>15 Speaker 5: <input type="text"/></p>	<p>(A) consuming proper amounts of ingredients</p> <p>(B) eating a plant extract to increase immunity</p> <p>(C) avoiding fat and sugar in a diet</p> <p>(D) skipping an evening meal</p> <p>(E) applying natural products internally</p> <p>(F) consuming certain combination of vitamins</p> <p>(G) staying outside as long as possible regardless of the weather</p> <p>(H) applying external protection based on a traditional Asian medicine</p>

Questions 16–20	Options (A) – (H)
<p>16 Speaker 1: <input type="text"/></p> <p>17 Speaker 2: <input type="text"/></p> <p>18 Speaker 3: <input type="text"/></p> <p>19 Speaker 4: <input type="text"/></p> <p>20 Speaker 5: <input type="text"/></p>	<p>(A) yoga expert</p> <p>(B) chef in a vegetarian restaurant</p> <p>(C) food expert</p> <p>(D) expert in herbal and complementary medicine</p> <p>(E) lecturer in microbiology</p> <p>(F) doctor running his/her own health practice</p> <p>(G) acupuncturist</p> <p>(H) researcher in hospital</p>

THE END
OF PART 2



Part 3: Yoga (10 points)

You will hear a radio programme about yoga. Complete the sentences **21 – 30**, which summarize the information from the text. Use **one** word in your answers. To complete some of the sentences, you will have to use words different from those you have heard in the recording.

Write your answers on the answer sheet labelled with .

Now you have 2 minutes to read the sentences.

21	The author of a new book on yoga, Benjamin Lorr, describes a/an <input type="text"/> side of yoga.	1 word
22	There exists an international movement aiming at incorporating yoga into the <input type="text"/> .	1 word
23	The idea of competition is in contrast to the <input type="text"/> character of yoga.	1 word
24	The postures in yoga are only a frame for <input type="text"/> .	1 word
25	Lorr defends the idea of competitions since they enable yogis to derive <input type="text"/> from each other.	1 word
26	The ancient ideal of a unified person through yoga doesn't allow any <input type="text"/> by negative emotions.	1 word
27	There will never be consensus among <input type="text"/> about how to achieve the ideal of a unified person.	1 word
28	Current popular <input type="text"/> in yoga are the result of cooperation between Indian gurus and European bodybuilders.	1 word
29	The <input type="text"/> notion of yoga is rooted in the West.	1 word
30	Yoga harmonizes <input type="text"/> within ourselves.	1 word

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: Start school at age seven, Gove is urged! (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 X.

Formal schooling should be 00 until the age of six or seven because early education is 31 profound damage to children, an influential lobby of almost 130 experts 32 last week.


Traditional lessons should be put on hold for up to two years amid fears that successive governments 33 a “too much, too soon” culture in schools and nurseries, it was claimed. In a letter to The Daily Telegraph, the group of academics, teachers, authors and charity leaders called 34 a reassessment of national 35 on early education.

It was claimed that the 36 system robs infants of the ability to play and puts too much emphasis on formal learning in areas such as the three Rs at a young age. The letter warned that the Coalition is now ratcheting up requirements that 37 school readiness over free play. This includes the possible 38 of a new baseline test for five-year-olds in England and qualifications for child care staff that make little 39 to learning through play, they said. The letter – signed by 127 senior figures – suggested that children should be allowed to start 40 education later to give them more time to develop. A spokesman for Michael Gove, the Education Secretary, said the signatories 41 misguided, suggesting they advocated dumbing down.

“These people represent the powerful and badly misguided lobby who are responsible for the devaluation of exams and the culture of low 42 in state schools,” the spokesman said. We need a system that aims to prepare pupils to 43 hard problems in calculus or be a poet or engineer – a system freed from the 44 of those who bleat bogus pop-psychology about self-image, which is an 45 for not teaching poor children how to add up. 46 law, children must be in school by the age of five, 47 a vast majority are enrolled in reception classes aged four. Last week’s letter said that children who enter school at six or seven – in line with Scandinavian education systems – 48 achieve better educational results as well as higher levels of wellbeing.

It would mean putting 49 the start of formal schooling for up to two years for most children, with experts suggesting that they should instead undertake play-based activities with no formal 50 or numeracy requirements.

Adapted from The Telegraph, Sept. 18-24 2013, p. 11

00	(A) pushed	(B) cancelled	(C) delayed	(D) shifted
31	(A) reasoning	(B) affecting	(C) effecting	(D) causing
32	(A) warned	(B) alerted	(C) panicked	(D) summarized
33	(A) have promoted	(B) promoted	(C) could promote	(D) promote
34	(A) up	(B) on	(C) in	(D) for
35	(A) skills	(B) tactics	(C) politics	(D) policies
36	(A) contemporary	(B) current	(C) real	(D) actual
37	(A) emphasise	(B) focus	(C) point	(D) prioritise
38	(A) establishment	(B) foundation	(C) introduction	(D) agreement
39	(A) connection	(B) reference	(C) relation	(D) linkage
40	(A) formal	(B) informal	(C) non-formal	(D) semi-formal
41	(A) are	(B) have been	(C) were	(D) would be
42	(A) criteria	(B) expectations	(C) achievements	(D) results
43	(A) address	(B) pose	(C) solve	(D) raise
44	(A) grin	(B) grip	(C) greed	(D) grab
45	(A) excuse	(B) approval	(C) appraisal	(D) exception
46	(A) In	(B) By	(C) Within	(D) Through
47	(A) despite	(B) yet	(C) regardless	(D) although
48	(A) congenitally	(B) contextually	(C) consistently	(D) constitutionally
49	(A) on	(B) over	(C) forth	(D) back
50	(A) illiteracy	(B) literacy	(C) illogicality	(D) logicity
THE END OF PART 1				

Part 2: More British Universities Join the Elite (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** – have been named

Write your answers on the answer sheet labelled with .

Record numbers of British universities **00** (**name**) among the world's elite despite warnings that they are at risk of **51** (**overtake**) by global competitors.

International league tables published last week list six British universities in the top 20 **52** (**compare**) with four a year ago. Cambridge was the leading UK institution, in third place overall, followed by University College London, Imperial, Oxford, Edinburgh and King's College London.

However, the QS World University Rankings suggest that the success of a small core of elite British institutions **53** (**mask**) overall declines in the fortunes of the country's higher education system. Some 29 out of 45 British universities in the top 400 were ranked lower this year compared with 2007-08. Of those, 21 **54** (**drop**) by 10 places or more. Currently, universities in the United States **55** (**tighten**) their hold on the top places and institutions in the Far East are climbing the rankings. David Willetts, the universities minister, insisted that Coalition reforms, including an increase in student tuition fees, and ring-fencing of the research budget, **56** (**put**) institutions on a sustainable financial footing and sharpened incentives to deliver a world-class student experience.

But John O'Leary, a member of the QS global academic advisory board, said: "The UK invests below the average in higher education, so it is unrealistic **57** (**expect**) its universities to continue to punch above their weight indefinitely."

Wendy Piatt, the director-general of the Russell Group, which represents 24 leading British universities, said: "If our universities **58** (**compete**) in the future, they will need the Government to provide light-touch regulation and continued investment, and will have to **59** (**welcome**) to genuine international students."

The tables measure research quality, graduate employment and teaching standards. All the top 10 universities were either British or American, with the Massachusetts Institute of Technology **60** (**lead**) the way followed by Harvard.

Adapted from The Telegraph, Sept. 18-24 2013, p. 11

THE END OF PART 2

Part 3: Why we just can't help finishing off a box of Pringles (10 points)

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

Example: **00** – tendency

Write your answers on the answer sheet labelled with .

Ever wondered why that single square of chocolate after dinner is never enough? Scientists no longer blame the **00** to binge on high-fat, high-sugar foods on sheer **61** or lack of self-control.

Rather, the **62** to finish off the Pringles (pack potato chips) is now thought to be due to hedonic hunger – a **63** physiological reaction over which we have little control.

“People shouldn't feel **64** for not being able to resist certain foods,” says Zoe Griffiths, a **65** and head of public health at Weight Watchers. “It's not a question of not being strong enough.”

Experts believe that one of the drivers behind what and how much we eat is the homeostatic system. Homeostasis is controlled by communication between the brain and the **66** system: hence when we are in an energy deficit we get signals such as **67** (caused by low blood-sugar levels), stomach rumbles and hunger pangs.

But the second driver, hedonic hunger, can override the former. It is defined as a physiological **68**, involving the brain's “reward centres” to smelling, seeing and thinking about certain foods. The result is that we eat not according to energy needs, but **69** for pleasure.

Obesity is a natural reaction to the food environment we live in. When people understand that, they feel **70** to make better food choices.

tend
greedy
urgent
spontaneity

guilt
diet

digestion
shake

respond
mere

power

Adapted from *The Telegraph*, Sept. 18-24 2013, p. 26

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: Business (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 in some way with business. 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 ☐ X.

Passage 1: Angel Investors (3 points)

Angel investors provide capital for start-ups bringing their innovations to the marketplace. Recently, with the huge growth in opportunities brought about by the internet, more and more small investors are providing 'angel' financing for these small, nimble companies. Angel investors typically invest between \$5,000 to \$40,000 in a start-up in its infancy. Sometimes, 'angels' are so convinced by an idea that they provide funds for a business that hasn't even been founded! Without these risk-takers, innovative and revolutionary advances in technology may not come to pass. The price is high, and start-ups often fail, but just one 'winner' can return twenty times the initial investment. In other words, an angel investing in fifteen companies needs just one success to make the investment strategy worthwhile.

Angel investing is sometimes confused with venture investments. Angel investors fund at the initial entry level while venture capitalists usually wait until a young company has proven that their idea works and has brought their product or technology to market. These companies then need larger investments to grow quickly and capture market share.

Adapted from http://esl.about.com/od/businessreading/a/d_angel.htm, 22/10/2013

71 Small companies, subsidised by angel investors, ☐ .

- (A) usually take money from internet offers
- (B) are usually given money at the very beginning of their existence
- (C) need to show that their ideas may be successful at market
- (D) can usually capture market share quite quickly

72 An angel investor .

- (A) usually invests in one out of fifteen companies chosen
- (B) invests only in companies offering revolutionary advances in technology
- (C) rarely gets back more than twenty times the initial investment
- (D) sometimes invests in companies that have not yet started

73 What is the main purpose in the second paragraph?

- (A) To name advantages of angel investing over venture investments.
- (B) To name advantages of venture investments over angel investing.
- (C) To distinguish between angel investing and venture investments.
- (D) To emphasise identical features of angel investing and venture investments.

Passage 2: Business Personal Statement (3 points)

My decision to apply for a degree in business is due to my desire to aim for a career in the promotion of electronic music. This was initiated by a visit to London, where I had the opportunity to experience the deeply fascinating influences of the local club scene on the culture of our times. This experience made my involvement with that specific branch of the music industry a primary objective.

During the following years, even at the expense of other activities, I succeeded in establishing a presence within a field I knew very little about. In fact, I managed to occupy myself in an independent record store, where, apart from being given a chance to be involved in the management of the business, I was also given an opportunity to test my creative skills, by creating a web page to promote the company. Furthermore, the economics and business courses I attended during my studies in the International Baccalaureate gave me the opportunity to utilise and put into perspective the knowledge I had previously acquired through personal experience. This made me realise the effect that a university education would have upon me both as a person and as a future professional.

Hence, if I were given the opportunity to continue my studies along these lines I would be more than willing to devote myself to the hard work necessary to qualify for a degree. I am fully aware of the effort as well as the risks involved, still it is the advice of a friend that inspires me “do what your heart says – it will bring you greater riches”.

Adapted from <http://www.studential.com/personalstatements/>, 22/10/2013

74 The applicant's idea of getting a degree in business originated .

- (A) after experiencing a city's music clubs
- (B) after attending economics and business courses
- (C) during his work in a record store
- (D) when he realised he wanted to be rich



75 In the job described in the passage, the author .

- (A) became a manager of the store
- (B) used to visit London's local clubs
- (C) utilised his creative skills
- (D) could also do other activities

76 The applicant .

- (A) will study at a university because of his previous personal experience
- (B) wants to promote electronic music in London local clubs
- (C) did a good job by promoting the company he worked for
- (D) had experienced the field of music before taking some courses

Passage 3: Silence on the Market! (3 points)

There's nothing like the cry of 'Come on me lovelies! Apples 'n' pears! Ten for a paand!' to liven up a market. But in Scunthorpe the bureaucrats like things a little less clamorous. Council officials have caused fury by banning stallholders from pitching their goods.

Ever since trading began, sellers have shouted out their prices to attract customers. But strict rules on 'calling off' detailed in a council traders' charter have led to a greengrocer being taken to court, banned from his market for three months and hit with a £980 legal bill. Simon Stanley's offence was to shout out his prices at his indoor market stall.

Several butchers have also been given written warnings for verbally hawking their wares and the 70 traders at Scunthorpe Market are refusing to recognise the controversial 'charter'—which even has a section on what 'banter' is allowed.

The rules – imposed without any discussion – state stallholders can only 'call off' after 1pm on Saturday. The market is open six days a week and for the rest of the time all shouting is banned. The only reason given for the baffling clampdown is to "prevent annoyance to other traders".

Mr Stanley, 45, who has been running his greengrocer's stall with wife Trudi, 39, for three years, was monitored by council investigators who detailed 16 incidents of him breaking the rules by 'calling off'. The father of four was taken to county court three weeks ago and a three-month injunction was imposed, banning him from the market until December 12.

Adapted from <http://www.dailymail.co.uk/news/article-2227001/Silence-market-Fruit-seller-banned-shouting-damage-peoples-health.html#ixzz2gmgebOol>, 22/10/2013

77 Mr Stanley was taken to court because he .

- (A) had ignored a written warning
- (B) had not recognised the charter, in common with others
- (C) had been found breaking the rules on the 'charter'
- (D) had annoyed other traders

78 Mr Stanley .

- (A) was banned from selling for three weeks
- (B) was given a financial penalty
- (C) discussed the rules with the council
- (D) sold his goods on Saturday only

79 According to the passage, it is obvious that .

- (A) Scunthorpe council employed some investigators
- (B) Stanley's wife was taken to court
- (C) Scunthorpe council tried to discuss the rules with the traders
- (D) Stanley's wife managed to continue selling

THE END
OF PART 1



Part 2: Top 5 Career Advice Tips for A-level Students (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 **X**.

Education-business charity, Career Academies UK works to raise the aspirations of 16- to 19-year olds by providing them with meaningful experiences of the work place, as part of a two year enrichment programme.

80

Don't panic if you haven't received the results you needed for your chosen university and are thinking about going through further selection – consider carefully what you want to do and look at whether there are similar courses or combined ones at other education institutions, which will allow you to reach your goals.

81

Do consider apprenticeships and employment options – more and more employers are looking to recruit students after A-levels, from multinational companies such as Tesco to banks and leading accountancy firms.

82

A number of employers even support trainees or apprentices through college or university to gain their professional qualifications – in some professions like accountancy you can learn and earn at the same time. Again, it is vital that you do your research and decide whether such employer assistance suits your plans.

83

Work experience is incredibly important in helping to inform your career choices. Whether you are thinking of going to university or straight into the world of work, investing time in an internship will help you become more employable, and help you stand out from the crowd when making job applications.

84

These are the things that employers look for in employees. Consider the options available to you to gain these skills - volunteering, getting a part time job, internships - and make an effort to invest in them. By going the extra mile now, you are sure to reap the rewards later in life.

85

Steer clear of clichés. Focus on your achievements in and out of work and study, and how they showcase these particular qualities. Showcase yourself by networking and creating a good impression on people you meet.

Adapted from <https://jobs.telegraph.co.uk/article/top-5-career-advice-tips-for-a-level-students/>, 12/10/2013

(A) For apprenticeships, employers are not necessarily looking for top grades, but are seeking good basic skills which they can nurture. Therefore, apprenticeships can be a viable alternative to university. Some apprenticeships can even lead to a degree qualification at a later stage.

(B) As David Walker has already emphasized, students who haven't been accepted for a university can take some courses that could make their skills more efficient. Another thing that can help is taking an internship programme.

(C) Don't just go to university for the sake of it. From our experience, employers are looking for evidence of your ability to do a job, not necessarily your aptitude for passing exams. Do your research and find what works best for you.

(D) Research by the Confederation of British Industry (CBI) states that 70% of employers think employability skills are the most important, and think many school leavers and graduates are lacking these when entering the world of work. Skills such as teamwork, project management, communication – written and verbal - and ability to meet deadlines are usually mentioned.

(E) It's not just what you do; it's how you present it, and yourself. Should you consider going straight into work, take the time to tailor your CV and covering letter to the requirements of the role you are applying for, and pay attention to the language you use.

(F) Here, David Walker, Director of Programme and Public Policy provides some important tips for young people receiving their results this week, bringing to light some of the options that are now available to them.

(G) A significant number of students also prefer to go into employment on completing the Career Academy programme, many very successfully. With increasing pressure for university places, for some students it is an attractive option.

THE END
OF PART 2



Part 3: 3-D Printing Will Change the World (6 points)

*Read the text below. 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. You may use words that do not appear in the text.*

Write your answers on the answer sheet labelled with .

To anyone who hasn't seen it demonstrated, 3-D printing sounds futuristic – like the meals that materialized in the Jetsons' oven at the touch of a keypad. But the technology is quite straightforward: It is a small evolutionary step from spraying toner on paper to putting down layers of something more substantial (such as the plastic resin currently used) until the layers add up to an object. And yet, by enabling a machine to produce objects of any shape, on the spot and as needed, 3-D printing really is ushering in a new era.

As applications of the technology expand and prices drop, the first big implication is that more goods will be manufactured at or close to their point of purchase or consumption. This might even mean household-level production of some things. (You'll pay for raw materials and the IP – the software files for any designs you can't find free on the web.) Short of that, many goods that have relied on the scale efficiencies of large, centralized plants will be produced locally. Even if the per-unit production cost is higher, it will be more than offset by the elimination of shipping and of buffer inventories. Whereas cars today are made by just a few hundred factories around the world, they might one day be made in every metropolitan area. Parts could be made at dealerships and repair shops, and assembly plants could eliminate the need for supply chain management by making components as needed.

Another implication is that goods will be infinitely more customized, because altering them won't require retooling, only tweaking the instructions in the software. Creativity in meeting individuals' needs will come to the fore, just as quality control did in the age of rolling out sameness.

These first-order implications will cause businesses all along the supply, manufacturing, and retailing chains to rethink their strategies and operations. And a second-order implication will have even greater impact. As 3-D printing takes hold, the factors that have made China the workshop of the world will lose much of their force.

China has grabbed outsourced-manufacturing contracts from every mature economy by pushing the mass-manufacturing model to its limit. It not only aggregates enough demand to create unprecedented efficiencies of scale but also minimizes a key cost: labor. Chinese government interventions have been pro-producer at every turn, favoring the growth of the country's manufacturers over the purchasing power and living standards of its consumers.

Under a model of widely distributed, highly flexible, small-scale manufacturing, these daunting advantages become liabilities. No workforce can be paid little enough to make up for the cost of shipping across oceans. And few managers raised in a pro-producer climate have the consumer instincts to compete on customization.

It seems that the United States and other Western countries, almost in spite of themselves, will pull off the old judo technique of exploiting a competitor's lack of balance and making its own massive weight instrumental in its fall.

China won't be a loser in the new era; like every nation, it will have a domestic market to serve on a local basis, and its domestic market is huge. And not all products lend themselves to 3-D printing. But China will have to give up on being the mass-manufacturing powerhouse of the world. The strategy that has given it such political heft won't serve it in the future.

The great transfer of wealth and jobs to the East over the past two decades may have seemed a decisive tipping point. But this new technology will change again how the world leans.

Adapted from <http://hbr.org/2013/03/3-d-printing-will-change-the-world/>, 02/09/2014

86	Small alterations in the <input type="text"/> can make goods more convenient for customers.	1 word
87	Production of goods by 3-D printing can endanger China as the <input type="text"/> of the world.	1 word
88	<input type="text"/> production of some things can prevail over big plants production.	1 word
89	In China, <input type="text"/> <input type="text"/> has been minimised.	2 words
90	Unlike 2-D printers using toners, 3-D printers are using <input type="text"/> <input type="text"/> to produce objects.	2 words
91	A very large <input type="text"/> <input type="text"/> in China can ensure its future progress.	2 words

THE END OF PART 3



Part 4: Students Should Take a Gap Year (9 points)

You are going to read four different opinions from respondents on the statement 'Students should take a gap year'. 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 **X**.

Which respondent...	Which paragraph?
92 believes a gap year can empower a student?	LETTER: <input type="text"/>
93 says that earning money from a full-time job prevents students from coming back to school?	LETTER: <input type="text"/>
94 states that in society, there are doubts about young people returning to school after a gap year?	LETTER: <input type="text"/>
95 emphasises that only a few young people go back to school after a gap year?	LETTER: <input type="text"/>
96 recalls some cases when student's ambitious plans for a gap year have been ruined?	LETTER: <input type="text"/>
97 thinks that a gap year should be viewed as a space for recovery after high school?	LETTER: <input type="text"/>
98 says that taking a gap year does not matter from the point of view of overall studies?	LETTER: <input type="text"/>
99 highlights specific risks of taking a gap year with examples?	LETTER: <input type="text"/>
100 stresses the fact that during a gap year a person can make money for further studies?	LETTER: <input type="text"/>

(A) Andy Codean	A gap year is a welcome break for many students but can also be frustrating to others. It may indeed be a way to recharge your battery or to explore activities near home or afar that you never had time to experience before. However, students with lofty gap-year plans have been known to end up zoned out in front of "Full House" reruns or steamed up behind a deep fryer at the local Mickey D's. Thus, before deciding on a year off before college, it's important to assess your reasons for the change and to make sure you spend your time in an engaging way that meets these aims.
(B) Brian Winslow	I think they should because they might need the time to think about it. Some students graduate from high school and don't know if they have made, at the moment, the perfect decision. Students haven't had time in their senior year to make a perfect application to any university or didn't have time to take any standardized-tests (SAT, ACT, TOEFL, etc.). If someone took a gap-year, he/she would have the time to prepare themselves and get into university or college. Gap-years are generally one-half to one year long. Students would also have time to take a look at any institution in depth, since the final high school year might have been so stressful and an application wasn't possible to manage on time. A gap-year should help the graduate to be more prepared, to be able to attend college/university without having a bad reputation from High School. Gap year should be considered for personal improvement and recuperation.
(C) Cindy Miles	I would disagree with the opinion that students should take a gap year. Students should go straight into college after high school. When students take a year off after high school, most end up never going back to school – they end up getting jobs and staying. Once students start earning a full time income they get used to it and the freedom the money brings and that is usually all it takes to end any plans for college. Students need to go straight into college before they have a chance to experience the freedom of life without school. Yes, there are some students that can contradict the words above. However, only a very determined person would take that gap year and then enter college. Like I'm saying: You'll never go back.
(D) David Johnson	Students who leave school at the age of 17 or 18 most of the time have no idea what they want to do! They have been learning all of their lives and if they don't take a gap year they will continue on to university and then carry on to a job to pay off the massive student loans they have incurred. Then it's the house and car and whatever else they have to do during adult life. Students should take a gap year. In this time they can gain life experience, understand themselves a little more, go travelling, work to earn some money which will reduce the burden of the loans they take on during university. On the scale of things, what difference is one year? Especially if this turns out to be the best year of their lives. I know there is the common worry that once they take a gap year, they will never return to university.

Adapted from <http://www.debate.org/opinions/should-students-take-a-gap-year>, 18/10/2013

THE END

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 (**B**)

A	B	C	D
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Nesprávne zaznačenie odpovede (**B**)

A	B	C	D
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

A	B	C	D
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- 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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- 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. Nepoužívajte iba veľké tlačené písmená!**

Neotvárajte test, pokiaľ nedostanete pokyn!