



Nacionalni centar
za vanjsko vrednovanje
obrazovanja

Azonosító matrica

FIGYELMESEN
RÁRAGASZTANI

ANGOL NYELV

FELSŐ SZINT

PROBNI ISPIT DRŽAVNE MATURE
šk. god. 2023./2024.

OLVASÁS VIZSGA
(Reading Paper)

ENGA.61.MA.R.K1.20



55605

A válaszadó lap kitöltésének módja:



A válaszadó lapon ejtett hibák javításának módja:



Átmásolt helyes válasz



C



IK

Monogram (rövidített aláírás)

ITT NYOMNI ÉS TÉPNI!



Nacionalni centar
za vanjsko vrednovanje
obrazovanja

PROBNI ISPIT DRŽAVNE MATURE

ANGOL NYELV – felső szint
Olvasás vizsga

1 2 3 4 5 7 8 9 0

Azonosító matrica
FIGYELMESEN RÁRAGASZTANI!

E
N
G
1
A

Válaszadó lap

D-S061

	A	B	C	D	E	F
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13.	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
14.	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
15.	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
16.	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
17.	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
18.	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>

	A	B	C	D	E	F	G	H
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ENGA.61.MA.R.L1.02



55606

TILOS FÉNYMÁSOLNI!
SZÁMÍTÓGÉPES FELDOLGOZÁS

CSAK A KIJELÖLT
MEZŐBE ÍRJ!

Jelöld meg: **X**

ENG1A

25. A ☐ B ☐ C ☐ D ☐26. A ☐ B ☐ C ☐ D ☐27. A ☐ B ☐ C ☐ D ☐28. A ☐ B ☐ C ☐ D ☐29. A ☐ B ☐ C ☐ D ☐30. A ☐ B ☐ C ☐ D ☐31. A ☐ B ☐ C ☐ D ☐32. A ☐ B ☐ C ☐ D ☐

	A	B	C	D	E	F	G	H	I	J	K	L	M
--	---	---	---	---	---	---	---	---	---	---	---	---	---

33.

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

34.

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

35.

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

36.

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

37.

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

38.

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

39.

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

40.

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

ÁLTALÁNOS UTASÍTÁSOK

Figyelmesen olvassa el és kövesse az utasításokat.

A vizsgaterem vezetőjének engedélye nélkül ne lapozzon és ne fogjon hozzá a feladatok megoldásához.

A Szövegalkotás vizsga időtartama **70** perc.

A vizsga a következő feladattípusokból épül fel: egymáshoz rendelés, többszörös feleletválasztó feladatok és kombinált kiegészítő típusú feladatok.

- Azon feladatoknál, amelyekben egymáshoz kell rendelnie az összetartozó tartalmakat, a számokkal jelölt elemek **mindegyikét** kösse össze az ahhoz tartozó, **egyetlen** megfelelő, betűvel jelölt elemmel (1. feladat).
- A többszörös feleletválasztó típusú feladatoknál a felkínált válaszlehetőségek közül **csak egy a helyes (azaz csak egyet kell kiválasztania)** (2. feladat).
- A kombinált feladatoknál **csak egy** tartalmat kell kiválasztania – azt, amelyik a legjobban egészíti ki a szöveget (3., 4. és 5. feladat).

A feladatok megoldása során a vizsgakönyv lapjait használhatja vázlatok készítésére.

A válaszokat azonban X-szel kell megjelölnie a válaszdó lapon. Minden helyesen megjelölt válasz egy pontot ér.¹

A válaszok megjelölésének és a hibák javításának módjára vonatkozó útmutató a vizsgakönyv 2. oldalán található. Hibajavításnál a helyes monogrammal kel ellátni (ez kizárólag rövidített aláírás lehet, nem a teljes név).

Kizárólag kéken vagy feketén író golyóstollat használhat.

A feladatok megoldása után ellenőrizze a válaszait.

Ellenőrizze, hogy minden vizsgaanyagra ráragasztotta-e az azonosító matricát!

Sok sikert kívánunk!

¹ A vizsga összesített eredményét a három vizsgarész megadott arányban határozza meg.

A vizsgakönyvnek 18 oldala van, ebből 1 üres.

Task 1

Questions 1-12

You are going to read an article in which people talk about how they spend their summer holidays.

For each question (1-12), choose one person from **A-F**.

Mark your answer on the answer sheet.

There is an example at the beginning (0→A).

Summer holidays

A Alan

My wife and I went on our honeymoon to Paris. We loved it. In fact, we fell in love with the whole country. Each year we consider going somewhere else; a classic seaside holiday, adventure travel, exotic locations in faraway places. But we always end up going back. It's great for me because I'm interested in food and wine. And my wife loves the landscape and the culture. So it's a win-win. Maybe one year we will do something else, go camping or something. But for now, we're happy.

B Belinda

I work hard so in the summer I need to recharge my batteries. And frankly, the best way is to do as little as possible. We have a cottage in the country where we go for some of the time. Why go through all the hassle of travelling abroad? All I need is sleep, food, and a walk or two. My kids think I'm crazy. They want to visit cities, have some exciting adventures, go to amusement parks. I tell them they can do all that themselves, when they're old enough.

C Colin

I have a friend, Ted. He's like a travel buddy. We always go on trips together in the summer. Neither of us like the seaside, or holidays with too much physical activity, or travelling in groups. We have considered the possibilities of rural tourism, but what we both really like is big metropolises. I'm interested in 20th century painting and sculpture, and I can happily lose myself in a museum for hours and hours. Ted is a bit different. He likes shopping and eating fine food in expensive restaurants. And he's not averse to a bit of clubbing, if he has the energy.

D Daisy

Every year it's something different and exciting. One year we went white-water rafting in Tanzania. Another year we went cycling in Peru, and visited all the Inca hotspots. We like to be outdoors and active, with a little bit of danger thrown in. And we like faraway places, somewhere that forces you out of your comfort zone. And sleeping under the stars is a must, none of that stifling luxury of posh hotels for us. Last year we were going to go on safari, but I fell ill, so we had to cancel. This year we're going rock climbing. In Thailand!

E Emmet

I am a schoolteacher. The school year is always intense and exhausting. You're surrounded by people all the time, constantly being called upon to do this or that. In the summer I like to get away from it all. For me, summer is a time for reflection and solitude with no work to do. A time to rekindle that inner peace, which will sustain me in the coming year. I choose places by the sea because swimming against the tide is a great way to get the body back in shape. And I read. Many hours each day. My summers are precious. I don't know what I'd do without them.

F Fanny

Summer is crazy. And expensive! After school has finished, the whole world makes for the coast or the airport. Traffic jams, queues for everything, crowded beaches. We prefer to find a secluded retreat, somewhere in fine landscape and with lots of footpaths. We spend the whole day outside in good weather. Either we take a picnic or stop and have something in a pub. My husband says he's saving to take us all to the Serengeti Safari Park. I'd consider making an exception to our usual routine for the African savannah.

Which person...

- 0** always goes to France? → **A**
- 1** does not like foreign trips?
- 2** prefers rural tourism to the seaside?
- 3** likes visiting cities?
- 4** prefers camping to staying in hotels?
- 5** goes on walking holidays?
- 6** prefers to go on holiday alone?
- 7** has plans to see wildlife?
- 8** likes a lazy holiday?
- 9** is interested in art?
- 10** likes swimming in the sea?
- 11** likes gastronomy?
- 12** likes adventure travel?

Task 2**Questions 13-18**

Read the text below.

For each question (13-18), choose the correct answer (A, B, C or D).

Mark your answer on the answer sheet.

The robotic moment

Sherry Turkle, a psychologist who has been studying the psychology of human interactions with technology since the first electronic games appeared in the late 1970s, thinks today's robots are not only smarter but increasingly able to engage us emotionally. As a result, humans have begun to think about their relationships with robots in new and often startling ways. These 'sociable' robots are able to mimic and evoke emotions by making eye contact, tracking our motion, and remembering our names. Their faces, and especially their eyes, show emotion, and their voices reflect rhythms and tones of our own, mimicking an interested listener.

When Turkle began studying sociable robots, they would come to the rescue to save lives in war, perform delicate operations, or work in lethal environments. Today, people increasingly expect robots to provide simple comforts, such as conversation and companionship. Of course, no robots can do this now. Yet sociable robots and artificial intelligence software are changing our expectations: instead of the normal give-and-take friendship, we find the idea of robotic companions attractive because they offer constant attention without any demands.

There is a vast change in attitudes from the 1970s, when professor Turkle began investigating how children thought about simple computerised toys, and various word games. These games may have sharpened children's minds, but they also challenged how children thought about what makes something alive. In the past, Turkle says, children decided something was alive when it could move on its own. With computer toys, physical motion did not matter. Instead children declared that these toys were 'sort of alive' because they appeared to think on their own.

Fast-forward 20 years and engineers began making machines that appeared to have feelings. One is a virtual pet, Tamagotchi, that requires owners to feed and discipline it. Such toys ask us to care for them, and behave as if our actions matter. Since the 1990s, virtual pets have graduated to proper robots with hair, motion, and even expression. Aibo, a robotic puppy, complains when it receives too little attention or is too highly stimulated. Now, smart toys are not like us because they reason, but because we connect with them emotionally and fantasise about how the object might feel about us. Robots that ask for attention generate bonds of attachment. Children try to meet the robot's needs to understand its unique nature and wants. "There is a serious attempt to build relationships as if there were mutuality", Turkle said. From the romantic reaction, where simulated feelings are never real feelings, we have moved to the robotic moment, where simulated feelings will become acceptable.

Moreover, most of Turkle's academic colleagues believe the need for caretaker robots for the elderly is self-evident. Surprisingly, many people outside the tech professions view robots as safer

than people. In fact, more than half of surveyed health care providers said they would prefer a robot to a human in some tasks, such as housework and reminding patients to take medication. According to Turkle, people say things like “I know who works in those nursing homes”.

Turkle agrees that robots could help people in many ways. But should they be our companions or even help us accept death and loss? Although technology is seducing us with the illusion of companionship that we can turn off at will, we have to prepare for the hidden costs that may arise.

13 What are sociable robots?

- A** Machines that are good listeners.
- B** Machines that can get emotional.
- C** Machines that are smarter than humans.
- D** Machines that can trigger human emotions.

14 According to the author, what do people expect from sociable robots nowadays?

- A** To provide emergency services.
- B** To work in dangerous situations.
- C** To keep them company and be soothing.
- D** To be sophisticated enough to understand humans.

15 What impact did sociable robots have on children?

- A** Robots made children play more.
- B** Robots changed how children defined the term ‘alive’.
- C** Playing with robots reduced children’s cognitive abilities.
- D** Children connected with robots because they were able to think like humans.

16 What does ‘the robotic moment’ mean?

- A** It means that a robot can develop an attachment to a human.
- B** It stands for give-and-take relationship, such as only humans share, with a robot.
- C** It describes a human being’s attempt to create a mutual relationship with a robot.
- D** It means that people have become satisfied with the romantic feelings they get from a robot.

- 17** What is the general attitude towards caretaker robots?
- A** Many people view robots as more reliable than humans.
 - B** Researchers believe people are not fit to take care of each other.
 - C** Household providers prefer employing robots to humans in housework tasks.
 - D** Many professionals believe robots are the future of complex medical procedures.
- 18** What message does Turkle give in the final paragraph?
- A** Robots should be our friends.
 - B** Humans need robots to minimise grief.
 - C** People turn to technology because no one listens to them.
 - D** Friendship between humans and robots could cause problems.

Task 3**Questions 19-24**

Read the text on the next page.

For each question (**19-24**), choose the sentence (**A-H**) that best fits the gap.

There are **two** sentences that you do **not** need.

Mark your answer on the answer sheet.

There is an example at the beginning (**0**→**I**).

Memory palace

Six years ago, science writer Brian Foster was just like the rest of us. (0) _____. This often caused him problems and embarrassment. Twelve months later, he became the U.S. memory champion. (19) _____. Foster recently wrote a book on his experiences.

Foster trained himself to become a memory athlete, someone who regularly tries to memorise lists of hundreds of numbers and words. It might sound like an incredible feat, but such human brains aren't any different to a normal one. (20) _____. This creates stronger, novel connections in the brain between words or figures and images.

Employing techniques that date back to the Greeks, memory champions like Foster create 'memory palaces' that rely on the human brain's natural advantage with spatial and visual memory. They think up images to represent everything they want to remember – the more outlandish or shocking the better. If you're trying to remember a microwave, for example, "maybe it's frying a chocolate bar or something", Foster said. (21) _____. This could go back to the period when we were hunter gatherers, and remembering, say, phone numbers was not that important when you were hunting down a mastodon or whatever.

Foster found that cutting-edge neuroscience can prove the hypothesis that the people who are best at memorising really do use their brains differently. One study of London cab drivers found that memorising the complex street grid made parts of their brains larger than average. Another study scanned memory champions with MRIs and discovered that the spatial part of their brain lights up when they try to remember things. (22) _____. Researchers agree that they are simply using a different strategy.

Memorising a deck of cards might seem like a quirky trick, but experts say that techniques like the 'memory palace' can make a difference in everyday life. (23) _____. And what about where you left your keys? Some experts recommended that when you set them down, take a mental snapshot of the exact spot to help you when you're looking for them later.

Everyone struggles to remember people's names, but one trick you can use is to associate a name with a vivid image. The name John Corn, for instance, becomes a toilet bowl sitting in a field of corn... that's on fire. (24) _____. But for the rest of us who just want to make life a little easier, all that's required is our imagination.

- A** Once envisioned, these images are stored inside the rooms of the palace, an imaginary building in the brain that can be anything from a childhood home to an art museum.
- B** However, this is one of the possible memory games that you can employ while trying to memorise something.
- C** Foster took these image games to an extreme, training daily with special goggles and ear muffs to block out distractions in his quest to become a memory champion.
- D** Moreover, they are gifted persons who possess special abilities.
- E** There is nothing biologically special about memory champions.
- F** They begin the encoding process through the senses and turn abstract things into vivid, lasting memories.
- G** It was a rough journey, but he made it, after long hours of practice.
- H** When trying to remember things you need to buy at the store on the way home, envision your house with the butter in the living room and the soap on the stairs.
- I** **He was forgetting where he had left his car keys, what he needed to buy at the grocery store and even his girlfriend's birthday.**

Task 4

Questions 25-32

Read the text below.

For each question (25-32), choose the answer (A, B, C or D) that best completes the sentence.

Mark your answer on the answer sheet.

There is an example at the beginning (0→D).

Scrap quilt

Like any other craft, quilt making always results (0) ____ the rewarding feeling of happiness and satisfaction – you have made something unique, using your imagination and skill.

Scrap quilts are quilts (25) ____ with a random assortment of fabrics – almost as if the quilter shuts his or her eyes before choosing the next piece of fabric. The final outcome might not be exactly as you (26) _____. That is the beauty of the whole process.

The history of traditional quilting asserts that the majority of scrap quilts were ‘make-do’ projects: quilts constructed from leftover patches in order to be thrifty and use every scrap of fabric available.

Today, it isn’t unusual for quilters to have tons of scrap fabric lying around just so they have what they need (27) ____ hand for a scrap quilt. So the next time a pattern (28) ____ their fancy, they will not waste time finding the fabric.

Variety is the key to (29) ____ a collection of scrap quilt fabrics, so choose all sorts of fabrics, even those you don’t necessarily like. Make sure you collect a mixture of print types: florals, geometrics, calico fabrics, novelty prints, stripes, plaids – the more variety, the better. (30) ____, choose fabrics in a wide range of colours. That means thinking beyond your favourites to include every colour of the rainbow, including light and dark examples of each one.

The number of fabrics you use in your scrap quilts is totally up to you, from charm quilts, (31) ____ no fabric is used more than once, to quilts with fewer fabrics.

Entire books (32) ____ about the art of scrap quilting, so regard the tips here as a starting point to help you create a quilt filled with visual interest. Like any form of quilting, successful scrap quilts take practice, but your quilting skills will grow with every new project.

0

- A from
- B at
- C to
- D in

25

- A** sown
- B** seen
- C** sewn
- D** shown

26

- A** envisioned
- B** proposed
- C** believed
- D** considered

27

- A** in
- B** off
- C** at
- D** by

28

- A** makes
- B** suits
- C** tingles
- D** gets

29

- A** compiling
- B** curating
- C** converting
- D** cutting

30

- A Although
- B But
- C Also
- D Instead

31

- A that
- B what
- C which
- D where

32

- A have been written
- B will be written
- C would be written
- D had been written

Task 5**Questions 33-40**

Read the text on the next page.

For each question (**33-40**), choose the answer (**A-M**) that best completes the sentence.

There are **five** options that you do **not** need.

Mark your answer on the answer sheet.

There is an example at the beginning (**0→N**).

The evolution of ice cream

Ice cream's origins are known to reach (0) _____ as far as the second century BC. However, no specific date of origin nor inventor has been indisputably credited (33) _____ its discovery. We know that Alexander the Great enjoyed snow and ice flavoured with honey and nectar. Biblical references show that King Solomon (34) _____ was fond of iced drinks during harvesting. During the Roman Empire, Nero Claudius Caesar frequently sent runners into the mountains for snow, which was then flavoured with fruits and juices.

Over a thousand years later, Marco Polo returned (35) _____ Italy from the Far East with a recipe that closely resembled what is now called sherbet. Historians estimate that this recipe evolved into ice cream sometime in the 16th century.

England seems to have (36) _____ ice cream at the same time, or perhaps even earlier than the Italians. 'Cream Ice', (37) _____ it was called, appeared regularly during the 17th century at the table of Charles I.

The first advertisement (38) _____ ice cream in America appeared in the New York Gazette in 1777, when a confectioner wrote that ice cream was available 'almost every day'.

Until 1800, ice cream remained a rare and exotic dessert enjoyed mostly by the elite. Around 1800, insulated ice houses were (39) _____. Manufacturing ice cream then became an industry in America, pioneered in 1851 by a Baltimore milk dealer named Jacob Fussell. Like other American industries, ice cream production increased because of technological innovations.

From the 1940s to the 1970s, ice cream production was relatively constant in the United States. As more pre-packaged ice cream was sold (40) _____ the market, traditional ice cream stores and beverage dispensers started to disappear. Now, speciality ice cream stores and unique restaurants that feature ice cream dishes have increased in popularity.

- A** for
- B** discovered
- C** as
- D** invested
- E** with
- F** invented
- G** how
- H** over
- I** also
- J** through
- K** on
- L** to
- M** of
- N** back

Üres oldal