

**ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО АНГЛИЙСКИ ЕЗИК –  
07.09.2009 г.**

**ВАРИАНТ 1**

**Учителят-консултант изчита на глас и инструкцията, и съответния текст, според указанията в инструкцията**

**Directions:** *You will hear a text about **cats** twice. Before you listen to it, you have **1 minute** to read the questions. While listening for the first time, you can look at the questions and the suggested choices, but you are not allowed to take notes. When you hear the whole text, you have **5 minutes** to answer the questions on your answer sheet, choosing among A, B or C. Then you will hear the text again and will have **1 minute** to check your answers.*

Since ancient time, cats have been cherished as companions, worshipped as idols, and kept to fight mice, rats and other pests, as well as agents of good luck. Most early evidence of cat domestication comes from ancient Egypt. Some experts believe that the Egyptians may have tamed and bred them to produce a distinct species by the 20th or 19th century B.C. Cats are frequently represented in Egyptian mythology as goddesses.

More recently, cat jawbones and other remains not directly linked to human burials have revealed that wild cats were in one way or another associated with early Neolithic settlements on Cyprus. Cats are not native to Cyprus, an island 70 kilometers south of mainland Turkey. Researchers conclude that humans must have introduced cats to the island. Whether or not early peoples domesticated the species remains unclear.

The difficulty in determining exactly when cats were first domesticated is that, though cats, like mice, rats, sparrows, and early dogs were not raised by people, still they were attracted to human habitations. Such animals feed on stored food or trash. That is why finding cat remains in or near ancient human settlements doesn't necessarily mean that the animals had been adopted as pets. Wild cats may have been drawn to settlements where grain stores attracted rats and mice. Perhaps people soon realized they could use the cats to control these pests.

**Directions:** *You will hear a text about a **recent linguistic study** twice. Before you listen to it, you have **1 minute** to read the questions. While listening for the first time, you can look at the questions and the suggested choices, but you are not allowed to take notes. When you hear the whole text you have **5 minutes** to answer the questions on your answer sheet, choosing the best answer among A, B or C. Then you will hear the text again and will have **1 minute** to check your answers.*

Traveling in a country whose language you don't speak is certainly difficult. Use your dictionary with care, or you'll be asking a shopkeeper if you can marry an eggplant. But imagine a day in which nobody used language at all. Ultimately, would it be much different from a day in the life of any other intelligent, social animal?

Language is at the very core of what makes us human, though how we evolved this ability has provoked intense debate. New research may help scientists dissect just what it is about the human brain that endows us with language.

A relatively open question concerning language evolution is, What aspects of the language faculty are shared with other animals, and what aspects are unique to humans. To investigate, researchers devised tests for tamarin monkeys and human volunteers. Instead of trying to teach the monkeys real words, scholars generated strings of one-syllable words.

According to linguists the simplest type of grammar dictates which types of words go near each other in a sentence. In English, for example, an adjective like “fast” must go directly in front of “car,” the noun it’s describing.

After listening to a series of word-strings, the monkeys were able to distinguish between those that followed this rule and others that didn’t. Human test subjects could tell the difference as well, implying that tamarins and humans may share at least some components of what was called “the universal toolkit underlying all languages.”

**Directions:** *You will hear a text about **Raleigh’s Plant, the potato**, twice. Before you listen to it, you have **2 minutes** to read the questions. While listening for the first time, you can look at the questions and the suggested choices, but you are not allowed to take notes. When you hear the whole text, you have **5 minutes** to answer the questions on your answer sheet, choosing among A, B, C or D. Then you will hear the text again and will have **1 minute** to check your answers.*

Sir Walter Raleigh, an English statesman and navigator who lived during the reign of Queen Elizabeth, sailed across the sea to America and back in search of new lands. He introduced the potato from America into England. Shortly after he got his first crop, he sent some potatoes to a friend.

Next spring, the friend planted the potatoes, which soon gave an excellent crop. When the ‘potato-plums’, as he called them, were ripe, he took some of them to his cook, who fried them in butter, and put sugar and cinnamon over them. In this condition they were set on the dinner-table as a great rarity.

The balls, however, tasted unpleasant, and it was decided that the fruit could not ripen in the cold English climate. The gardener was therefore ordered to pull up the plants and burn them, and he did so.

It happened that the gentleman stepped on one of the baked potatoes as it lay in the ashes. When it broke open he noticed that it was white and had an agreeable smell. He tasted and found it very tasty.

The proper method of cooking the new vegetable was soon learnt, and in a short time it became a universal favourite.