

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО

АНГЛИЙСКИ ЕЗИК – 25 август 2023 г.

ПРОФИЛИРАНА ПОДГОТОВКА

НИВО В2

ВАРИАНТ 2

ЧАСТ 1 (Време за работа: 60 минути)

Write your answers on the separate answer sheet.

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.

1. The Leaning Tower of Pisa started to lean during its construction in the 12th century.

A) True B) False

2. It took almost two centuries to complete the construction of the tower.

A) True B) False

3. The builders tried to counteract the lean by making the upper storeys shorter on all sides.

A) True B) False

4. If the construction works hadn't been interrupted for such long periods, the tower would have probably toppled over.

A) True B) False

5. In 1990 the heavy bells were removed from the tower.

A) True B) False

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.

6. ‘Coming of age’ traditions basically recognize an individual’s growing into maturity.

- A) True B) False

7. In the Amish ‘coming of age’ tradition young people demonstrate their physical skills in front of the community.

- A) True B) False

8. Nowadays only Inuit boys are allowed to take part in the ‘coming of age’ traditional activities.

- A) True B) False

9. The ‘coming of age’ tradition in Vanuatu comes close to a modern day sporting activity.

- A) True B) False

10. The modern ‘coming of age’ festival in Japan includes some strictly religious practices, too.

- A) True B) False

Task Three

You will hear a text twice. Before you listen to it for the first time, you have 4 minutes 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.

11. All three archaeological destinations share a common ...

- A) location in the northern UK territorial waters.
B) surrounding environment.
C) type of archaeological finds.
D) geological structure.

12. The Isles of Scilly offer opportunities ...

- A) for camping at four different campsites.
- B) for volunteers to help with archaeological work.
- C) for students' summer jobs at visitor centres and museums.
- D) for visitors to see a panorama of the whole of Scotland.

13. Finds older even than Stonehenge were unearthed on ...

- A) the Isle of Wight.
- B) the island of St Mary's.
- C) the island of St Martin's.
- D) Orkney Islands.

14. Which archaeological destination features finds NOT related to man's activities?

- A) The Isles of Scilly.
- B) Orkney Islands.
- C) The Isle of Wight.
- D) All of the above.

15. Among the three archaeological destinations the Isle of Wight is unique for ...

- A) being a UNESCO World Heritage Site.
- B) its paleontological finds.
- C) its English Civil War headlands.
- D) its deserted Christian Chapels.

Task Four

You will hear a text twice. Before you listen to it for the first time, you have 4 minutes 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.

16. Amanda decided to pursue a career as a museum curator when ...

- A) she visited a museum for the first time.
- B) she was working on an excavation site.
- C) she was offered her first job in a museum.
- D) she began studying archaeology at university.

17. Amanda left her job in the Museum of Cotswold because ...

- A) she felt it was time for a change.
- B) she didn't like the artefacts collection.
- C) it didn't offer many opportunities to her.
- D) the museum was transformed into a scientific laboratory.

18. Amanda's job at the Roman Baths museum in Bath involves ...

- A) managing the museum on a daily basis.
- B) only marketing to attract new visitors to the museum.
- C) creating new holographic projections.
- D) acting as a costumed professional guide at the museum.

19. Amanda advises visitors of the Roman Baths museum ...

- A) to avoid the steam rising off the water.
- B) to spend some time bathing in the Great Bath.
- C) to go to the museum on a crisp and clear morning.
- D) to use audio guides to immerse themselves into the past.

20. According to Amanda, before starting a career in a museum one should ...

- A) be informed about interactive museum exhibitions.
- B) visit as many virtual museums as possible.
- C) get training in something that is suitable for their needs.
- D) contribute to some museum events for attracting visitors.

Task Five

You will hear a text twice. Before you listen to it for the first time, you have 4 minutes 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.

21. Nowadays Gibraltar is a British Overseas Territory ...

- A) as a result of an international agreement.
- B) because of its geographical situation.
- C) because Spain doesn't want that territory.
- D) as an aftermath of World War II.

22. According to some historical records, there have been Barbary macaques in Gibraltar ever since ...

- A) the dawn of time.
- B) the 17th century.
- C) the Treaty of Utrecht.
- D) the Second World War.

23. Churchill had Barbary macaques imported to Gibraltar because ...

- A) he himself was very superstitious and believed the popular myth.
- B) he knew the Germans hated monkeys and wanted to annoy them.
- C) he thought that they would serve as an enemy distraction.
- D) he didn't want Britain to appear weak to its rivals.

24. The government of Gibraltar ...

- A) exports monkeys for use in laboratories.
- B) resorts to brutal ways to keep the monkey population down.
- C) monitors the breeding of monkeys every five years or so.
- D) warns tourists to be beware of monkeys.

25. In Gibraltar, Barbary macaques ...

- A) have found their natural paradise on Earth.
- B) are government protected by law.
- C) help the local tourist industry.
- D) live only on appropriate organic food.

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ПРОФИЛИРАНА ПОДГОТОВКА

НИВО В2

ВАРИАНТ 2

ЧАСТ 2 (Време за работа: 180 минути)

Write your answers **on the separate answer sheet**.

READING COMPREHENSION

Task One

Read the text below. Then read the questions that follow it and choose the best answer to each question, marking your answers on your answer sheet.

I missed the early part of my parents' rise to success. I arrived on the scene when my mother, Debbie Reynolds, was still starring in good, big-budget films. But as I grew up I noticed that the films were not what they had originally been. Her contract expired when she was in her late thirties and her last film at forty was of the horror genre.

Soon after this, my mother began doing nightclub work in Las Vegas. I began singing in her show.

Then my mother took a modified version of this show to theatres and fairs across America. I was then one of the backup singers behind her. She continued to do her nightclub act for the next forty years – with now and then appearing in television shows and films.

At that time my father, Eddie Fisher, played in nightclubs until he was no longer asked to, and he wasn't asked because as a singer he was no longer relevant.

Then I applied to two drama schools in England. The Royal Academy of Dramatic Art would have none of me, but the Central School of Speech and Drama – whose notable alumni included Laurence Olivier, Harold Pinter, and the Redgrave sisters – said yes.

This was what I'd been waiting for: the chance to stop living at home with my newly divorced mother. At the school I got real acting experience, which I'd never had, partly because I still wasn't so sure that I wanted to be an actress. But maybe acting was something I could do without a high school diploma or accredited skills of any kind – a job that would pay me enough to let me go out into the world and start what I would call my own life.

When I began attending Central School of Speech and Drama I was seventeen, and the youngest student there. It was the first time I actually lived on my own.

26. The narrator witnessed the beginning of her parents' way to professional success.

A) True B) False

27. By her late thirties the narrator's mother had had her good share of acting in quality films.

A) True B) False

28. The narrator's father was no longer offered work in nightclubs for the songs in his repertoire were considered out-of-date.

A) True B) False

29. At the Central School of Speech and Drama the narrator realized she needed some professional training if she wanted to get a job as an actress.

A) True B) False

30. The excerpt most likely comes from an autobiography book.

A) True B) False

Task Two

Read the text below. Then read the questions that follow it and choose the best answer to each question, marking your answers on your answer sheet.

It is unpleasant to be half starved. It is unpleasant to be cooped up in a country-house in winter with nothing to do. It is unpleasant to have to sit at meals and listen to the only girl you have ever really loved being bullied by an old lady with six chins. And the last of these unpleasantnesses outweighed the others.

Towards the middle of the second week of his visit, Eve came into the drawing-room before dinner and found Peter in front of the fire. They had not been alone together for several days.

Eve was nervous. Mrs. Rastall-Retford had been in one of her more quarrelsome moods and Eve dreaded the long hours to bedtime. The thought that there might be bridge tonight horrified her.

When playing bridge, Mrs. Rastall-Retford would keep a running quarrel with Fate, and when she was not abusing Fate she would reproach her partner. Eve was always her partner; and tonight she devoutly hoped that her employer would decide to rest.

"You' re pale tonight," Peter said.

"I have a headache."

She tried to keep her voice level, but he detected the break.

"Eve," he said, quickly, "won't you let me take you away from here? You've no business in this sort of game. You've got to be loved and made a fuss of and ..."

She rested an arm on the mantelpiece and stood looking into the blaze.

Before Peter could speak again Mrs. Rastall-Retford rustled into the room and called imperiously for the cards.

When Peter saw his hand after the first deal he realized the evening was going to be a trying one. On other occasions he had found it extremely difficult to bring it about that his hostess should win, for he was an excellent player, and it was painful to him to play a deliberately bad game.

Mrs. Rastall-Retford's son led a club. Eve played a card mechanically.

"Have you got no clubs, Miss Hendrie?"

Eve started, and looked at her hand.

"No," she said.

Mrs. Rastall-Retford grunted suspiciously.

Suddenly Eve's face turned white as she discovered the ace of clubs peeping shyly out from behind the seven spades. Eve looked across at her partner. Her imagination pictured the disaster there would follow, unless...

Eve looked round the table. She was unobserved. She rose from her seat, moved to the side-table, and, turning her back, slipped the fatal card skilfully into a cheese sandwich.

"What are you doing, Miss Hendrie?"

Eve was breathing quickly.

"I – I thought that Mr. Rayner might like a sandwich, Mrs. Rastall-Retford."

She was at Peter's elbow with the plate. It trembled in her hand.

"A sandwich! ... in the middle of a hand..." Mrs. Rastall-Retford's voice died away in a resentful mumble.

Peter looked from the sandwich to Eve and then at the sandwich again. He was puzzled. Could this be a sort of olive-branch ...? Could she be meaning ...? Who could say? At any rate it was a sandwich, and he seized it. With gratefully beaming eyes he raised the olive-branch, and bit into it with the energy of a starving man.

31. At the beginning of the excerpt what Peter found most distressing at that moment was ...

- A) his acute hunger.
- B) his too long stay in the country.
- C) his feeling of infinite boredom.
- D) seeing his beloved being mistreated.

32. When they would play bridge, Mrs. Rastall-Retford ...

- A) showed her usual quarrelsome temper.
- B) would spy on the other people's cards.
- C) would prepare some drinks in advance.
- D) got very enthused and well-disposed.

33. Eve was Mrs. Rastall-Retford's ...

- A) distant relative.
- B) employee.
- C) business partner.
- D) closest friend.

34. It was going to be a tough evening for Peter because ...

- A) Eve had a headache.
- B) he had poor luck in the first deal of cards.
- C) he was not that good at bridge.
- D) he had to pretend he was a bad bridge player.

35. Peter readily took the sandwich which Eve offered him because ...

- A) he loved cheese.
- B) he adored olives.
- C) he was apparently hungry.
- D) he wanted to annoy Mrs. Rastall-Retford.

36. What is the predominant style of the text?

- A) Persuasive.
- B) Narrative.
- C) Argumentative.
- D) Explanatory.

Task Three

Read the text below. Then read the questions that follow it and answer each question with a sentence of your own. Write your answers on your answer sheet. Sentences copied word for word from the text will get 0 points.

Mountaineering

Mountaineering, also called mountain climbing, is the sport of attaining, or attempting to attain, high points in mountains for the pleasure of the climb. Although the term is often applied to walking up low mountains that offer only moderate difficulties, it is rather restricted to climbing in localities where the terrain and weather conditions present hazards, which makes it a must for mountaineers to

have previous experience. Mountaineering is a group activity, with each member both supporting and supported by the group's achievement at every stage, so teamwork skills are essential.

Early attempts to ascend mountain peaks were inspired by other motives different from sporting ones: starting with the building of altars or checking if spirits actually haunted once-forbidden heights, to more lately getting an overview of the countryside before a battle, or making meteorological or geological observations. Before the modern era, history recorded few attempts to ascend mountain peaks just for the mere sake of the accomplishment. During the 18th century a growing number of natural scientists began making field trips into the great glaciers on the Mont Blanc chain to make scientific observations.

Modern mountaineering was born when a young Genevese scientist, Horace-Bénédict de Saussure, on a first visit to Chamonix in 1760, viewed Mont Blanc, the highest peak in Europe, and determined that he would climb to the top of it or be responsible for its being climbed. He offered prize money for the first ascent of Mont Blanc, but it was not until 1786, more than 25 years later, that his money was claimed – by a Chamonix doctor and his porter. A year later de Saussure himself climbed Mont Blanc.

By 1870 all of the principal Alpine summits had been ascended, and climbers began to seek routes to new peaks: in the Andes Mountains of South America, the North American Rocky Mountains, the Caucasus at the western edge of Asia, in Africa, and finally in the vastness of the Himalayas. The way was opening for greater conquests, but it would be mid-20th century before the final bastion, Mount Everest in the Himalayas, was ascended.

37. Strictly speaking, what does the term mountaineering NOT refer to?

38. What type of people are fit for mountaineering?

39. For what reasons would people in the earliest times take to climbing high peaks?

40. What was the reason for climbing the Mont Blanc chain in the 18th century?

41. Who received the money prize offered by Horace-Bénédict de Saussure for the first ascent of Mont Blanc?

42. When did Horace-Bénédict de Saussure manage to ascend Mont Blanc?

43. What did climbers do after all principal Alpine summits had been ascended?

WRITING

You are required to do BOTH tasks.

Внимание: В случай на непристоен език, плагиатство или текст, идентичен с този на друг ученик, на съответния текст се присъждат 0 (нула) точки.

44. Read the task and write a formal letter (120 – 130 words) including the suggested prompts.

The Ministry of Ecology has published a call for proposals related to wild life preservation. Write a letter to the minister suggesting concrete ideas how to help preserve a particular species. In your letter you should:

- explain why you have chosen this particular species;
- outline the aims and expected results of your project;
- propose some measures to be taken to achieve the desired results.

Sign your letter with **John Smith / Jane Smith**.

Писмен текст с обем под 65 думи или текст, изцяло несъответстващ на темата, се оценява с 0 (нула) точки.

45. Read the task and write an essay (200 – 220 words), expressing your opinion on the set topic.

How is imagination important to us, humans? Do you think imagination makes people:

- better problem-solvers;
- more creative and inventive;
- more fun to be with?

Support your ideas with arguments and specific examples.

Писмен текст с обем под 110 думи или текст, изцяло несъответстващ на темата, се оценява с 0 (нула) точки.

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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.

The Leaning Tower of Pisa, famed for its tilt, attracts millions of visitors each year.

But was the Leaning Tower of Pisa ever straight?

Not really. Construction works started in 1173 and within five years, with just three storeys complete, the lean was noticeable.

Construction was then interrupted by wars, financial problems and attempts to correct the lean, including efforts to compensate it by making new storeys slightly shorter on one side. The delays – especially the first delay, which lasted almost 100 years – probably saved the tower from collapse, allowing its foundations to settle in the soft ground. It was finally completed in the 1370s, and bells were installed over the following four centuries.

By the early 20th century, though, the heavier bells were no longer used because of fears about the tower's stability. By the 1990s, the structure was sinking at more than 1mm per year, and a massive remedial project was undertaken, straightening it slightly. Today it's still leaning, but is now expected to remain stable for many years to come.

Task Two

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The transition from childhood to adulthood – one’s “coming of age” – is a significant stepping stone in everyone’s life.

In Amish tradition, Rumspringa marks the time when youth turn 16 and are finally able to enjoy unsupervised weekends away from family. During this time, they are encouraged to enjoy whatever pleasures they like, be it modern clothing or alcohol. This period is an opportunity for Amish youth to see and experience the world beyond their culture. Thus, returning to their community and way of life is entirely their choice. Those who return must do so before turning 26.

Inuit boys have traditionally gone out to the wilderness with their fathers between the ages of 11 and 12 to test their hunting skills. As part of the tradition, a shaman would be called to open the lines of communication between men and animals. Nowadays, however, this tradition has extended to young girls as well and “outcamps” are established away from the community in order for traditional skills to be passed down and practiced by the young.

In Vanuatu, a small island nation in the middle of the South Pacific, young boys come of age by jumping off from a 98-foot-tall tower with a bungee-like vine tied to their ankles, just barely preventing them from hitting the ground. Boys initially begin jumping at around 7 or 8, although they are permitted to jump from a shorter tower. In their first dives their mother will hold an item representing their childhood, and after the jump the item will be thrown away, symbolizing the end of childhood. As boys grow older, they will jump from taller towers, demonstrating their manliness.

In Japan, there is a similar “coming of age” festival. It is celebrated on the second Monday of January – on this day 20-year-olds get to dress up in their finest traditional attire, attend a ceremony in local city offices, receive gifts, and party to their hearts’ content with friends and family.

Task Three

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To all fans of ancient times we suggest three archaeological destinations: the Isles of Scilly – an archipelago off the southwestern tip of Cornwall, England, the Isle of Wight – a popular island off the south coast of England, and Orkney Islands – an archipelago in the Northern Isles of Scotland.

The Isles of Scilly are home to 239 significant ancient monuments and archaeological landmarks: the UK's greatest density of historic sites. Here you can see maritime shipwrecks, Bronze Age burial chambers dating back 3,000 years, deserted Christian chapels on uninhabited islands, fortified castles and English Civil War headlands. St. Mary's, the largest island, is home to distinctive Bronze Age burial chambers. The site of two strikingly preserved Bronze Age entrance graves on the island of St. Mary's has sweeping views across to neighbouring St. Martin's. Here, on St. Mary's are also two of a string of ceremonial monuments lining the Scilly Isles' coastal hilltops. They're spots for eternal rest, or a panoramic place to camp for a few nights if you manage to make a booking at any of the islands' four campsites.

A new species of dinosaur, related to the mighty Tyrannosaurus rex, was recently discovered on the Isle of Wight. Here is one of Europe's richest palaeontology sites with around 20 species of dinosaur finds dating back 110 million years. Palaeontologists at the University of Southampton believe the latest big find — four bones unearthed at Shanklin — belong to a new species of theropod dinosaur that lived 115 million years ago and is estimated to have been up to 13ft long. Perhaps it is related to T-rex and modern-day birds. These fascinating fossils are now on display at Dinosaur Isle dinosaur museum.

At the heart of Scottish Orkney Islands are four UNESCO World Heritage Sites, widely regarded as the finest in Western Europe. Skara Brae is older than both the Egyptian pyramids and Stonehenge and has been called the Scottish Pompeii for its pristine state. Dating back some 5,000 years, this Neolithic settlement was discovered in 1850 thanks to a landscape-stripping storm that raised grass from a mound under which the ruins had been concealed for millennia. With the white-sand beach of the near bay, Skara Brae is a stone-built prehistoric settlement that reveals the finer points of day-to-day Neolithic life with ancient homes complete with stone bed enclosures, dressers and seats.

Task Four

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Radio presenter / male voice/ - RP

Amanda - A

RP: Good morning and welcome to our show *MY LIFE IN HISTORY*. Today in the studio we have Amanda Hart, curator and director at the Roman Baths Museum in the town of Bath. Amanda, can you tell us how you first got interested in history, especially in archaeology?

A: I have always been fascinated with archaeology and there have been moments in my life that have gradually shaped my desire to work in museums from visiting my first one, to finding items during archaeological excavations. But it was studying archaeology at university with a focus of archaeological curatorship that set me off on my career path. When I graduated, I was fortunate enough to get my first job in an archaeological museum and have worked with archaeological collections ever since.

RP: What led you to the Roman Baths Museum?

A: I previously worked in the Museum of Cotswold, which has a collection mainly consisting of Romano-British artefacts, but also includes a wide array of objects spanning prehistoric to Victorian times. There, I led a major project to create new prehistory galleries, along with a new discovery centre, garden, shop and reception area. Following the transformation of the museum, it felt like the right time to move on, and I began my new role at the Roman Baths in 2022. There are several similarities between the two places, so it seemed like a natural progression.

RP: What does your role in the Roman Baths Museum entail, and is there anything new you hope to bring?

A: Within my team, I am responsible for the day-to-day running of the site, as well as management of the collections, learning and community engagement, and the visitor experience. The Roman Baths uses a variety of methods to engage visitors, including a comprehensive audio guide and several holographic projections that really bring its history to life. Being new to the post, I am currently reviewing the interpretation across the site. I believe there are some new and relevant narratives in the story of the Roman Baths that need to be told: around identity, migration, multiculturalism, health and disability, to name a few.

RP: Is there a recommendation you would make to visitors?

A: The Roman Baths is an exceptional place, and unique in Roman Britain as a bathing and temple complex. Of course, visitors cannot help but be impressed by the scale and beauty of the centrepiece of the site, the Great Bath. They can feel the stones beneath their feet as they walk in the shadows of the Romans who once bathed in the Great Bath, while professional guides and costumed characters immerse them all into Roman life. I recommend an early visit in cold and sunny weather to see the steam rising off the water, which makes for a real magical experience.

RP: What advice would you give to someone who wants to follow a similar career route?

A: I would advise finding a course of study that suits their needs, as there are many routes into museums these days. It is important to get experience of the different functions of a museum (such as retail, marketing, community engagement, exhibitions, collections and events), and see how these interact with each other to make a memorable visitor experience. I'd also recommend

they join a museum sector network to keep informed of the latest news and events – there’s so much information available virtually, from podcasts and e-newsletters to online conferences. The most fun advice I’d give, however, is to go and see lots of exhibitions and museums in person. It’s great inspiration!

Task Five

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Gibraltar has no particular business belonging to Great Britain. The small peninsula jutting into the Mediterranean is obviously part of Spain, geographically. But it was ceded to Britain in the 1713 Treaty of Utrecht, at the end of the War of Spanish Succession, and despite consistent attempts, Spain never managed to get it back.

The peninsula is just 2.6 square miles, and consists mostly of sand, rock, and scrub. The plant and animal life is limited, with a few foxes and rabbits and a decent selection of frogs and lizards. And yet there are also roughly 200 Barbary macaques, which are tailless monkeys native to Morocco and Algeria.

The history of the Gibraltar macaques is mysterious and veiled by weird myths and military secrecy.

In the early 17th century, a Spanish historian from Gibraltar named Alonso Hernandez de Portillo wrote that there were monkeys there, and that they had been there “from time immemorial”. However, their population was virtually extinct during World War II.

Here we get to British eccentricity. Legend has it that as long as there are macaques in Gibraltar, the peninsula will remain under British control. It was common knowledge during the political career of Winston Churchill. During World War II, Churchill was informed that the macaque population had dramatically declined in Gibraltar and, not wanting to give the appearance of British territorial weakness, he decided to import Barbary macaques from North Africa. It was done under great secrecy, because the British didn’t want to let on to the Germans that the colony was dying out.

After World War II the population of Gibraltar macaques has stayed relatively stable. The macaques are seasonal breeders, and their population can double every five years or so. The government typically either shoots excess monkeys or exports them to zoos. When the population gets above around 200, they start heading into town, stealing cameras and food, which the tourists don’t like much.

Actually, Gibraltar is an awful place for a macaque to live. There is simply not enough food there to support a population of monkeys in any sustainable way. Instead, they are fed by tourists and the Gibraltar Ornithological and Natural History Society. The Society provides fruits, vegetables, nuts, seeds, and water each morning, and tourists offer quite unhealthy snacks.

The monkeys allegedly bring in about two million pounds a year in revenue as hundreds of thousands of tourists visit each year to see them.

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО

АНГЛИЙСКИ ЕЗИК – 25 август 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.	A	1
5.	B	1
6.	A	1
7.	B	1
8.	B	1
9.	A	1
10.	B	1
11.	B	1
12.	A	1
13.	D	1
14.	C	1
15.	B	1
16.	D	1
17.	A	1
18.	A	1

Въпрос №	Верен отговор	Брой точки
19.	C	1
20.	C	1
21.	A	1
22.	A	1
23.	D	1
24.	B	1
25.	C	1
26.	B	1
27.	A	1
28.	A	1
29.	B	1
30.	A	1
31.	D	1
32.	A	1
33.	B	1
34.	D	1
35.	C	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. Strictly speaking, what does the term mountaineering NOT refer to?

The term mountaineering does not refer to/include walking in low mountainous regions (1 т.) of just moderate /ordinary / average difficulties. // that present no hazards / do not present any hazards (1 т.)

38. What type of people are fit for mountaineering?

Mountaineering is only for people experienced at walking in the mountains//experienced people (1 т.) with good team-work skills. (1 т.)

39. For what reasons would people in the earliest times take to climbing high peaks?

In the earliest times, people would climb high mountain peaks **for religious reasons** (2 т.) / to build altars (1 т.) and/or check if there were spirits on mountain tops (1 т.).

40. What was the reason for climbing the Mont Blanc chain in the 18th century?

18th century scientists climbed the Mont Blanc chain with the aim of making scientific observations on the great glaciers there. (2т.)

41. Who received the money prize offered by Horace-Bénédict de Saussure for the first ascent of Mont Blanc?

The money prize for the first climb of Mont Blanc was received by a Chamonix doctor (1 т.) and his porter (1т.)

42. When did Horace-Bénédict de Saussure manage to ascend Mont Blanc?

Horace-Bénédict de Saussure managed to climb / ascend Mont Blanc **in 1787** (1 т.), ... 27 years after he visited Chamonix and saw in Mont Blanc for the first time (1 т.).
OR ... a year after the Chamonix doctor and his porter climbed it (1 т.).

43. What did climbers do after all principal Alpine summits had been ascended?

Climbers started / began seeking / looking for [routes/ways to] other peaks / for other peaks to climb (all over the world). (2 т.)

Критерии за оценяване на текст:

44. Първазадача - 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 зададения 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.