

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

**21 май 2021 г.**

**ВАРИАНТ 1**

**МОДУЛ 1 (Време за работа: 60 минути)**

**PART ONE: LISTENING COMPREHENSION**

**Directions:** *You will hear a text about the Snowbombing Festival 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.*

- 1. The Snowbombing Festival**
  - A) has been held in Austria since 1999.
  - B) first took place in Switzerland.
  - C) is the biggest sports festival.
  - D) is an annual music event.
  
- 2. Festival goers who decide to take up skiing**
  - A) must bring their own skis.
  - B) must be already experienced snowboarders.
  - C) cannot use the steep ski slopes during the Festival.
  - D) can choose from a variety of ski runs.
  
- 3. What makes the Snowbombing Festival unique is that**
  - A) the location is really great for skiing tournaments.
  - B) it is held for a whole week.
  - C) music is being played almost all the time.
  - D) there is a four-hour music show every day.
  
- 4. Festival goers can also**
  - A) relax in some of the resort spa centres.
  - B) enjoy some cold-water swimming in the pools.
  - C) dip in the hot geyser tubs on the top of the mountain.
  - D) indulge in a five-day shopping spree.
  
- 5. For the price of £249 visitors can get**
  - A) one-week ticket for the festival and a ski pass.
  - B) eight nights at a luxury hotel and spa treatment.
  - C) a festival ticket and one-week accommodation.
  - D) a hotel room for one night and a day pass for the festival.

**Directions:** You will hear a text about the Crystal Palace in London 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 among **A, B** or **C**. Then you will hear the text again and will have **1 minute** to check your answers.

- 6. The Crystal Palace was built in Hyde Park to house the Great Exhibition of 1851.**  
A) True.            B) False.            C) No information in the text.
- 7. The Great Exhibition was initiated by Prince Albert, husband of Queen Victoria.**  
A) True.            B) False.            C) No information in the text.
- 8. The Queen provided half of the funds necessary for the construction of the Crystal Palace.**  
A) True.            B) False.            C) No information in the text.
- 9. The Great Exhibition was open to the public for nine months.**  
A) True.            B) False.            C) No information in the text.
- 10. Despite being a big success, the exhibition didn't make much money.**  
A) True.            B) False.            C) No information in the text.

**Directions:** You will hear a text about research into media use 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 among **A, B** or **C**. Then you will hear the text again and will have **1 minute** to check your answers.

- 11. According to the survey, many teenagers claim that smartphones help them do their homework.**  
A) True.            B) False.            C) No information in the text.
- 12. Teenagers are often thought to be unaware of the dangers of social media use.**  
A) True.            B) False.            C) No information in the text.
- 13. While carrying out the research Common Sense Media interviewed teenagers from different states in the US.**  
A) True.            B) False.            C) No information in the text.
- 14. The number of teenagers who prefer face-to-face communication has fallen by half since 2012.**  
A) True.            B) False.            C) No information in the text.
- 15. The majority of the teenagers surveyed admit that smartphone apps make them feel alone and isolated.**  
A) True.            B) False.            C) No information in the text.

## **PART TWO: READING COMPREHENSION**

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

### **King Pine, The Pineapple**

It's hard to believe now, but in the 16th, 17th and 18th centuries pineapples were such a status symbol for the very rich that they were quite often rented for special occasions...

Pineapples were first brought to Europe by Christopher Columbus in 1493 after his voyage to the Caribbean. He discovered them in Guadeloupe and brought them back to Spain. It is no exaggeration to say that Europeans went wild for the exotic delicacy of this fruit.

From the moment pineapples were introduced to Britain in the 16th century, it became immediately clear that they could not be cultivated in the cold and humid British climate. People still tried though, and for nearly two hundred years there were many failed attempts to grow the fruit. They were finally able to succeed by using 'hot-houses' in the 18th century. They were also famously difficult to transport from the colonies without spoiling, therefore due to their rarity, they became insanely expensive and popular as a status symbol.

Only the incredibly wealthy could afford such a decadent prize. Many famous people from that time adored the fruit; Charles II of England, Catherine the Great, Louis XV and King Ferdinand of Spain, to name but a few. Another contributing factor to the popularity of the pineapple was the general lack of sweetness in the diet of the population at that time. Cane sugar was expensive, other fruits were seasonal and the common people would rarely have tasted anything so sweet.

So famous and coveted did pineapples become that they are actually present in a portrait of Charles II. The iconic painting 'Charles II presented with a pineapple' shows the King being presented with a pineapple by his gardener John Rose. Charles is attributed as having given the pineapple its contemporary name, the 'King Pine'. From this period throughout the coming centuries this is how the fruit was referred to in literature. During the height of its popularity a pineapple would sell for as much as £8000 in today's money.

**16. In the 16<sup>th</sup> century,**

- A) pineapples were first brought to Algeria from the Caribbean.
- B) attempts to grow pineapples in Britain were made.
- C) the popularity and fame of pineapples started to decline.
- D) people did not like the exotic pineapple flavour.

**17. In Britain, pineapples**

- A) were fairly easy to cultivate.
- B) were available to everyone.
- C) were transported in large quantities.
- D) were well-liked and truly admired.

**18. One of the reasons for the popularity of the pineapple was that people**

- A) considered it a symbol of royalty.
- B) found it healthy and nutritious.

- C) did not like the local seasonal fruits.
- D) liked its natural sweetness.

**19. The pineapple was named “King Pine”**

- A) after a portrait of king Charles II.
- B) by the royal gardener John Ross.
- C) by the English king Charles II.
- D) because it was the king’s favourite fruit.

**20. What is NOT TRUE about the pineapple?**

- A) It was easy to transport and supply to European markets.
- B) It was worth thousands of pounds in today’s money.
- C) It was a symbol of wealth and status.
- D) It was extremely popular among the rich.

**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.

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

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО

АНГЛИЙСКИ ЕЗИК

21 май 2021 г.

ВАРИАНТ 1

МОДУЛ 3 (Време за работа: 120 минути)

PART THREE: USE OF ENGLISH

Section Three: Sentence Transformations

**Directions:** *On your sheet for open-ended answers, complete the second sentence so that it is as close as possible in meaning to the first one.*

51. "Honestly, I didn't cheat in the test!" said Jim.

Jim denied \_\_\_\_\_.

52. Jane has never been here before, so it's possible that she has got lost.

Jane \_\_\_\_\_ as this is the first time she has ever been here.  
(use a modal verb)

53. If I were you I wouldn't tell Elizabeth about the broken glass – she'll go crazy.

You had \_\_\_\_\_ – she'll go crazy.

54. They are redecorating our living room, so the house is a mess.

We \_\_\_\_\_ so the house is a mess.

55. I really hate it when I get unfair treatment.

I really object \_\_\_\_\_ unfairly.

56. Although Nick studies hard, he never does well in his exams.

No matter \_\_\_\_\_ Nick never does well in his exams.

57. "Are you coming to my party tonight?" Jane asked me yesterday.

Yesterday Jane asked me \_\_\_\_\_.

58. We are going to miss the beginning of the film if we don't hurry.

Unless \_\_\_\_\_ the film \_\_\_\_\_ by the time we get there.

59. As dogs get older they become less aggressive.

The older \_\_\_\_\_.

60. It's a pity that you didn't tell us that you were leaving.

I wish \_\_\_\_\_ that you were leaving.

#### **PART FOUR: WRITING**

**Directions:** *On your sheet for open-ended answers write a text in standard English of about 160 – 170 words on **ONE** of the topics below. **When you write your text, make sure you DO NOT include in it any personal names or give any information about your school, town, etc.** Write the topic you have chosen on your answer sheet.*

1. It is often said that modern society is making it more difficult for people to form real relationships with others. Do you agree or disagree with this statement? Support your opinion with examples from your personal experience, something you have heard of or read about.
2. Write a story ending with “*But no one was more surprised than Mary by what the present turned out to be.*”.

*Mind that if you submit two texts as well as in case of indecent language, plagiarism, identical texts, or if your composition is under 80 words, or totally unrelated to the chosen topic, it will get 0 points.*

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

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ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО АНГЛИЙСКИ ЕЗИК

21 май 2021 г.

ВАРИАНТ 1

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 text about the Snowbombing Festival 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.*

*Snowbombing* is a five-day music festival that delivers music with a massive helping of snow. Established in 1999, *Snowbombing* first took place in France. Later it moved along the French Alps to Switzerland, holding two editions there in between. Then it settled into its long-term home of Mayrhofen in Austria, where it has been held every year in April since 2005. It's not just music on offer – enthusiasts can take up skiing in between live music sets, lounge in spas and saunas and enjoy the town.

Whether you're a seasoned skier or simply wish to dip your toe into the world of snow sports, *Snowbombing* has you covered: you can hire skis or a board and hit the slopes with friends, or book yourself in for a lesson beforehand. With over 650 km of pistes, blue runs, red runs and Europe's steepest slope – aptly named with the Japanese term "Harakiri" – Mayrhofen is perfect for beginners and experts alike.

The festival is unique not only because of the great location but also because of the fact that during the five action-packed days it has music scheduled for almost the entire festival (there is only 4 hrs per day when there is no music or DJ scheduled to appear). Stamina is therefore a definite essential.

*Snowbombing* is famous not only for its snow sports and music but also for its commitment to relaxation. Festival goers wishing to take a break from the snow can sink into the warm waters of a Moroccan-style pool, or relax in a hot tub overlooking the Austrian mountains. And for those really craving the heat, there are 17 different types of saunas to choose from.

Prices start from £249 per person for seven nights at a hotel and a festival ticket, with the option to extend your stay to eight nights.

### **Text Two**

**Directions:** You will hear *a text about the Crystal Palace in London* 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 Crystal Palace was a glass and cast iron structure originally built in Hyde Park, London, for the Great Exhibition of 1851. The building was designed by Sir Joseph Paxton, an architect and gardener, and revealed breakthroughs in architecture, construction and design.

In 1849 Prince Albert, husband of Queen Victoria and president of the Royal Society of Arts, came up with the idea of inviting international exhibitors to participate in an exposition. Plans were developed and the necessary funds speedily raised, with Queen Victoria herself heading the list of subscribers. The exhibition opened in the Crystal Palace on May 1, 1851.

Some 14,000 exhibitors participated, nearly half of whom were non-British. France sent 1,760 exhibits and the United States 560. More than six million visitors attended the exhibition, which was open to the public until October 11. The event showed a significant profit, and a closing ceremony was held on October 15. Thereafter the building was taken down, and it was rebuilt at Sydenham Hill in Upper Norwood, overlooking London from the south.

The Crystal Palace established an architectural standard for later international fairs and exhibitions that likewise were housed in glass conservatories, the immediate successors being the Cork Exhibition of 1852, and the Dublin and New York City expositions of 1853.

### **Text Three**

**Directions:** You will hear *a text about research into media use* 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.

Most teenagers in America are constantly using social media. A new survey, conducted by Common Sense Media, shows that more teens now say they prefer texting to talking to other people in person, and they admit smartphone apps are waking them up at night and distracting them from homework.

No surprises there to anyone who knows a teenager. Teens are often depicted as being heedless of the consequences of spending so much time on their smartphones. But the survey found some surprises. It shows that teens are very much aware of the pitfalls of social media use.

Common Sense Media interviewed more than 1,100 teens aged 13 to 18. It turned out that teenagers are not mindless slaves to their smartphones. In reality, teens are fully aware of the power of devices to distract them from key priorities, such as homework, sleep and time with friends and family. More than half – 57 percent – said social media distracts them from doing homework and 54 percent admitted that they sometimes ignored people they were with to pay attention to social media.

“We find it very encouraging that teens are very aware that social media companies like Instagram, Snapchat and Facebook are manipulating them. That means that they’re increasingly aware that those companies don’t necessarily have their best interests at heart,” said Jim Steyer, CEO and founder of Common Sense Media.

But teenagers like the technology. The proportion of teens who say their favourite way to communicate with their friends in person dropped from 50 percent in 2012 to 25 percent in 2020.

It’s not all negative. A quarter of the teens surveyed said these apps make them feel less lonely, and only 3 percent said using them makes them feel more isolated.

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО АНГЛИЙСКИ ЕЗИК

21 май 2021 г.

ВАРИАНТ 1

Ключ с верните отговори

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

Въпрос №	Верен отговор	Брой точки
26.	A	1
27.	B	1
28.	B	1
29.	B	1
30.	C	1
31.	B	1
32.	A	1
33.	D	1
34.	A	1
35.	C	1
36.	C	1
37.	B	1
38.	D	1
39.	B	1
40.	A	1
41.	C	1
42.	A	1
43.	B	1
44.	D	1
45.	C	1
46.	C	1
47.	B	1
48.	C	1
49.	A	1
50.	D	1

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

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ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО АНГЛИЙСКИ ЕЗИК

21 май 2021 г.

ВАРИАНТ 1

Задачите от 51 до 60 включително се оценяват с 0 – 2 точки. Не се санкционират правописни и пунктуационни грешки, които не водят до нарушаване на комуникацията.

**ВЪЗМОЖНИ ВАРИАНТИ:**

51. “Honestly, I didn’t cheat in the test!” said Jim.

Jim denied \_\_\_\_\_ .  
Jim denied **cheating / having cheated / that he had cheated** (= 2 p.) in the test

52. Jane has never been here before, so it’s possible that she has got lost.

Jane \_\_\_\_\_ as this is the first time she has ever been here.  
(use a modal verb)  
Jane **may /might** (=1 p.) **have got lost** ( = 1 p.) as this is the first time ...

53. If I were you I wouldn’t tell Elizabeth about the broken glass – she’ll go crazy.

You had \_\_\_\_\_ – she’ll go crazy.  
You had **better** (=1p.) **not tell Elizabeth** (=1 p.) **about the broken glass** – she’ll go crazy.

54. They are redecorating our living room, so the house is a mess.

We \_\_\_\_\_ so the house is a mess. .  
We **are having our living room redecorated** (*causative*=1 p.; *tense* = 1 p.), so the house ...

55. I really hate it when I get unfair treatment.

I really object \_\_\_\_\_ unfairly.  
I really object **to** ( =0,5 p.) **being treated** ( = 1,5 p.) unfairly.

56. Although Nick studies hard, he never does well in his exams.

No matter \_\_\_\_\_ Nick never does well in his exams.  
No matter **how** ( = 1p.) **hard he studies** ( =1 p.) Nick never does well ...

57. “Are you coming to my party tonight?” Jane asked me yesterday.

Yesterday Jane asked me \_\_\_\_\_ .  
Yesterday Jane asked me **if/ whether** ( =0,5 p.) **I was going** ( = 1p.) to her party **that night**.  
( = 0,5 p.)



**58. We are going to miss the beginning of the film if we don't hurry.**

Unless \_\_\_\_\_ the film \_\_\_\_\_ by the time we get there.

Unless **we hurry** (= 1 p.) the film **will have started** (= 1 p.) by the time we get there.

**59. As dogs get older they become less aggressive.**

The older \_\_\_\_\_.

The older **dogs get** (= 1 p.), **the less aggressive** (=0,5 p.) **they become.**(=0,5 p.)

**60. It's a pity that you didn't tell us that you were leaving.**

I wish \_\_\_\_\_ that you were leaving.

I wish **you** (= 1 p.) **had told us** (= 1 p.) that you are leaving.

**Критерии за оценяване на писмения текст:**

1. Съдържание – съответствие със зададената тема и логическа последователност на изложението – **0 ÷ 9т.**
2. Спазване на зададения обем и формат – **0 ÷ 1т.**
3. Спазване на граматическите норми и правила; богатство на изразните средства – **0 ÷ 9т.**
4. Правилна и точна употреба на лексиката; богатство на изразните средства – **0 ÷ 9т.**
5. Правопис – **0 ÷ 2т.** (Не се санкционират пунктуационни грешки, които не пречат на разбирането.)

**При предадени два текста, както и в случай на непристоен език, плагиатство, идентични текстове, текст под 80 думи или пълно несъответствие на текста с избраната тема, се присъждат 0 точки.**