

13. In the 5th century, St. Valentine’s Day and the pagan tradition were combined as

- A) the Church wanted to fill the ancient feast with new meaning.
- B) the old pagan festival had already grown out of popularity.
- C) the two martyrs honoured on that day were deeply respected by all.
- D) people already made no difference between the two feasts.

14. “Vinegar valentines” were used in the Victorian era

- A) to show people their mistakes.
- B) by anonymous lovers.
- C) to offend their recipients.
- D) by amateur poets.

15. Victorian “vinegar valentines”

- A) expressed popular opinions.
- B) resemble hater practices on modern social platforms.
- C) are still admired by broken-hearted lovers.
- D) offered messages of unrequited love.

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. “The First Ghosts” by Dr Irving Finkel

- A) discusses his discovery of Ancient Mesopotamian scripts.
- B) presents new evidence for early life in Mesopotamia.
- C) reveals some aspects of Ancient Mesopotamian beliefs.
- D) describes the wonders of Ancient Mesopotamia.

17. According to Dr Finkel,

- A) most people today still openly demonstrate their belief in ghosts.
- B) all people started believing in ghosts after Christ’s resurrection.
- C) the concept of ghosts has existed worldwide since time immemorial.
- D) the invention of writing turned ghosts into a business.

18. Dr Finkel explains that in Ancient Mesopotamia

- A) ghosts were an inseparable part of everyday people’s life.
- B) some people had doubts about the existence of ghosts.
- C) people could only show their respect to ghosts by saying prayers.
- D) parents used ghost stories to scare their children.

19. In Mesopotamians families the oldest son

- A) had to bring food and drinks to his relatives' graves.
- B) was responsible for the daily chores in the household.
- C) had to make offerings to show that he repented for his sins.
- D) was expected to talk with the ghosts of the dead relatives.

20. Unlike ghosts, demons were believed to be creatures who

- A) had come from another planet.
- B) were friendlier than ghosts.
- C) could live forever.
- D) looked quite miserable.

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. The Belogradchick rocks are

- A) mainly yellow in colour.
- B) formed from sandstone.
- C) regularly shaped.
- D) over 200 m high.

22. The Magura Cave

- A) contains impressive prehistoric paintings.
- B) is the only cave in the Belogradchik region.
- C) has now become home to the cave bear.
- D) is nearly six hundred years old.

23. The rock formations

- A) are named after famous people.
- B) are associated with different stories.
- C) date back to the 10th century BC.
- D) are likened to human beings only.

24. According to legend, the Madonna was

- A) a beautiful nun.
- B) Vitinya's sister.
- C) a virtuous woman.
- D) Antonio's mother.

25. What is NOT mentioned in the legend about the schoolgirl?

- A) A Turk was attracted to a beautiful Bulgarian girl.
- B) The Turkish dervish was turned into a stone.
- C) The Turkish dervish tricked the girl into meeting him.
- D) The schoolgirl would rather have been eaten by the bear.

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО

АНГЛИЙСКИ ЕЗИК – 20 май 2022 г.

ПРОФИЛИРАНА ПОДГОТОВКА

НИВО В2

ВАРИАНТ 1

ЧАСТ 2 (време за работа 180 минути)

Write your answers on the separate answer sheet.

PART TWO: 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.

The ritualized drinking of tea in Japan, called “chado”, or “the way of tea”, is a uniquely Japanese art form that has thrived for 500 years. While the heart of the ceremony involves brewing, serving, and drinking tea in a specialized tea room, it also comprises elements of architecture, landscape gardening, ceramics, painting, calligraphy, flower arranging, and cooking. Tea masters say it takes 10 years of study to master the ceremony in its entirety.

Still widely practised in Japan, the tea ceremony is an elegant, codified ritual, rooted in symbolism and designed to achieve a total immersion in the moment, as well as shared intimacy with fellow participants. “Today people in Japan participate in the tea ceremony for social and spiritual reasons,” said Jennifer L. Anderson, a lecturer in anthropology at San Jose State University. “Most enjoy the company of tea friends and the aesthetics of tea – a flower arrangement, a scroll with calligraphy, and the utensils, all of which vary with the season. The ritual as a whole, however, has not changed in hundreds of years.”

The tea ceremony has its origins in Chinese Buddhist monasteries, where it was used for medicinal purposes and as a stimulant to ward off drowsiness during meditation. By the time of China’s Tang dynasty (618–907 AD), tea was widely appreciated as a social drink.

At the height of Japan’s first cultural contact with Tang China, Kukai, a Japanese monk, who studied Buddhism in China, brought a brick of green tea to the Japanese court in 806. Tea drinking began to be popular among Japan’s court aristocracy and in its ceremonies.

Miss Watson, your runaway slave Jim is down here two miles below Pikesville.

HUCK FINN.

I felt good and clean of sin for the first time in my life. But I sat there thinking over our trip down the river: I see Jim before me all the time, we talk and sing and laugh. Somehow I couldn't strike anything to harden me against him, but only the other kind. I'd see him standing my watch on top of his, instead of calling me, so I could go on sleeping; and see him how glad he was when I come back and such-like times; and would always call me honey, and do everything he could think of for me, and how good he always was; and how he said I was the best friend he ever had in the world; and then I happened to look around and see that paper.

I took it up. I was trembling, because I had to decide between two things, and I knew it. I thought a minute and says to myself: "All right, then, I'll go to hell," and tore it up.

31. Huck and Jim lived in ...

- A) a society based on racial discrimination.
- B) a society, not abiding by religious laws.
- C) an enlightened society.
- D) a fairly tolerant society.

32. Huck thought that at the Sunday school they would have taught him how to ...

- A) be a grateful friend.
- B) sing prayers.
- C) be a good person.
- D) write letters.

33. In the context of the second paragraph 'Him' and 'He' stand for ...

- A) Jim.
- B) God.
- C) Huck's father.
- D) Tom Sawyer.

34. Huck couldn't pray because ...

- A) he didn't know the right words.
- B) he was not actually religious.
- C) he was not being sincere.
- D) he felt deeply disgraced.

35. Huck didn't tell on Jim because ...

- A) he wanted him to stay with his family.
- B) he didn't think much of Miss Watson.
- C) he couldn't betray a friend.
- D) he was not expected to do so.

36. Huck's dilemma was between ...

- A) remaining loyal to Tom and betraying a slave.
- B) his naturally good heart and the morals of his time.
- C) his desire to do the right thing and his inherent wickedness.
- D) his mischievous character and his fear of everlasting hell.

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.

In England everything is the other way round. On Sundays on the Continent even the poorest person puts on his best suit and tries to look respectable; in England even the richest aristocrat dresses in some peculiar rags and does not shave. On the Continent there is one topic which should be avoided – the weather; in England, if you do not repeat the phrase “Lovely day, isn’t it?” at least two hundred times a day, you are considered dull. On the Continent Sunday papers appear on Monday; in England – a country of exotic oddities – they appear on Sunday. On the Continent people use a fork as though a fork were a shovel; in England they turn it upside down and push everything – including peas – on top of it.

On the Continent people have good food; in England people have good table manners. On the Continent learned persons love to quote Aristotle or Horace and show off their knowledge; in England only uneducated people show off their knowledge, nobody quotes Latin and Greek authors for they have never read them.

On the Continent almost every nation has openly declared at one time or another that it is superior to all other nations; the English fight these dangerous ideas without ever mentioning which is really the most superior race in the world. Continental people are sensitive and touchy; the English take everything with an exquisite sense of humour – they are only offended if you tell them that they have no sense of humour. On the Continent the population consists of a small percentage of criminals, a small percentage of honest people and the rest are a vague transition between the two; in England you find a small percentage of criminals and the rest are honest people.

37. What are the two differences between a Sunday on the Continent and a Sunday in England that are mentioned in the text?

38. What is the most common topic of conversation in England?

39. What does the narrator obviously think about English cuisine?

40. What is the greatest offence to an Englishman?

41. According to the narrator in the last paragraph, what do the majority of Englishmen think of themselves?

42. What stylistic device is used to draw the contrast between the people of the Continent and the people in England?

43. What is the tone of the text?

PART THREE: 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 точки.

44. *Read the task and write a formal letter (120 – 130 words), answering the suggested questions / including the suggested prompts.*

Write a formal letter to the Parliamentary Media Committee about an advertisement that you do not approve of, which is offered by either TV channels or online platforms. In your letter you should include the following information:

- what the advertisement is about;
- how the product/ service is advertised;
- why you do not approve of it and how it could be improved.

Sign your letter with **Bill Marshal/ Jill Marshal**.

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.*

Do we need classic arts (literature, painting, theatre, etc.) in the 21st century and why?
Give specific reasons and examples to support your opinion.

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

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО

АНГЛИЙСКИ ЕЗИК – 20 май 2022 г.

ПРОФИЛИРАНА ПОДГОТОВКА

НИВО В2

ВАРИАНТ 1

Ключ с верните отговори

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

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

Задачите с кратък свободен отговор (от № 37 до № 43) се оценяват с 0 точки, 1 точка или 2 точки в зависимост от 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.

Sample Answers:

37. The two differences are **the way people dress** on that day (1 p.), **the time when Sunday newspapers appear**. (1 p.)

38. The most common topic of conversation in England is **the weather**. (2 p.)

39. The narrator thinks that **English food is not tasty / good** at all. / He doesn't think much of English food. (2 p.)

40. The greatest offence to an Englishman is **to be told that he has no sense of humour**/ to be accused of not having any sense of humour. (2 p.)
41. They think that they are honest people. (2 p.)
42. (The text relies on the) repetition of one and the same sentence structure./ The stylistic device used is **repetition of sentence structure / repetition of the same phrases / parallel sentence structure**. (2 p.)
43. The tone of the text is **humorous / ironic**. (2 p.)

Критерии за оценяване на създадения текст

44. Първи текст - официално писмо

- 0-5:** Съдържателно съответствие с темата, смислова свързаност и логическа последователност (вкл. и спазване на регистъра);
- 0-3:** Структура на текста (вкл. и спазване на зададения обем и формат);
- 0-5:** Правилна и адекватна употреба на лексиката, лексикално богатство;
- 0-5:** Граматическа правилност (морфологична и синтактична правилност);
- 0-2:** Правопис.

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

- 0-8:** Съдържателно съответствие с темата, смислова свързаност и логическа последователност (умение за представяне на факти, за формулиране на позиция);
- 0-2:** Структура на текста (вкл. и спазване на зададения обем и формат);
- 0-9:** Правилна и адекватна употреба на лексиката, лексикално богатство;
- 0-9:** Граматическа правилност (морфологична и синтактична правилност);
- 0-2:** Правопис.