

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО

АНГЛИЙСКИ ЕЗИК

21 май 2021 г.

ВАРИАНТ 1

МОДУЛ 2 (Време за работа: 60 минути)

PART TWO: READING COMPREHENSION

Directions: *Read the text below. Then read the questions that follow it and choose the best answer to each question correspondingly among A, B, C or D, marking your answers on your answer sheet.*

Liberty Hill was a small freshwater town – not a hill, really, but just a modest rise in the land – where the streets were named for trees and heroes, and a sense of life’s community ran in the air. It was like a hundred American towns, smug and cosy, but it put its special stamp upon its history. People born and raised there – high and low, rich and poor – were neighbours in an irrevocable way, because their imaginations had been nursed on the same sights and sounds and legends and early ordeals. They had played in the same sunny fields and cooled off after the heat of their games in the same shade. They had all been exposed at a tender age to the impartial justice, the firm regulations, and the grey, calm, neutral eyes of the same teacher – the terrible Miss Dove.

Each June some forty-odd little girls and boys were graduated from Cedar Grove. They went on to the wider world of junior high and, beyond that, to further realms of pleasure and pain. In the course of time they forgot much. They forgot dates and decimals and how to write business letters.

But they never forgot Miss Dove.

Years afterwards the mention of the Euphrates River or the Arctic Circle would put them right back in her classroom. They would see again the big map with its flat blue ocean and its many-coloured countries. (India was pink, they would recall, and China was orange, and the Italian boot was purple.) They would see Miss Dove lifting her long stick to point out the location of strange mountains and valleys. And they would also feel again the wonder of a world far-flung and various. They would feel a little thirst.

The children of each grade came to her forty-five minutes a day, five days a week. Their babyish shyness, their lisping pronunciation, their reckless forgetfulness – these evoked no compassion from Miss Dove. Her class were like a body of raw recruits that she was to toughen and charge with purpose. Miss Dove was the stuff that commanders are made of.

Almost all teachers at Cedar Grove had trouble keeping order, but not Miss Dove. Other teachers tried to make a game of their work – they played store and gave students gold star stickers, they threatened and coaxed them. Miss Dove never raised her voice. She rarely smiled. She laid before the children her unchangeable laws. And the laws were always obeyed. Work was to be done on time. There was to be no whispering, no hair chewing, no

wriggling. Coughing, if indulged in at all, was to be covered with a clean handkerchief. When one of these laws was chipped, Miss Dove merely looked at the offender. That was all.

21. Liberty Hill was

- A) a very small seaside town.
- B) not a typical American town.
- C) widely known for its great heroes.
- D) a place with a strong sense of community.

22. It can be inferred from the text that Cedar Grove was

- A) a primary school.
- B) a nursery school.
- C) a secondary school.
- D) a single-sex school.

23. Miss Dove taught

- A) History.
- B) Geography.
- C) Arts.
- D) Science.

24. Most teachers at Cedar Grove

- A) always talked softly to their students.
- B) never praised and encouraged their students.
- C) found it hard to maintain classroom discipline.
- D) made no effort to attract the students' attention.

25. What is NOT TRUE about Miss Dove's classroom?

- A) There were strict rules and regulations.
- B) The students always kept to the rules.
- C) Miss Dove never shouted to her students.
- D) The students found her lessons dull and boring.

Directions: Read the text below. Then read the questions that follow it and choose the best answer to each question correspondingly among **A**, **B** or **C**, marking your answers on your answer sheet.

A Talk about Motivation

We think we know how to motivate people and offer them a reward. 'Do this and you'll get this'. 'Do this faster, earn more money'. We offer incentives when we want people to do things. We do it at work, at school, even at home with our kids. But when social psychologists test whether incentives work, they get surprising results. A Professor in psychology set people a problem to solve and told them he was going to time them to see how long they took. Then he put them in two groups. He offered one group a reward for finishing fast. To the other group he offered no incentive, but he told them he was going to use their times to calculate an average time. You'd think the first group solved the problem faster. No, they actually took three and a half minutes longer than the group who just thought they were being timed. The incentive didn't work! In fact, it made them slower. This experiment has been repeated many times with the same results. In business we still offer bonuses, promotions and rewards to

staff. That's fine if we want them to do something simple. An incentive works then. But if we want someone to do something complex, something creative where they have to think, rewards don't work. People even perform worse. Another study showed that the bigger the reward, the worse the subjects performed on a complex task. The reward made them focus so hard on the result that they couldn't think creatively any more. And this all matters because more simple jobs will become automated. We'll be left with creative, problem-solving jobs that computers will never do. And we need to find a way to motivate people to do those jobs when we've proved the traditional incentives don't work. So, what does work? Give your workers freedom to work on the things they want to work on. Let them choose when, where and how to work. If they want to work from home three days a week, get up late and work into the night instead, it is fine. Just do the job well! Evidence shows people who choose the way they work get better results. Companies that give employees time during the week to work on things that interest them and are not part of their regular job achieve amazing results.

26. We try to motivate workers in the same way we try to motivate our children – by offering them incentives.

- A) True. B) False. C) No information in the text.

27. In the Professor's experiment, the people who were offered a reward finished faster than those who were not offered one.

- A) True. B) False. C) No information in the text.

28. People who are offered rewards perform more creatively on a complex task.

- A) True. B) False. C) No information in the text.

29. Research evidence shows that the more freedom and choice you give workers, the worse the results from their work are.

- A) True. B) False. C) No information in the text.

30. Some of the big companies give employees quarterly bonuses to motivate them.

- A) True. B) False. C) No information in the text

PART THREE: USE OF ENGLISH

Section One: Cloze Test

Directions: *Read the text and the sentences below and for each numbered gap choose the letter (A, B, C or D) of the word or phrase that best suits the gap, marking your answers on your answer sheet.*

When did Women Start Wearing Pants?

In some cultures, pants have been common garments worn by women for centuries or millennia. This was not the **31.**_____ in much of Western society. In the United States, women typically wore long skirts, with the **32.**_____ of some women who wore pants like garments to **33.**_____ garden work or engage in sports. While there were some women who

championed pants in the 19th century, pants as an acceptable everyday clothing option for women didn't truly **34.** _____ until the mid-20th century.

The adoption of pants as a popular item of dress for women in Western society **35.** _____ its roots back to the mid-19th-century dress-reform movement. Although there were women of this time who were already wearing pants like clothing if they were engaged in physical exercise or household work, the garments were typically worn out of the public **36.** _____. Most women usually wore long skirts that felt heavy, looked bulky, and limited their **37.** _____ of motion. Some women, embracing the concept of "rational dress", wanted the option to wear pants in public. Others wanted it for purely practical reasons, such as for comfort and ease of movement.

In the United States, Elizabeth Smith Miller designed an early version of pants like clothing for women around 1851. It **38.** _____ of a skirt extending below the knees and loose "Turkish" trousers that gathered at the ankles **39.** _____ as "bloomers". Despite enjoying popularity in some circles, bloomers **40.** _____ much controversy. Their everyday use **41.** _____ away after a few years, and pants for women were again relegated to a limited range of activities, such as exercise or chores, or were worn in private.

There were short-lived revivals of pants-wearing in public by women, such as during World War I, when civilian women who **42.** _____ over jobs traditionally held by men sometimes wore pants. During World War II, pants were more **43.** _____ worn by civilian and military women, both at work and socially. Although women continued to enjoy wearing pants after the war, particularly for sports or leisure, style trends for women remained **44.** _____ mostly on skirts or dresses until the 1960s and '70s. Then, buoyed by the women's rights movement, pants became firmly **45.** _____ as popular and appropriate clothing options for women at home, in public, and in many workplaces.

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|----------------------------|---------------------|------------------------|---------------------|
| 31. A) affair | B) case | C) circumstance | D) condition |
| 32. A) exception | B) omission | C) exclusion | D) exemption |
| 33. A) make | B) carry | C) fulfil | D) perform |
| 34. A) catch on | B) take over | C) make out | D) pick up |
| 35. A) trails | B) carries | C) traces | D) gets |
| 36. A) light | B) spot | C) eye | D) notice |
| 37. A) scale | B) range | C) radius | D) reach |
| 38. A) incorporated | B) contained | C) included | D) consisted |
| 39. A) named | B) known | C) referred | D) regarded |
| 40. A) generated | B) rose | C) called | D) led |
| 41. A) wiped | B) blew | C) faded | D) flew |
| 42. A) took | B) got | C) came | D) ran |
| 43. A) broadly | B) widely | C) mainly | D) extremely |
| 44. A) aimed | B) directed | C) connected | D) focused |
| 45. A) founded | B) presented | C) established | D) made |

Section Two: Sentence Completion

Directions: For each of the sentences below, choose the letter *A*, *B*, *C* or *D* of the word or phrase that best completes its meaning, marking your answers on your answer sheet.

46. I had expected _____ from the selection committee by now.

- A) to have been hearing B) hearing C) to have heard D) having heard

47. Would you rather I _____ the lunch, if you feel tired?

- A) cook B) cooked C) have cooked D) will cook

48. It was _____ large fire that over 100 fire-fighters were on the scene.

- A) too B) so C) such a D) a very

49. Jane can't access her Facebook account. She _____ have forgotten her password again.

- A) must B) should C) ought D) need

50. Until Tom _____ school this summer, we won't even think about moving house.

- A) will finish B) is going to finish C) is finishing D) finishes