



MATURITA 2026

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 Daisy Buchanan, a writer of non-fiction. In the second extract, you will hear an interview with Elaine King, a financial director and a certified financial planner. 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 Daisy Buchanan (5 points)

01 One of the advantages of writing non-fiction is the fact that its authors can .

- (A) write a lot of drafts before they choose the final one
- (B) utilize some of the “unused” material in their further books
- (C) take a couple of weeks off in the process of writing
- (D) start planning several projects simultaneously

02 The idea behind Daisy’s first book *How to Be a Grown Up*, was to .

- (A) republish articles she’d already written in a new format
- (B) encourage young women to become more confident
- (C) help teenagers solve some generation issues
- (D) put her readers at ease and re-assure them

03 The message of Daisy’s first book was to show young people that they need to .

- (A) treat their parents more emotionally
- (B) develop their relations with their peers
- (C) wait patiently until time brings a new outlook
- (D) rely on themselves when coping with problems

04 Daisy’s advice for future writers of non-fiction is that .

- (A) they should have some experience with writing articles for magazines
- (B) they should plan the topic of each chapter before writing the whole book
- (C) each chapter should be seen as a sequence of special events
- (D) each chapter should have a maximum of 1200 words

- 05** When Daisy was searching for agents, she found out that they [REDACTED].
- (A) had already chosen their favourite authors
 - (B) had been supporting promising writers
 - (C) had been difficult to communicate with
 - (D) had been hard to find on *Twitter*

Extract 2: An Interview with Elaine King (5 points)

- 06** As President of the International Student Association in Texas, Elaine [REDACTED].
- (A) had to overcome some problems with adjustment
 - (B) made use of her multicultural experience
 - (C) shared her diverse stories with other students
 - (D) mentored and coached high-school students

- 07** Elaine's positive attitude to numerical subjects was [REDACTED].
- (A) inherited and copied from her parents
 - (B) enhanced during her high-school studies
 - (C) developed mainly in Spanish-speaking countries
 - (D) caused by her insecurity in linguistic subjects

- 08** Elaine believes that her [REDACTED] multiplies the quality of her service for families.
- (A) personal cultural and bilingual history
 - (B) professional trainings in foreign countries
 - (C) deep knowledge of the Mexican market
 - (D) experience with the Peruvian instability

- 09** The problem Elaine had to discuss with the Human Resources Department, originated in [REDACTED].
- (A) the racial prejudice among her team members
 - (B) wrong translations of some economic texts
 - (C) the misinterpretation of word choices
 - (D) gender conflicts among her young colleagues

- 10** Elaine feels satisfied [REDACTED].
- (A) since her whole team promotes the Programme for Families
 - (B) when she can apply her financial skills to helping families
 - (C) because of her speech delivered in the Peruvian Congress
 - (D) after obtaining some donors to support a Peruvian family



Part 2: Five Tips for Becoming a Better Leader (10 points)

In this part, you will hear a radio programme in which a psychologist explains how you can become a better leader. The expert will mention five tips and five practical ways how to achieve it. There are two blocks of five matching questions. You will have to match all ten questions while you are listening to this recording. Read the questions carefully before you listen.

*For questions 11–15, choose from the first list marked (A)–(H) the tip which is being described. For questions 16–20, choose from the second list marked (A)–(H) the practical way how to do it. 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.

1st LIST	
Questions 11–15	Options (A)–(H): TIPS
<p><input type="checkbox"/> 11 Tip No 1: <input type="text"/></p> <p><input type="checkbox"/> 12 Tip No 2: <input type="text"/></p> <p><input type="checkbox"/> 13 Tip No 3: <input type="text"/></p> <p><input type="checkbox"/> 14 Tip No 4: <input type="text"/></p> <p><input type="checkbox"/> 15 Tip No 5: <input type="text"/></p>	<p>(A) Motivate your followers.</p> <p>(B) Have a passionate approach.</p> <p>(C) Communicate effectively.</p> <p>(D) Keep trying new things.</p> <p>(E) Encourage creative thinking.</p> <p>(F) Have a positive viewpoint.</p> <p>(G) Serve as a role model.</p> <p>(H) Be aware of your leadership style.</p>

2nd LIST

Questions 16–20

Options (A)–(H): PRACTICAL WAYS

16 Practical way No 1:

17 Practical way No 2:

18 Practical way No 3:

19 Practical way No 4:

20 Practical way No 5:

(A) Encourage your followers to express their views publicly.

(B) Set up challenging but realistic tasks.

(C) Ask for feedback from your followers.

(D) Keep up your constructive mood despite circumstances.

(E) Share your views clearly and openly.

(F) Develop personal qualities that you'd like your team to adopt.

(G) Inspire and applaud your followers.

(H) Use various ways of showing enthusiasm and respect for others.



Part 3: Changing Trends in Reading Fiction (10 points)

You will hear a radio programme about the changing trends in reading fiction in the UK. Complete the sentences 21–30, which summarize the information from the text. Use **one** word or **two** words in your answers (the number of words is indicated in brackets).

Write your answers on the answer sheet labelled with a .

Now you have 2 minutes to read the sentences.

<p>21 At the beginning of the 20th century, the UK readers were captivated by <input type="text"/> fiction, as presented by H. G. Wells.</p>	(1 word)
<p>22 The early 21st century was a period of <input type="text"/> which was mirrored in the books we read at that time.</p>	(1 word)
<p>23 In the time of the pandemic, readers preferred the emotional relief provided by <input type="text"/> <input type="text"/> and classic mysteries.</p>	(2 words)
<p>24 The way the “girl” phenomenon in literature was accepted by readers, can be described as a/an <input type="text"/> <input type="text"/>.</p>	(2 words)
<p>25 In 2017, <input type="text"/> as a genre was sold in greater numbers than other types of books.</p>	(1 word)
<p>26 The e-reader in the last decade of the 20th century was expected to be a/an <input type="text"/> tendency.</p>	(1 word)
<p>27 Though e-books have not become entirely dominant at the book market, their sales have remained <input type="text"/>.</p>	(1 word)
<p>28 Sales of audiobooks had been growing since 2014 and in 2020, this trend <input type="text"/> <input type="text"/>.</p>	(2 words)

29 Contemporary readers love audiobooks because of their [redacted] and a new [redacted] this format brings.	(2 words)
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30 In audiobooks, the relationship between artist and listener can become [redacted].	(1 word)
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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: 100 Years of Environmental Change (20 points)

*Read the following text and decide which word or phrase (A), (B), (C) or (D) best fits into each space numbered 31–50. There is always only **one** correct answer. There is an example at the beginning (00).*

Example: (00) – (C)

Mark your answers on the answer sheet labelled with a .

Since *Good Housekeeping* was first published in 1922, we've reported **00** the biggest environmental stories and the impact they've had on our lives. Consumer **31** director Emilie Martin looks back on events that made us more eco **32** and what we should expect next.

The last 100 years **33** a profound shift in the way we view our planet and our relationship with it. As TV sets became more **34** in UK households from the 1950s, they brought images into our living rooms of the incredible **35** of plants, animals and habitats the Earth is home to. Sir David Attenborough's *Zoo Quest*, first broadcast in 1954, treated **36** to a glimpse of unique and unfamiliar creatures such as the Komodo dragon, **37** his 1979 series *Life on Earth* showcased some **38** of the natural world in full colour. More recently, his film-length documentary *A Life On Our Planet* has helped us understand the ways in which this biodiversity is threatened and what we can do to protect it. Other changes have altered our **39** of our planet, too. Photos taken from the Apollo 8 spacecraft in 1968 of the Earth floating alone in space allowed us to see our world from a new perspective. We began to realise that **40** is a world of finite resources: the resources we now understand we must use more responsibly. **41**, advances in science and technology have allowed us to measure with greater accuracy the impact of our actions on the planet, and **42** solutions. Today, we are more aware of the environmental challenges we face and of the role we can play in **43** them.

We now recognise the effect that rising levels of carbon dioxide and other greenhouse gases are having on the climate on a global **44**. When we covered climate change in our March 1991 issue, our writer noted that 1990 had been the hottest year **45**. However, in the three decades since that issue about emissions was published, there have been 13 hotter years in the UK, according to data from the Met Office. Now, the Government plans to dramatically reduce greenhouse gas emissions to **46** a target of net zero by 2050. This means that in less than 30 years, the UK is legally bound to no longer add more greenhouse gases to the atmosphere than it **47**. Thanks to scientific research, we now know that burning fossil fuels, **48** farming and deforestation, is a key contributor to climate change, and this is driving a shift to cleaner forms of energy.

We reported on early **49** of energy generation from wind and waves in 1979, and the possibility of heating the water we use at home using solar energy. The article concluded by predicting renewables were only ever likely to **50** a few percent of our national energy needs.

00	(A) to	(B) about	(C) on	(D) in
31	(A) affairs	(B) issues	(C) matters	(D) pieces
32	(A) familiar	(B) visible	(C) aware	(D) famous
33	(A) were	(B) would be	(C) have been	(D) had been
34	(A) extraordinary	(B) commonplace	(C) phenomenal	(D) peculiar
35	(A) range	(B) scope	(C) extent	(D) leakage
36	(A) observers	(B) spectators	(C) viewers	(D) sightseers
37	(A) whereas	(B) since	(C) as	(D) while
38	(A) spell	(B) wonders	(C) prodigies	(D) admiration
39	(A) embraces	(B) acceptances	(C) receptions	(D) perceptions
40	(A) our	(B) us	(C) ours	(D) we
41	(A) Meanwhile	(B) However	(C) Consequently	(D) Nevertheless
42	(A) identifying	(B) identifies	(C) identified	(D) identify
43	(A) intervening	(B) challenging	(C) tackling	(D) attacking
44	(A) scope	(B) scale	(C) range	(D) length
45	(A) never	(B) always	(C) ever	(D) sometimes
46	(A) attack	(B) overcome	(C) gain	(D) reach
47	(A) dismisses	(B) replaces	(C) removes	(D) disrupts
48	(A) along	(B) alongside	(C) beyond	(D) besides
49	(A) efforts	(B) trials	(C) endeavours	(D) attempts
50	(A) put up	(B) pay for	(C) account for	(D) turn up

Part 2: What is ChatGPT? (10 points)

In the following text, there are some missing words numbered 51–60. Use the word given in brackets to form a new word that fits into the space in the same line. There is an example at the beginning (00).

Example: **00** – intelligence

Write your answers on the answer sheet labelled with a .

Created by US firm OpenAI, ChatGPT is an artificial **00** (**intelligent**) chatbox. It's a form, not of generating, but of **51** (**generate**) AI (literally AI that generates something), also known as a Large Language Model (LLM), writing content based on the **52** (**statistics**) probability of what word is **53** (**like**) to follow another. ChatGPT can write poems, emails, essays, etc. in **54** (**what**) style you'd like it to. And if you're not happy, ask it to **55** (**write**) it to sound friendlier, kinder, more diplomatic or anything you see fit.

On first using it, most people are impressed, but as soon as you actually want to use its writing for real purposes, it doesn't seem quite up to the job.

For months, **56** (**cover**) of ChatGPT focused on education, stirring up **57** (**constancy**) debate. "Is it cheating, or is it like taking a calculator into an exam?" "Is it destroying learning, or just preparing students for the world they'll work in?" "Does it level the playing field for those who find writing harder, or does it become a contest of who is best at instructing it?" It even led to the **58** (**emerge**) of plagiarism bots trying to detect work that had been created by AI. The debate will rage on, although perhaps ironically, it turns out that many teachers find it helpful with regard to lesson planning.

What AI will mean for jobs, **59** (**health**) and our interactions with one another could be a **60** (**true**) remarkable achievement eventually. Even now, there's a dating app allowing you to create an avatar that will then narrow down the options for you by trying to reflect your character – so your whole future happiness might one day even rely on it.



**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: Monuments of the World (9 points)

*In this part, there are three themed texts. For the statements 61–69, choose the answer (A)–(D) according to the texts. There is always only **one** correct answer.*

Mark your answers on the answer sheet labelled with a .

Passage 1: Petra, Ancient City, Jordan (3 points)

The city was built on a terrace, pierced from east to west by the Wadi Mūsā (the Valley of Moses) – one of the places where, according to tradition, the Israelite leader Moses struck a rock and water gushed forth.

The Greek name Petra (“Rock”) probably replaced the biblical name Sela. Remains from the Paleolithic and Neolithic periods have been discovered at Petra, and Edomites are known to have occupied the area about 1200 BCE. Centuries later, the Nabataeans, an Arab tribe, occupied it and made it the capital of their kingdom. In 312 BCE, the region was attacked by Seleucid forces, who failed to seize the city. Under Nabataean rule, Petra prospered as a spice trade centre that involved disparate realms such as China, Egypt, Greece, and India, and the city’s population swelled to 10,000, then to 30,000.

When the Romans defeated the Nabataeans in 106 CE, Petra became part of the Roman province of Arabia but continued to flourish until changing trade routes caused its gradual commercial decline. After an earthquake (not the first) damaged the city in 551, significant habitation seems to have ceased. An Islamic invasion occurred in the 7th century, and a Crusader outpost is evidence of activity there in the 12th century. After the Crusades, the city was unknown to the Western world until it was rediscovered by the Swiss traveller Johann Ludwig Burckhardt in 1812.

61 The city of Petra [redacted].

- (A) was probably given its name by Edomites
- (B) was, according to tradition, founded by Moses
- (C) once withstood an enemy's raid
- (D) had a lot of terraces

62 From the passage, we can learn that [redacted].

- (A) an Arab tribe once defeated the Romans
- (B) Petra was once the seat of monarchy
- (C) the Greeks called this place Sela
- (D) Petra traded only with similar kingdoms

63 We can infer that [redacted].

- (A) Petra was once a discrete Roman province
- (B) Petra flourished under the Romans as well
- (C) an Islamic invasion stopped the population growing
- (D) a Swiss traveller discovered trade routes through Petra



Passage 2: Angkor Wat, Temple Complex, Angkor, Cambodia (3 points)

The city of Angkor served as the royal centre from which a dynasty of Khmer kings ruled one of the largest, most prosperous, and most sophisticated kingdoms in the history of Southeast Asia. From the end of the 9th century until early in the 13th century, numerous construction projects were undertaken, the most notable of which was Angkor Wat. It was built by Suryavarman II as a vast funerary temple within which his remains were to be deposited. Construction is believed to have spanned some three decades.

All of the original religious motifs derived from Hinduism and the temple was dedicated to the gods Shiva, Brahma, and Vishnu. The five central towers of Angkor Wat symbolize the peaks of Mount Meru, which, according to Hindu mythology, is the dwelling place of the gods. The mountain is said to be surrounded by an ocean, and the complex's enormous moat suggests the oceans at the edge of the world. A 188-metre bridge allows access to the site. The temple is reached by passing through three galleries, each separated by a paved walkway. The temple walls are covered with bas-relief sculptures of very high quality, representing Hindu gods and ancient Khmer scenes, as well as scenes from the Mahabharata and the Ramayana.

After the Cham people of modern-day Vietnam ravaged Angkor in 1177, King Jayavarman VII decided that the Hindu gods had failed him. When he built a new capital nearby, Angkor Thom, he dedicated it to Buddhism. Thereafter, Angkor Wat became a Buddhist shrine, and many of its carvings and statues of Hindu deities were replaced by Buddhist art.

64 Khmer kings _____.

- (A) founded the city of Angkor
- (B) dedicated building work to Shiva
- (C) stopped reigning in the 13th century
- (D) governed a highly-developed realm

65 We can infer that Angkor Wat _____.

- (A) contains relics of its creator
- (B) was built in the 9th century
- (C) has three towers for Shiva, Brahma and Vishnu
- (D) was built on Mount Meru

66 From the passage we can learn that _____.

- (A) after being plundered, Angkor Wat's name was changed to Angkor Thom
- (B) we cannot find many scenes of Hindu gods at Angkor Wat nowadays
- (C) the ocean is not far from Angkor Wat
- (D) a new capital was dedicated to the Hindu gods

Passage 3: Taj Mahal, Mausoleum, Agra, India (3 points)

The Taj Mahal is a mausoleum complex in Agra, western Uttar Pradesh state, northern India. The Taj Mahal was built by the Mughal emperor Shah Jahān (reigned 1628–58) to immortalize his wife Mumtaz Mahal (“Chosen One of the Palace”), who passed away in childbirth in 1631, having been the emperor’s inseparable companion since their marriage in 1612. India’s most famous and widely recognized building, it is situated in the eastern part of the city on the southern (right) bank of the Yamuna (Jumna) River. Agra Fort (Red Fort), also on the right bank of the Yamuna, is about 1.6 km west of the Taj Mahal.

In its harmonious proportions and its fluid incorporation of decorative elements, the Taj Mahal is distinguished as the finest example of Mughal architecture, a blend of Indian, Persian, and Islamic styles. Other attractions include twin mosque buildings (placed symmetrically on either side of the mausoleum), lovely gardens, and a museum. One of the most beautiful structural compositions in the world, the Taj Mahal is also one of the world’s most iconic monuments, visited by millions of tourists each year. The complex was designated a UNESCO World Heritage site in 1983.

The plans for the complex have been attributed to various architects of the period, though the chief architect was probably Ustad Aḥmad Lahawrī, an Indian of Persian descent. The five principal elements of the complex – main gateway, garden, mosque, jawāb (literally “answer”; a building mirroring the mosque), and mausoleum (including its four minarets) – were conceived and designed as a unified entity according to the main principles of Mughal building practice, which allowed no subsequent addition or alteration. Building commenced about 1632. More than 20,000 workers were employed from India, Persia, the Ottoman Empire, and Europe to complete the mausoleum itself by about 1638–39; the adjunct buildings were finished by 1643, and decoration work continued until at least 1647. In total, construction of the 17-hectare complex spanned 22 years.

67 The passage states that _____.

- (A) Agra Fort and Taj Mahal lie on the opposite sides of one river
- (B) the Taj Mahal is a mixture of the Mughal and Indian styles
- (C) the Taj Mahal was created after a family tragedy
- (D) the creator of the monument and his wife were separated for some time

68 From the passage, we can learn that _____.

- (A) tourists voted the Taj Mahal as the most attractive structure in the world
- (B) the Taj Mahal has some Islamic features
- (C) there are two mosques placed next to a museum
- (D) the complex contains seven walkways

69 We can infer that _____.

- (A) nothing can be added to the Taj Mahal
- (B) the whole complex was finished in 1643
- (C) the four minarets were built last
- (D) the complex was designed by a Persian



Part 2: Antonia Novello (6 points)

Read the following extract. Six paragraphs have been removed from the text. Complete the missing paragraphs (A)–(G) into the gaps 70–75. There is **one** extra paragraph which you do not need to use.

Mark your answers on the answer sheet labelled with a .

Antonia Novello was born Antonia Coello in Fajardo, Puerto Rico on August 23, 1944, the eldest of three children. Novello's father, Antonio Coello, passed away when she was young and her mother, Ana Delia Flores Coello, worked as a school teacher and principal. Her mother emphasized the importance of education, hard work, respect, and care for others, all lessons that Novello took to heart.

70

Novello finally had the surgery when she was 18. A second operation was required two years later, before the condition was entirely cured. This experience left Novello determined to become a doctor so that she could help other sick children, especially those who struggled to access the medical care they required.

71

While in medical school, Novello's aunt died of kidney failure. Her aunt's passing inspired Novello to learn more about kidney disease and the transplant process. Novello went on to specialize in pediatric nephrology (the study of the kidneys).

72

Novello spent two years in private practice but found caring for critically ill children emotionally challenging. She felt called to the public health field, where she could work to improve health for the broader population rather than one patient at a time.

73

President George H.W. Bush took notice of Novello's work on pediatric AIDS and appointed her the United States 14th Surgeon General, the nation's top health official. She was the first woman and Hispanic person to serve as U.S. Surgeon General.

74

Novello was early to recognize the need to focus on women with AIDS and to strive to prevent the neonatal transmission of HIV. Novello also promoted early childhood health initiatives such as injury prevention and immunization.

75

Novello stepped down as Surgeon General after having been in service for three years, returning to the regular corps of the U.S. Public Health Service. For the next three years, she served as a special representative to the United Nations Children's Fund. There, she focused on the health and nutritional needs of women, children, and adolescents worldwide, and later received a number of awards for her work.

(A) Novello joined the U.S. Public Health Service Commissioned Corps and worked for the National Institute of Arthritis, Metabolism and Digestive Disorders at the National Institutes of Health. As a Congressional Fellow, Novello helped draft federal legislation for the Organ Transplantation Procurement Act of 1984, which established the national registry for organ matching. She also helped author the health warnings that were added to cigarette packaging.

(B) An excellent student, Novello earned a scholarship to the University of Puerto Rico and received her B.S. in 1965. She attended the University of Puerto Rico School of Medicine, from which she graduated in 1970. After medical school, Antonia married Joseph R. Novello, a navy flight surgeon who went on to become a psychiatrist, author, and medical journalist.

(C) In addition to this, she sought to raise awareness about domestic violence in the U.S. In her efforts to improve access to healthcare among minority populations, particularly Latino Americans, she convened national and regional meetings to address community health needs.

(D) Novello earned numerous awards during her storied career as a physician and public health official, including the Public Health Service Commendation Medal; Congressional Hispanic Caucus Medal; Order of Military Medical Merit Award; and the James Smithson Bicentennial Medal.

(E) As a child, Novello suffered from congenital megacolon, an abnormality of the large intestine. The condition limited her energy and activities. Her family could not afford the surgery that would correct it, so she spent her summers getting interim treatment in a local hospital.

(F) Novello focused on the health of women, children, and minorities during her tenure as Surgeon General. She launched initiatives to combat underage drinking and smoking. One of her most effective campaigns sought to end tobacco advertising aimed at children, such as ads with the “Joe Camel” cartoon.

(G) Novello first completed her residency in pediatrics at the University of Michigan and then her nephrology fellowship at Georgetown University. At the University of Michigan, Novello was the first woman named Pediatrics Intern of the Year.



Part 3: Sir Flinders Petrie (6 points)

Read the following text and complete the statements **76–81**, with **one** or **two** words, based on the information given in the text. The statements do not follow in the same order as the information appears in the text.

Write your answers on the answer sheet labelled with a .

Petrie was named after his maternal grandfather, Matthew Flinders, a British navigator, pioneer hydrographer, and explorer of Australia and Tasmania. Petrie was educated privately, developing archaeological and ethnological interests early, particularly in ancient weights and measures and Egyptology.

At 24, Petrie wrote *Inductive Metrology; or, The Recovery of Ancient Measures from the Monuments*, a work representing a new approach to archaeological study. Fieldwork at various locations in Britain, including Stonehenge, enabled him to determine by mathematical computations the unit of measurement for the monument's construction. His *Stonehenge: Plans, Description, and Theories* was published in 1880, and in that same year, he began the survey and excavation of the Great Pyramid at Giza, which initiated his four decades of exploration in the Middle East.

During the 1884 excavation of the Temple of Tanis, Petrie discovered fragments of a colossal statue of Ramses II. In 1885 and 1886, at Naukratis and Daphne in the Nile River delta, he uncovered painted pottery by which he proved that those sites had been trading colonies for the ancient Greeks. It was this discovery that caused him to believe that history could be reconstructed by a comparison of potsherds (pottery fragments) at various levels of excavation.

Petrie first applied his principle of sequence dating in Palestine, at the site of Tel Ḥasi, south of Jerusalem. In 1890, in only six weeks, the untiring excavator found a series of occupations for which he could supply approximate habitation dates. Petrie's work at the hill site marked the second stratigraphic study in archaeological history; the first was carried out at Troy by Heinrich Schliemann. The excavations of these two men marked the beginning of examining successive levels of a site rather than the previously practised method of chaotic digging, which had produced only a jumble of unrelated artefacts.

Petrie made other important discoveries in the Al-Fayyūm region of Egypt. At Gurob, he found numerous papyri and Aegean pottery that substantiated dates of ancient Greek civilizations, including the Mycenaean. At the Pyramid of Hawara, he searched through the tomb of Pharaoh Amenemhet III to discover how grave robbers could have found the tomb's opening and made their way through the labyrinth surrounding the two sarcophagi that they emptied. He concluded that they must have been given the master plan by an informer.

In 1892, Petrie was made Edwards professor of Egyptology at University College London, and he served in the position until 1933 when he became professor emeritus. In 1894 he founded

the Egyptian Research Account, which in 1905 became the British School of Archaeology.

In 1904, Petrie published *Methods and Aims in Archaeology*, the definitive work of his time, in which he lucidly defined the goals and methodology of his profession along with the more practical aspects of archaeology – such as details of excavation, including the use of cameras in the field. With uncommon insight, he noted that research results depended on the archaeologist's personality, who, in addition to possessing broad knowledge, had to have an insatiable curiosity. His abundance of that characteristic was never questioned.

Inscriptions that Petrie found on the Sinai Peninsula represented an intermediate stage (not later than 1500 BCE) of written communication between Egyptian hieroglyphics and the Semitic alphabet. Although he wrote *The Formation of the Alphabet* (1912), language was not Petrie's strong point. He depended on a sixth sense for the free translation of inscriptions and establishing dates through studying the forms of hieroglyphs.

<p>76 One of Petrie's books was on [REDACTED], which was not his greatest competence.</p>	<p>(1 word)</p>
<p>77 Petrie set up his own technique of [REDACTED] [REDACTED], which helped get rid of chaotic digging.</p>	<p>(2 words)</p>
<p>78 Petrie started exploring Egypt about the time his book on [REDACTED] came out.</p>	<p>(1 word)</p>
<p>79 In Egypt, Petrie realised that careful examination of [REDACTED] [REDACTED] at various depths could help him reveal history.</p>	<p>(2 words)</p>
<p>80 [REDACTED] and [REDACTED] used in ancient times were Petrie's favourites in his youth.</p>	<p>(2 words)</p>
<p>81 Using cameras is one of the [REDACTED] [REDACTED] of archaeology.</p>	<p>(2 words)</p>



Part 4: Cities in the UK Where a University Can Be Found (9 points)

Read the following extracts and choose the paragraph (A)–(D) in which you found the information from the statements 82–90. You can use the paragraphs more than once.

Mark your answers on the answer sheet labelled with a .

(A)	<p>Bath lies astride the River Avon in a natural arena of steep hills. It was built of local limestone and is one of the most elegant and architecturally distinguished British cities. Its 16th-century abbey church of St. Peter and St. Paul is late Perpendicular Gothic and is noted for its windows, but the wealth of classical Georgian buildings mounting the steep valley sides gives Bath its distinction. The city was designated a UNESCO World Heritage site in 1987.</p> <p>Medieval Bath, incorporated by charter in 1189, shared in the west-of-England wool trade and later in the cloth trade, but the baths, although still used by royalty, were poorly maintained. When portions of the Roman baths were rediscovered in 1755, Bath had already been revived as a spa. In its heyday as a fashionable resort, the Elizabethan town was rebuilt and extended in Palladian style.</p>
Bath	
(B)	<p>The medieval town of Bristol was incorporated in 1155. The harbour was improved in 1247 by diverting the River Frome to the west and building a stone bridge at the point of its former confluence with the River Avon. During the reign of Edward III (1327–77) Bristol imported raw wool from Ireland and manufactured woollen cloth, which it sold to Spain and Portugal in return for sherry and port wine. By the 16th century Bristol had become a major port, a manufacturing town, and a distribution centre for both overseas and inland trade.</p> <p>During the later 17th and the 18th centuries Bristol prospered as a processing centre for sugar and tobacco imported from Britain’s colonies in the Americas, to which it supplied textiles, pottery, glass, and other manufactured goods. Importing Jamaican sugar and cacao from West Africa led to the creation of the “sugar houses” of Bristol and to chocolate manufacture.</p>
Bristol	
(C)	<p>Leeds originated as an Anglo-Saxon township on the north bank of the River Aire. It grew as a local market centre and was incorporated in 1626. By then the town was a cloth-finishing centre for a wide area where domestic weaving, introduced by 14th-century Flemish weavers, was pursued. By the 16th century, Leeds was able to challenge the supremacy of York and Beverley in the woollen-manufacturing trade. With the Industrial Revolution and development of the local coalfield, the woollen industry was rapidly surpassed in importance by engineering, and for a time pottery and linen manufacture were also important.</p> <p>The city is home to a number of historic buildings. The Leeds Corn Exchange (1864) was designed by Cuthbert Brodrick – as was Leeds Town Hall (1858), envisioned as a municipal palace and opened by Queen Victoria but now principally a concert and performance venue.</p>
Leeds	

(D)	<p>The settlement dates from the Roman period, when a fort was built on a site close to the present Tyne Bridge. The district and its name derive from a Norman castle built in 1080 by Robert II, the eldest son of William I the Conqueror. In the 12th century, the town became important as a fortress settlement because of its key position in the frontier defences guarding the east coast route from Scotland. The protection afforded by the fortress attracted religious and commercial bodies, and the resulting town rapidly expanded. The wool trade was especially important, and, in 1353 Newcastle became a staple (wool-manufacturing) town.</p> <p>By 1800, Newcastle had become an important industrial and financial centre (the first banking houses dating from 1755), with expanding ironworking and glassmaking industries. The River Tyne became a major focus for shipbuilding, and Newcastle's shipyards were long among the largest ship-repairing centres in the world. Although the latter activity had declined by the late 20th century, the associated marine and heavy engineering industries remain important to Newcastle, which plays an important role in servicing Britain's offshore oil and gas fields.</p>
Newcastle	

	<i>Which paragraph?</i>
82 In which city were royal facilities preserved inadequately?	LETTER: <input type="checkbox"/>
83 Which city safeguarded an important path in the past?	LETTER: <input type="checkbox"/>
84 Which city lies on two rivers?	LETTER: <input type="checkbox"/>
85 In which city was the wool processing industry eclipsed by another industry?	LETTER: <input type="checkbox"/>
86 Which city offered various services for the shipping industry?	LETTER: <input type="checkbox"/>
87 Which city thrived on imports from the west?	LETTER: <input type="checkbox"/>
88 Which city helps with Britain's fossil fuel extraction?	LETTER: <input type="checkbox"/>
89 Which city's buildings have especially notable architecture?	LETTER: <input type="checkbox"/>
90 In which city was an arts venue originally intended to serve the city?	LETTER: <input type="checkbox"/>

THE END

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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 píšuče 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!