

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО

АНГЛИЙСКИ ЕЗИК – 23 май 2023 г.

ПРОФИЛИРАНА ПОДГОТОВКА

НИВО В2

ВАРИАНТ 2

Ключ с верните отговори

Въпрос №	Верен отговор	Брой точки
1.	A	1
2.	A	1
3.	B	1
4.	B	1
5.	B	1
6.	B	1
7.	B	1
8.	A	1
9.	B	1
10.	B	1
11.	D	1
12.	A	1
13.	B	1
14.	C	1
15.	C	1
16.	D	1
17.	D	1
18.	C	1

Въпрос №	Верен отговор	Брой точки
19.	A	1
20.	A	1
21.	C	1
22.	D	1
23.	B	1
24.	D	1
25.	A	1
26.	B	1
27.	B	1
28.	A	1
29.	A	1
30.	A	1
31.	A	1
32.	D	1
33.	A	1
34.	C	1
35.	A	1
36.	B	1

Въпросите от № 37 до № 43 са отворени. Задачите с кратък свободен отговор се оценяват с **0 точки, 1 точка** или **2 точки** в зависимост от верността и пълнотата на отговора. При проверка на задачите с кратък свободен отговор не се вземат предвид правописни и граматически грешки. В отговора се оценява съответствието между информацията в него с тази в текста.

Отговорите на отворените въпроси са примерни. Приема се за верен всеки отговор, формулиран по различен начин, но съответстващ на въпроса и на информацията.

37. What is the EU’s plan for high-speed rail use by the mid-21 century?

The EU aims to triple the use of high-speed rail / increase the use of high-speed rail three times by 2050 / the mid-21 century. (2 т.)

38. What are the two reasons mentioned in the text for the European Union to want to replace airplanes with high-speed rail network?

To cut carbon emissions, because travelling by train is more sustainable /eco-friendly (1т.) To make better use of the existing thousands of kilometres of high-speed railway in the different EU countries (1т.)

39. What is the main disadvantage of the existing high-speed railway travel in European countries like Germany and Spain?

It is mainly centred /focused on local markets / it is mainly local / it rarely connects the different European countries. (2 т.)

40. Why can building high-speed railways across borders cause disagreement between the EU countries?

Because the countries could/can argue over funding, contract distribution, different national regulations and standards. (1 – 1,5 – 2 т.)

41. What two things prevent existing high-speed international lines from operating at full capacity?

The excessive bureaucracy / the red tape (1т.) and the high access fees / charges. (1т.)

42. What will be the two major benefits of the study conducted by European policymakers on expanding the high-speed rail network?

It can help [to] identify potential funding sources (1т.) and show how the railway expansion helps Europe to realise/ implement / carry out the *Green Deal* scheme / plan / policy / initiative (1т.)

43. Why will it not be easy to reach an agreement in the EU on which rail routes to prioritize?

Because the rail network is likely to have / will probably have a great influence on the future (socio-economic) development of European cities and they will compete to be included in it. / Because there would be arguments/ competition between the cities as to who should benefit / the decision would involve competing interests / provoke arguments. (2т.)

Критерии за оценяване на текст:

44. Първа задача - официално писмо

0-5 точки: Съдържателно съответствие с темата, смислова свързаност и логическа последователност (вкл. и спазване на регистъра);

0-3 точки: Структура на текста (вкл. и спазване на задания обем и формат);

0-5 точки: Правилна и адекватна употреба на лексиката, лексикално богатство;

0-5 точки: Граматическа правилност (морфологична и синтактична правилност);

0-2 точки: Правопис.

45. Втора задача – аргументативно есе за изразяване на мнение по даден въпрос

0-8 точки: Съдържателно съответствие с темата, смислова свързаност и логическа последователност (умение за представяне на факти, за формулиране на позиция);

0-2 точки: Структура на текста (вкл. и спазване на зададения обем и формат);

0-9 точки: Правилна и адекватна употреба на лексиката, лексикално богатство;

0-9 точки: Граматическа правилност (морфологична и синтактична правилност);

0-2 точки: Правопис.

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НИВО В2

ВАРИАНТ 2

Лист за учителя! Да се дава само при необходимост!!!

LISTENING COMPREHENSION

Task One

You will hear a text twice. Before you listen to it for the first time, you have 30 seconds to read the tasks to the text. While listening for the first time you are not allowed to mark your chosen answers. After you listen to it for the first time, you have 1 minute to mark your chosen answers on your answer sheet. While listening to the text for a second time, you can mark your chosen answers. After you listen to the text for the second time, you have 1 more minute to check or correct your answers.

Each year on January 1, the central square of Razlog becomes a stage, a meeting place for the Kukeri, young boys and girls from all seven quarters of the town.

The roots of this tradition are hidden in the Thracian legends and myths of the Dionysus Mysteries. This is a symbiosis between a pagan culture intertwined with Christian values. The new beginning and the parting of the old and the new years can be fully experienced and felt by the participants in the carnival.

The Kukeri procession is led by the oldest member of the group who ploughs the ground and throws seeds, as a symbol of fertility and well-being for the region. As the tradition requires, every member of the Kukeri group must have a costume of his or her own. These costumes, either inherited or sewn by their owners, are made from goat skin, while the masks the local Kukeri wear are usually made from wood and covered in colourful yarn threads, fur, animal teeth, beads, and horns. This annual tradition, repeated over and over with some variations but still unique for the country, has placed Razlog among the renowned carnival towns of Europe. It serves as a start to the January International Kukeri Festival, held under the auspices of the Razlog Municipality and the Federation of European Carnival Cities.

Task Two

You will hear a text twice. Before you listen to it for the first time, you have 30 seconds to read the tasks to the text. While listening for the first time you are not allowed to mark your chosen answers. After you listen to it for the first time, you have 1 minute to mark your chosen answers on your answer sheet. While listening to the text for a second time, you can mark your chosen answers. After you listen to the text for the second time, you have 1 more minute to check or correct your answers.

With the latest discovery about the origins of Stonehenge's mysterious bluestones there's a new buzz around the archaeological treasures buried across the UK. Here we share some of the nation's top spots to explore the ancient past.

Sutton Hoo in Suffolk was first unearthed in 1939, with the shadow of the Second World War looming. Sutton Hoo is an early medieval royal burial site that's famously home to the ship burial of seventh-century Anglo-Saxon King Raedwald.

Long-neglected, Sutton Hoo reopened in the summer of 2019 after a year-long renovation, which included the creation of a new walking route out to the burial mounds, where you can follow in the footsteps of the Anglo-Saxons, who hauled the monumental timber ship to the top of a hill to bury their king, filled with gold treasures, such as the iconic Sutton Hoo helmet.

There's always something big in Stonehenge country. The latest discovery reveals that the origins of its mysterious bluestones lay in a quarry deep in the Welsh Preseli Hills, and that they first stood in a stone circle that predates Stonehenge, before being carried for a long distance overland to the then developing site. Here you can try your arm at dragging a massive stone monolith at the site's visitor centre.

Discoveries still abound at Hadrian's Wall, where there are plenty of places to step back into the past. Try to see some of the historical re-enactments around the ruins, archaeological talks, guided walks or history-focused hikes and bike routes between the North and Irish Seas. Plus, there are lots of hands-on dig opportunities for all ages.

Task Three

You will hear a text twice. Before you listen to it for the first time, you have 4 minutes and 30 seconds to read the tasks to the text. While listening for the first time you are not allowed to mark your chosen answers. After you listen to it for the first time, you have 4 minutes to mark your chosen answers on your answer sheet. While listening to the text for a second time, you can mark your chosen answers. After you listen to the text for the second time, you have 1 more minute to check or correct your answers.

Percy Bysshe Shelley is famous for his Romantic poetry, stormy relationships, and tragic death in a boating accident at 29. He was also an influential promoter of vegetarianism.

In 1812, a year after being expelled from Oxford for advocating atheism, Shelley and his new wife Harriet Westbrook adopted a diet eliminating meat.

By then vegetarianism had been practised in many places around the world, and was popular among ethical and health reformers in seventeenth- and eighteenth-century Britain. In his 1813 essay *A Vindication of Natural Diet*, Shelley argued that “animal flesh and fermented liquors” are “slow but certain poison”, and those who avoid them would “have to dread no disease but old age”.

Like many modern vegetarians and vegans, Shelley linked a vegetable-based diet not only to health, but also to ecology and economic justice. He argued that if people ate the products of farm fields themselves rather than inefficiently using them to fatten animals, they could stop “devouring an acre at a meal” and put an end to “the famine of the hard-working peasant’s hungry babies”.

Even before becoming a vegetarian, Shelley maintained an odd diet. As a student at Oxford, he would eat pounds of bread at a time while walking around town and carry raisins in his pocket. When he and Harriet had guests, they sometimes served nothing but some fresh bread. Shelley also disliked remaining seated for even a short dinner and frequently forgot to eat at all.

On the other hand, Shelley was inconsistent in his vegetarianism. His friend Thomas Hogg once recalled ordering bacon at an inn to which Shelley responded with horror that gradually transformed into curiosity, and once the poet tried a small bit of the meat he quickly demanded more. Hogg attributed this and other lapses to Shelley’s impulsiveness.

At other times, Shelley broke from his vegetarianism for health reasons, or because it was inconvenient to maintain while traveling. Nevertheless, the poet’s advocacy of vegetarianism influenced many others, including playwright and critic George Bernard Shaw, who – because of that impact – proposed renaming vegetarianism “Shelleyism”.

Task Four

You will hear a text twice. Before you listen to it for the first time, you have 4 minutes and 30 seconds to read the tasks to the text. While listening for the first time you are not allowed to mark your chosen answers. After you listen to it for the first time, you have 4 minutes to mark your chosen answers on your answer sheet. While listening to the text for a second time, you can mark your chosen answers. After you listen to the text for the second time, you have 1 more minute to check or correct your answers.

Lucy Worsley – LW

Ryan Davies – RD

RD: Hello! I’m Ryan Davies and today I’m speaking to Lucy Worsley about her new biography of the doyen of detective novels, Agatha Christie. Lucy, why have you decided to write about Agatha Christie for your new book?

LW: I have a bit of an obsession with detective fiction so I thought it would be fascinating to view Agatha Christie’s life through the eyes of a historian. Someone who’s such a cultural phenomenon is worth taking seriously and investigating. Her life and her work provide a

wonderful record of what middle-class British people thought about things throughout the 20th century.

RD: How did her background inform her life and writing?

LW: She was born into a family with money, and I think that's so important in understanding a lot of the things that happened to her later. Her father was American – so that gave her an international perspective on life right from the start. One of the things people get wrong about Agatha Christie is thinking she's typically English; in reality, she was from a family of globetrotters.

They lived on the south coast of Devon, and Agatha had a very comfortable life in a big Victorian villa. They had lots of money and a beautiful garden where, she tells us, she often used to play with her imaginary friends. So she was making up stories from an early age.

RD: What was expected of a woman of her social class at that time?

LW: Get married. She described the philosophy of the people she knew in her childhood as waiting for "the man" who was going to come along and change your life. She had an older sister, Madge, who was sent to a boarding school and given some of the values of what was called the "New Woman". This was a middle-class view of femininity: you should be educated, and break barriers, and go out into the world.

Clearly, though, her parents didn't completely agree with that concept. They brought Madge home and put her on the marriage market. She got married – very successfully – to the heir of a Manchester business fortune, and ended up with a huge house. The idea was that Agatha herself would follow the same route.

RD: Let's talk about 1926 and Agatha's 11-day disappearance, an episode that captured the nation's imagination. What was the background to her vanishing?

LW: This mysterious disappearance of Agatha Christie, which led to a national search for her, seems to be the central injustice of Agatha Christie's life. A lot of people would tell you that it happened because she wanted to frame her cheating husband for her murder. That's what the newspapers said at the time, and it's a narrative that's been picked up in so many other biography books about her.

When I started my research for this book, I was open to that suggestion. But it's not at all consistent with what I found in her personal archive and in the evidence from the time. What I believe happened was as different from that as night from day.

By 1926, Agatha was a successful novelist, and she was under a lot of pressure to keep producing books. But her mother died that year, and she went into an episode of what today would probably be described as depression. She reported forgetfulness, tearfulness, insomnia and an inability to cope with normal life. And on the top of that her husband announced that he was leaving her.

Then Agatha gave herself a new name and travelled to the town of Harrogate, which had a reputation for medical excellence. There she stayed at a health spa, where she tried to recover her lost health.

Task Five

You will hear a text twice. Before you listen to it for the first time, you have 4 minutes and 30 seconds to read the tasks to the text. While listening for the first time you are not allowed to mark your chosen answers. After you listen to it for the first time, you have 4 minutes to mark your chosen answers on your answer sheet. While listening to the text for a second time, you can mark your chosen answers. After you listen to the text for the second time, you have 1 more minute to check or correct your answers.

There's a superstition that afflicted some of the great composers of the 19th and 20th centuries – the *Curse of the Ninth*. It started during the late Romantic period – some people believed that composers were doomed to die during or after writing their ninth symphony.

On the surface, the theory seems like it might be based on fact: Beethoven, Schubert, Dvořák all died after completing their Ninths, Anton Bruckner died with his Ninth unfinished.

Gustav Mahler, who wrote some of the most glorious symphonies of the late 19th and early 20th centuries, got obsessed with the superstition surrounding ninth symphonies. Seeing how fate had struck down Beethoven and Bruckner before him, he came up with a cunning plan to beat the curse. After completing his eighth symphony, Mahler wrote a piece of music that was, in essence, a symphony – but he refused to call it one. He then set to work on his tenth – but then he developed pneumonia while writing it and died in 1911, aged 51, apparently proving the curse correct.

Still, there are some problems with the *Curse of the Ninth* theory. At the time he was writing, the only victims of the 'curse' that Mahler would have been aware of were Beethoven and Bruckner. He wouldn't have known about Schubert's nine symphonies – because what is now called his Symphony No. 9 (the 'Great') was known as his Seventh in Mahler's time. Plus, Dvořák's Ninth 'New World' Symphony wasn't even considered a 'ninth' in Mahler's time. It was published as his Symphony No. 5.

Even Bruckner doesn't fully qualify; he died before completing his Ninth Symphony – which brings his total symphonies to just eight.

Besides, lots of composers have written more than nine symphonies. The main problem with the *Curse of the Ninth* is that it only makes sense if you concentrate on a small number of 19th and 20th-century composers, omitting composers like Shostakovich, who wrote 15 symphonies, not to mention the most famous classical composers like Mozart, who wrote 41 symphonies, and Haydn with his amazing 104 (there was no stopping that man).

So the *Curse of the Ninth* may sound like a fascinating story, but like all good conspiracy theories, it has been debunked and dismissed.