

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

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**АНГЛИЙСКИ ЕЗИК**

29 май 2019 г.

**ВАРИАНТ 1**

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

**PART ONE: LISTENING COMPREHENSION**

**Directions:** *You will hear a short text about traffic lights 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.*

- 1. Since the very beginning red light has been used to mean ‘stop’ in traffic regulations.**  
A) True.                      B) False.                      C) No information in the text.
- 2. White colour was first used to indicate ‘attention’.**  
A) True.                      B) False.                      C) No information in the text.
- 3. The reason for the train accident was that one of the engine drivers misread the traffic lights.**  
A) True.                      B) False.                      C) No information in the text.
- 4. John Peake Knight was hit by a horse-drawn carriage, which gave him the idea of introducing traffic lights.**  
A) True.                      B) False.                      C) No information in the text.
- 5. John Peake Knight’s traffic lights system was absolutely identical with the railroad one.**  
A) True.                      B) False.                      C) No information in the text.

**Directions:** *You will hear a text about the myth of Zeus and Europa 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. Zeus assumed the form of a white bull in an attempt to court Europa.**  
A) True.                      B) False.                      C) No information in the text.

7. **All Europa's friends enjoyed playing with the bull, taking long rides on his back.**  
A) True.                      B) False.                      C) No information in the text.
8. **In time Zeus managed to win Europa's trust.**  
A) True.                      B) False.                      C) No information in the text.
9. **Zeus took Europa to the seat of ancient Greek gods, Mount Olympus.**  
A) True.                      B) False.                      C) No information in the text.
10. **Europa loved the dog and the javelin because she was a devoted huntress.**  
A) True.                      B) False.                      C) No information in the text.

**Directions:** *You will hear a story about a trip along Venice's canals 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.*

11. **On reaching Venice the narrator entered**  
A) a fairy tale coffin.  
B) a rather strange vessel.  
C) the Grand Hotel d'Europe.  
D) the only gondola the hotel offered.
12. **The narrator's first experience along the canals of Venice**  
A) reminded him of his first patrician love.  
B) was absolutely fascinating.  
C) made him feel sorry for poor barefooted tramps.  
D) didn't come up to his expectations in the least.
13. **What struck the narrator MOST when they swept into the Grand Canal was**  
A) the impressive marble bridges.  
B) the shadows of the stone palaces.  
C) the slow movement of the gondolas.  
D) the life and music filling the whole space.
14. **It turned out that the narrator's visit coincided with a day of celebrating**  
A) the end of a recent cholera epidemic.  
B) the town's exceptional immunity to cholera.  
C) the town's saviour from the cholera.  
D) a festival of bright-colored flowers.
15. **What inspired the narrator to sing was**  
A) the sight of a beautiful bride on a gondola.  
B) the atmosphere of the place.  
C) the tune the gondolier had been singing.  
D) the voice of his gondolier.

## **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.

### **This Is Why the President Pardons a Turkey Every Thanksgiving**

Every year, the U.S. president holds a National Thanksgiving Turkey Presentation sparing a turkey from a Thanksgiving table. Instead, the birds are sent to a farm to live their lives in peace. But why does the Commander in Chief spend time pardoning a bird?

People often date the official pardoning back to 1947 with Harry Truman, but there has been hardly any evidence of that. That urban legend probably comes from the fact that the National Turkey Federation – which runs the modern turkey pardoning ceremonies – sent a turkey to the president for the first time that year. However, according to the Federation, Truman didn't spare that bird's life. He ate it.

The first president to throw a ceremony rescuing a bird from being doomed to the Thanksgiving table seems to be John F. Kennedy in 1963, according to the White House Historical Association. That year, the turkey had a heart-breaking "Good Eating, Mr. President!" sign around its neck. Reportedly, John F. Kennedy said, "We'll just let this one grow," and had the bird sent back to the farm. The *Los Angeles Times* published an article about the event calling it a "presidential pardon." And so the tradition began.

Over the years, the turkey pardon started taking off. Richard Nixon's wife sent a bird to a children's farm in 1973. Another bird, given to Jimmy Carter's wife in 1978, went to a mini zoo.

It wasn't until George H. W. Bush's first Thanksgiving as president in 1989 that the ceremony became official. "Let me assure you, and this fine tom turkey, that he will not end up on anyone's dinner table, not this guy," he told reporters.

From then on, presidents have been pardoning birds every Thanksgiving. As the event gets closer, turkeys get more and more honoured by the social media, with silly names like Tater and Tot in 2016, or Mac and Cheese in 2014.

#### **16. The U.S. President holds a National Thanksgiving Turkey Presentation to**

- A) choose the best turkey for the Thanksgiving feast.
- B) stimulate turkey farms.
- C) give an example to the Commander in Chief.
- D) observe a tradition.

#### **17. Despite what many people think, official turkey pardoning**

- A) was started by the National Turkey Federation.
- B) was started by the first president of the USA.
- C) started in the second half of the 20<sup>th</sup> century.
- D) started because H. Truman was a merciful man.

#### **18. In 1963 the President pardoned a turkey because**

- A) it was sent to him by the White House Historical Association.
- B) of a sentimental note attached to it.
- C) the National Turkey Federation asked him to.
- D) he didn't like roasted turkey.

**19. The ceremony was first mentioned as a special event by**

- A) John F. Kennedy.
- B) Jimmy Carter's wife.
- C) the press.
- D) George H. W. Bush.

**20. Some presidents' wives**

- A) took over the organization of the ceremony.
- B) set up a mini zoo.
- C) encouraged children to set up farms.
- D) None of the above.

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**АНГЛИЙСКИ ЕЗИК**

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29 май 2019 г.

ВАРИАНТ 1

**МОДУЛ 2 (Време за работа: 60 минути)**

**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.*

**The Dinner**

The process of getting into the luxurious and imposing dining room was a nightmare to Martin. With halts and stumbles, at last he made it and was seated beside *Her*. The array of knives and forks frightened him. He gazed at them, fascinated, till their dazzle became a background across which moved a succession of pictures of him and his mates eating salt beef with knives and fingers, the stench of bad beef, the creaking of timbers and the groaning of masts, accompanied by the loud mouth-noises of the eaters. He watched them eating like pigs.

He glanced around the table. Opposite him was Arthur, and Arthur's brother, Norman. They were her brothers, he reminded himself, and his heart warmed toward them. How they loved each other, the members of this family! There flashed into his mind the picture of her mother, of the kiss of greeting, and of the pair of them walking toward him arm in arm. In his world there were no such displays of affection between parents and children. He had starved for love all his life. His nature cried for love. He had not known that he needed love.

It seemed to him that he had never worked so hard in his life. The severest toil was a child's play compared with this. His shirt was wet with sweat from the exertion of doing so many unaccustomed things at once. He had to eat as he had never eaten before. His secret glance went across to Norman opposite him to make sure what knife or fork was to be used. Then he had to talk, to hear what was said to him and to answer, when it was necessary. And there was the servant, who appeared noiselessly at his shoulder, demanding instantaneous decisions.

**21. Martin felt ill at ease because he**

- A) couldn't walk properly.
- B) didn't like his place at the table.
- C) had never used a knife when eating.
- D) was confused by the grandeur of the place.

**22. The sight of the dining table brought to Martin memories of**

- A) dirty cutlery.
- B) smell of sweat.
- C) rotten beef.
- D) hunger and thirst.

**23. Martin's heart warmed up to Arthur and his brother because they were**

- A) the only other men at the dining table.
- B) seated opposite him at the dining table.
- C) the mother's most beloved brothers.
- D) related to the girl he had fallen in love with.

**24. The open sharing of love**

- A) evoked in Martin images of his life at sea.
- B) reminded Martin of his loving mother.
- C) was something quite new to Martin.
- D) brought to Martin only embarrassment.

**25. To Martin the dinner was a nightmare because**

- A) almost all he was expected to do was new to him.
- B) the dishes were not to his taste.
- C) he had to entertain everyone.
- D) the servant was extremely imposing.

**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.*

### **Who Invented Bread?**

Unlike chocolate cookies or tomato soup, the invention of bread can't be ascribed to a single person or people. It evolved to its present state over the course of millennia. Bread itself is an ancient food with origins dating back more than 22,000 years.

In 2004, at an excavation site in what is modern-day Israel, archeologists found 22,000-year-old barley grains in a grinding stone: the first evidence of humans processing wild cereal grains. However, these "bread" creations were probably more like flat cakes of ground seeds and grains heated on a rock, or in the embers of a fire.

Bread grains were the first plants to be domesticated. They were first harvested by the Natufians. This Mesolithic group of hunter-gatherers lived in the Jordan River Valley region of the Middle East about 12,500 years ago. The Natufians are thought to be the first people to make the transition between survival only on foods gathered from nature to becoming farmers who control all aspects of the food supply. They had the earliest known agricultural-based society and would process grains into coarse flour, from which they made a small, pita-like loaf cooked directly on fire coals.

More than 5,000 years after the Natufians began making flatbread, during the Bronze Age three civilizations were rapidly growing and expanding: the Egyptians, the Mesopotamians (in what is modern-day Iraq) and the Harappans (in the Indus Valley, in what is modern-day Pakistan). All three civilizations, considered the largest in the ancient world, depended on bread.

Bread allowed for the building of surpluses and developing of social classes. From the cradle of civilization's flatbreads to the packaged supermarket slices we know today, bread has evolved alongside society, ever since humans first crushed grains against a grinding stone thousands of years ago.

**26. The barley found in a grinding stone in 2004 was the first cereal crop cultivated by humans.**

- A) True.                      B) False.                      C) No information in the text.

**27. The first loaves of bread were flat so that they could be more easily 'baked' on rocks heated by the sun.**

- A) True.                      B) False.                      C) No information in the text.

**28. The Natufians are believed to have been the first people to cultivate land.**

- A) True.                      B) False.                      C) No information in the text.

**29. During the Bronze age the arguably largest civilisations depended on bread.**

- A) True.                      B) False.                      C) No information in the text.

**30. Since the dawn of civilization, bread has been closely connected with social evolution.**

- A) True.                      B) False.                      C) No information in the text.

### **PART THREE: USE OF ENGLISH**

#### **Section One: Cloze Test**

**Directions:** *Read the text 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.*

In the last 50 years Europe has undergone dramatic changes. Once little more than a synonym for a purely geographical (31) \_\_\_\_\_ and a stage for bloody wars, most of the continent now has a/an (32) \_\_\_\_\_ political identity, with citizens living in peace, able to travel without passports and shop where they like, mostly using the same currency. What is more, EU citizens have the right to live, work and study in any member state, with most of their professional qualifications (33) \_\_\_\_\_ almost anywhere they are.

It's a far (34) \_\_\_\_\_ from the Europe of national jealousies and power struggles, of grim (35) \_\_\_\_\_ guards, of customs controls and (36) \_\_\_\_\_ rules on work and residence (37) \_\_\_\_\_. How did all this come about?

The simple answer is that the people of Europe wanted it to happen. But it would be more accurate to say that institutions were created to bring it (38) \_\_\_\_\_. The European Parliament was (39) \_\_\_\_\_ up to give the people of Europe a voice. Representing national governments, the Council of the European Union was created to (40) \_\_\_\_\_ decisions; together with Parliament, it is responsible for (41) \_\_\_\_\_ EU laws. To make sure that decisions are thoroughly prepared and properly implemented, an (42) \_\_\_\_\_ organ, the European Commission, was created. Lastly, the European Court of Justice was established to ensure that EU law is applied correctly and consistently throughout the EU.

These bodies have shaped and continue to shape Europe. Thanks to them, for example, holiday-makers anywhere in Europe now pay (43) \_\_\_\_\_ roaming charges when phoning home on their mobiles. Their (44) \_\_\_\_\_ policy has greatly extended the range of products and services on offer, cutting prices in the process.

There are many (45) \_\_\_\_\_ where Europe, working together, can make real progress for all. The EU institutions, in which representatives of 28 member states meet to design, debate and

decide, are constantly developing the European Union. They are the architects and engineers of today's Europe, and tomorrow's too.

31. A) entity            B) collection        C) union            D) system  
32. A) same            B) equal            C) common        D) general  
33. A) admitted        B) recognised       C) received        D) allowed  
34. A) shout            B) shriek           C) sound            D) cry  
35. A) boundary        B) unit              C) border            D) perimeter  
36. A) impenetrable    B) unplaceable     C) unavoidable    D) inaccessible  
37. A) permissions    B) approvals        C) permits          D) licences  
38. A) down            B) forward          C) about            D) up  
39. A) set              B) put                C) brought          D) run  
40. A) get              B) make              C) have              D) create  
41. A) pushing        B) venturing        C) advertising      D) passing  
42. A) execution        B) executive        C) executing        D) executable  
43. A) fallen            B) dropped          C) reduced          D) shrunk  
44. A) rivalry          B) rivalling        C) competing        D) competitive  
45. A) patches         B) areas             C) locations        D) spots

### 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 am looking forward to is seeing you.  
A) Who                    B) What                    C) Which                    D) That
47. A truly gifted musician can be forgiven almost all \_\_\_\_\_ laziness.  
A) but                    B) than                    C) apart                    D) unless
48. I have never had \_\_\_\_\_ fun as at Susan's birthday party!  
A) such a                    B) as much                    C) so much a                    D) more
49. \_\_\_\_\_ of Kristo's work is described as monumental.  
A) More                    B) The most                    C) Most                    D) The more
50. All of us have our inherent fears and there is \_\_\_\_\_ strange about that.  
A) anything                    B) everything                    C) none                    D) nothing

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29 май 2019 г.

ВАРИАНТ 1

**МОДУЛ 3 (Време за работа: 120 минути)**

**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. Only eight people were injured in the explosion because the fire brigade and the paramedics came on time.**

If it had \_\_\_\_\_ more than eight people injured in the explosion.

**52. The police claimed the bank robber had stolen only jewels but no money from safe deposit boxes.**

The bank robber \_\_\_\_\_ from safe deposit boxes.

**53. Do you mind if I watch you while you cook?**

Do you have any objections to \_\_\_\_\_?

**54. They said the rumour was extremely crazy and that we should ignore it.**

According to them, it was so \_\_\_\_\_ ignore it.

**55. If you do more sample tests, you will feel more confident at the exam.**

The more \_\_\_\_\_ at the exam.

**56. Although it was getting late, the streets were still busy with people and traffic.**

Regardless \_\_\_\_\_ with people and traffic.

**57. It was the most interesting game I had ever played.**

Never before \_\_\_\_\_ interesting game.

**58. It is believed that the painting was stolen from the museum.**

The painting is \_\_\_\_\_ from the museum.

**59. You are not allowed to disturb the class sessions under any circumstances.**

Under no circumstances \_\_\_\_\_ the class sessions.

**60. It is widely known that exercise is good for you, isn't it?**

Many people believe \_\_\_\_\_, \_\_\_\_\_?

## **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. Flash mobs started in Manhattan in 2003, but are still popular. Many of them are organized just for the fun of it but they may well have a cause, too. Would you organise or take part in one?**

*Of which type? Why? Support your opinion with relevant arguments.*

- 2. What people become famous nowadays – the Kim Kardashian or the Einstein type?**

*How would you explain it? What would you like to become famous for?*

*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

29 май 2019 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 short text about traffic lights 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.*

#### Traffic Lights

The traffic lights colour scheme derives from a system used by the railroad industry since the 1830s. At that time, railroad companies developed a light system to show train engineers when to stop or go: red for stop, perhaps because red has for centuries been used to indicate danger, white as the colour for go and green as the colour for caution.

The choice of a white light for go turned out to cause problems. For instance, in 1914 a red lens fell out of its holder leaving the white light behind it exposed. This ended with a train crashing into another train. Thus, the railroad decided to change it and the green light meant go and “yellow” was chosen to mean caution, primarily because the colour is so distinct from the other two colours.

So how did this system transfer to the road? In 1865 in London there was a growing concern over the amount of horse-drawn traffic causing danger to pedestrians trying to cross the roads. A railway manager and engineer named John Peake Knight, who specialized in designing signalling systems for the British railway, approached the Metropolitan Police with the idea of using a light system for road traffic. His system used the red and green colours for stop and go.

His proposal was accepted and, on December 10, 1868, the system was put in place at a junction near the Parliament. The system worked extremely well... for about a month.

29 май 2019 г.  
ВАРИАНТ 1

### Text two

**Directions:** *You will hear a text about the myth of Zeus and Europa 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.*

### **Zeus and Europa in Greek Mythology**

In Greek mythology Europa was one of God Zeus's beloved women. She was a beautiful mortal, the noble daughter of King Agenor, who, according to some sources, was the king of Phoenicia.

The legend of Europa and Zeus begins when one day the ruler of the Olympian gods glimpsed the young woman. The moment he saw her, Zeus was instantly overcome by her beauty and grace. Zeus immediately came up with a plan - he assumed the form of a white bull and swam to the shore on which Europa and her female companions were playing. The bull was so handsome and gentle that the girls all took turns stroking and talking to the pretty creature.

In time, Europa felt comfortable enough with the bull to climb upon his back for a little ride. However, as soon as she was safely seated, the bull moved toward the sea, carrying her with him. Together they crossed the water. Their strange journey led them to the island of Crete.

Upon arriving in Crete, Zeus finally cast off his disguise and revealed his divine identity to Europa. The mortal woman then became yet another of the god's lovers and gave birth to three sons.

It was said that Zeus loved Europa so much that he gave her three priceless presents. The first was Talos, a magical man made of bronze, who served as a guard of Crete. The second was Laelaps, a dog that excelled at the hunt. And the third and final gift was a javelin that always hit its target. As to the bull, he was transformed into the constellation Taurus.

29 май 2019 г.  
ВАРИАНТ 1

**Text three**

**Directions:** *You will hear a story about a trip along Venice's canals 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.*

**Venice**

We reached Venice at eight in the evening, and entered a sort of coffin belonging to the Grand Hotel d'Europe. At any rate, it was more like a coffin than anything else, though it was a gondola. And this was the gondola of Venice! – the fairy boat in which the princely cavaliers of old time were eager to sail along the moonlit canals and look for signs of love in the soft eyes of patrician beauties, while the gay gondolier in a silken close-fitting jacket touched his guitar and sang as only gondoliers can sing! This was the famed gondola and this – the gorgeous gondolier! – the gondola, actually, a rusty old canoe and the gondolier a barefooted tramp wearing just some shabby clothing.

As he turned a corner and shot his coffin into a dismal ditch between two long rows of towering buildings, the merry gondolier began to sing, true to the traditions of his race.

I began to feel that the old Venice of song and story had departed forever. But in a few minutes we swept gracefully out into the Grand Canal, and under the mellow moonlight the Venice of poetry and romance stood revealed with lines of stately palaces of marble, gondolas gliding swiftly, massive stone bridges throwing their shadows on the glittering waves. There was life and motion everywhere. Music came floating over the water – Venice was complete.

There was a grand feast in honor of some saint who managed to stop the cholera three hundred years ago, and all Venice was out on the water. The Venetians did not know how soon they might need the saint's services again. So there were two thousand gondolas, and every one of them had coloured lanterns and from four to a dozen occupants. These painted lights were gathered together like a vast garden of many-coloured flowers. Every gondola that swam by us was a picture enchantingly beautiful. Many parties of young ladies and gentlemen had their gondolas handsomely decorated, and ate supper on board, their tables arranged as if for a bridal supper.

There was music everywhere. I was so surrounded by music, magnificence and loveliness that I became inspired with the spirit of the scene, and sang one tune myself. However, when I observed that the other gondolas had sailed away, and my gondolier was preparing to go overboard, I stopped.

**МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА**

**ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО АНГЛИЙСКИ ЕЗИК**

**29 май 2019 г. – ВАРИАНТ 1**

**Ключ с верните отговори**

<b>Въпрос №</b>	<b>Верен отговор</b>	<b>Брой точки</b>	<b>Въпрос №</b>	<b>Верен отговор</b>	<b>Брой точки</b>
1.	A	1	26.	B	1
2.	B	1	27.	C	1
3.	B	1	28.	A	1
4.	C	1	29.	A	1
5.	B	1	30.	A	1
6.	A	1	31.	A	1
7.	B	1	32.	C	1
8.	A	1	33.	B	1
9.	B	1	34.	D	1
10.	C	1	35.	C	1
11.	B	1	36.	A	1
12.	D	1	37.	C	1
13.	D	1	38.	C	1
14.	C	1	39.	A	1
15.	B	1	40.	B	1
16.	D	1	41.	D	1
17.	C	1	42.	B	1
18.	B	1	43.	C	1
19.	C	1	44.	D	1
20.	D	1	45.	B	1
21.	D	1	46.	B	1
22.	C	1	47.	A	1
23.	D	1	48.	B	1
24.	C	1	49.	C	1
25.	A	1	50.	D	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. If it had \_\_\_\_\_ more than eight people injured in the explosion.  
*not been for the fire brigade and the paramedics that/who came in time* OR *not been for the timely arrival of the fire brigade and the paramedics* – 1 point  
*there would have been* – 1 point

52. The bank robber \_\_\_\_\_ from safe deposit boxes.  
*was claimed* – 1 point  
*to have stolen only jewels (but no money)* – 1 point

53. Do you have any objections to \_\_\_\_\_?  
*me/my watching you* – 1 point  
*cook/while you are cooking* – 1 point

54. According to them, it was so \_\_\_\_\_ ignore it.  
*crazy a rumour* – 1 point  
*that we should* – 1 point

55. The more \_\_\_\_\_ at the exam.  
*sample tests you do,* – 1 point  
*the more confident you will feel* – 1 point

56. Regardless \_\_\_\_\_ with people and traffic.  
*of the late hour/of its getting late/of its being late* – 1 point  
*the streets were still busy* – 1 point

57. Never before \_\_\_\_\_ interesting game.  
*had I played* – 1 point  
*a more* – 1 point

58. The painting is \_\_\_\_\_ from the museum.  
*believed to have been stolen* – 2 points

59. Under no circumstances \_\_\_\_\_ the class sessions.  
*are you allowed to disturb* OR *should you disturb* – 2 points

60. Many people believe \_\_\_\_\_, \_\_\_\_\_?  
*that exercise is good for you* – 1 point  
*don't they* – 1 point

**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.**