

**МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА**  
**ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО АНГЛИЙСКИ ЕЗИК**

**27 август 2021 г.**

**ВАРИАНТ 2**

**Ползва се само от учителя-консултант при необходимост! Учителят-консултант изчита на глас и инструкцията, и съответния текст, според указанията в инструкцията!**

**TRANSCRIPTS**

**PART ONE: LISTENING COMPREHENSION**

**Text One**

**Directions:** *You will hear a story about Dr Joseph Bell 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 4 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.*

**The Incredible Dr Bell**

One evening, at about the turn of the twentieth century, after enjoying a weekend of hunting and shooting in Scotland, a dozen guests sat around a dinner table discussing human monsters, famous murders, and unsolved crimes. One of the guests, Dr Joseph Bell, the eminent Edinburgh surgeon and medical instructor, had the others wide-eyed with his deductive acrobatics.

“The trouble with most people,” he said, “is that they see, but do not observe. Any really good detective ought to be able to tell, before a stranger has fairly sat down, his occupation, habits, and past history through rapid observation and deduction. Glance at a man and you find his nationality written on his face, his means of livelihood on his hands, and the rest of his story in his clothes, mannerisms and tattoo marks.”

The guests were skeptical. One challenged Dr Bell to give an example of applied observation. Promptly, Dr Bell obliged.

“A patient walked into the room where I was instructing the students, and his case seemed to be a very simple one. I was talking about what was wrong with him. ‘Of course, gentlemen,’ I happened to say, ‘he has been a soldier in a Highland regiment, and probably a bandsman.’ But the man insisted he was nothing but a shoemaker and had never been in the army in his life. This was rather perplexing, but being absolutely certain, I told two of the clerks to remove the man to a side room and strip him.

Under his left breast I instantly detected a little blue D-mark branded on his skin. He was an army deserter. That was how they used to mark them in the Crimean days. You can

understand his evasion. However, this proved my first observation correct. He confessed to having played in the band of a Highland regiment in the war against the Russians. It was really elementary, gentlemen.”

Most of his guests were impressed. But one listener jokingly remarked, “Why, Dr Bell might almost be Sherlock Holmes.”

To which Dr Bell snapped, “My dear sir, I am Sherlock Holmes.”

Dr Bell was not joking. He was indeed the original Sherlock Holmes, the prototype for the immortal detective of fiction. “It is most certainly to you that I owe Sherlock Holmes,” Arthur Conan Doyle wrote Dr Bell in May, 1892.

## **Text Two**

*Directions: You will hear an article about attitudes to marriage 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 **3 minutes** to answer the questions on your answer sheet, choosing **A, B** or **C**. Then you will hear the text again and will have **1 minute** to check your answers.*

### **Changing Attitudes Toward Marriage and Single Life?**

Discussion of the social significance of marriage rarely leaves the headlines. Despite all the debates, attitudes about the primacy of marriage as a way of life have changed markedly over the past decades.

The legitimacy of singleness as a life-style is increasingly recognized by young people and their parents; most people no longer regard getting married as necessarily better than remaining single and do not disapprove of those who avoid marriage. Although most young people interviewed in a recent study say that they would be bothered at least a little by failure to marry, relatively few say they would be greatly bothered by that outcome. It is somewhat surprising that the mothers of these young people also report fairly open-minded attitudes regarding marriage for their children, suggesting that the younger generation will probably not experience much parental pressure to marry. Although the imperative to marry has weakened and the perceived advantages of marriage as compared to single life have declined, marriage continues to be valued by a great number of young people as shown in several studies of attitudes toward marriage. More than 90 percent expect to marry and there has been almost no decline in that proportion since the 1970's. What is more, despite the high levels of divorce, most young people say that they expect their marriages to be lasting.

What has changed about marriage plans has been the rising age at which young people, especially young women, expect to marry – an expectation reflected in the increasing age at which couples are actually marrying. There also seems to be a widespread desire not to let marriage interfere with education and to obtain some work experience before marriage. Marriage continues to be more important to young women than young men, despite recent trends toward more equal gender roles. There is some evidence that experience with divorce increases negative attitudes about marriage and favorable ones about singleness as a way of life.

Overall, due to a lot of societal shifts, there have been noticeable changes in the way that we think about marriage and its role.

### **Text Three**

*Directions: You will hear a text about Halley's Comet 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 3 minutes to answer the questions on your answer sheet, choosing A, B or C. Then you will hear the text again and will have 1 minute to check your answers.*

#### **The Halley's Comet Panic of 1910**

Named after astronomer Edmond Halley, Halley's Comet only passes by Earth every 76 years or so. When it buzzed our planet in 1910, it sparked a lot of interest - telescope sales skyrocketed as the comet neared. Hotels even offered special deals, so people could gather on top of their roofs to watch the meteor pass.

Of course, not everyone was pleased with the comet's appearance, as many believed the shooting star would end civilization. This crazy idea was popularized by Camille Flammarion, a French astronomer who believed the comet's 24-million-mile long tail contained a poisonous cyanogen gas that "would disperse into the atmosphere and possibly destroy all life on the planet."

Unfortunately, The New York Times did a piece on Flammarion's apocalyptic theory that encouraged some less-trustworthy newspapers to run wild with the story. So in addition to telescopes, people started ransacking stores for gas masks. Swindlers made fortunes by selling anti-comet pills, and some people worried the comet would "cause the Pacific to change basins with the Atlantic" and turn the world into "one huge mass of chaotic confusion." Worried people flocked to their churches, and according to science writer Matt Simon, some of them actually sealed up their keyholes to keep poison out of their homes.

When the comet finally passed, however, the gas masks proved totally worthless, as there was no poison. Sure, a few people blamed the meteor for King Edward VII's death, but there's not a lot of science backing that claim. Interestingly, Mark Twain also passed away as the comet flew overhead. That's extra weird considering he was born as the comet last flew by, in 1835.