



ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)

АУДІЮВАННЯ, ЧИТАННЯ, ПИСЬМО

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ТРИВАЛІСТЬ

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Читання	60 хв.
Письмо	90 хв.
Всього	3 год.

ВКАЗІВКИ

- Після того, як Ви отримали зошит завдань і аркуш для відповідей, перевірте, чи вони не містять порожніх аркушів або іншого чітко видимого дефекту друку. Помітивши дефект, повідомте екзаменатору.
- Переконайтеся, що на Вашому аркуші для відповідей наклеєно код, номер якого співпадає з Вашим порядковим номером у протоколі складання іспиту.**
- Відповіді на запитання завдання перш за все Ви можете записати в зошиті завдань. Якщо Ви не маєте сумнівів щодо відповіді, одразу запишіть її в аркуші для відповідей. **Оцінювачам буде надано лише аркуш для відповідей!**
- В аркуші для відповідей записи робіть тільки ручкою, що пише чорним кольором, акуратно і розбірливо.**
- Бережіть аркуш для відповідей (не надіrvіть і не змніть його), не користуйтеся гумкою чи засобами корекції. Відповіді, записані на пошкоджених аркушах, оцінюватися не будуть.
- Виконуючи завдання з варіантами відповідей, в аркуші для відповідей позначте лише один варіант відповіді.
- Виконуючи всі завдання, в аркуші для відповідей свої відповіді записуйте лише у відведених для них місцях. **Відповіді, записані за вказаними межами, оцінюватися не будуть.**
- Виконуючи завдання тесту з аудіювання, не забудьте записати відповіді в аркуш для відповідей. Наприкінці тесту з аудіювання Ви маєте дві хвилини для того, щоб переписати відповіді тесту з аудіювання в аркуш для відповідей.
- Якщо при виконанні тесту на письмо Ви користуєтеся чернеткою, для якої залишено місце у зошиті, то залишіть достатньо часу для того, щоб переписати свою працю в аркуш для відповідей.
- Якщо Ви не виконали якого-небудь завдання, не розчаровуйтеся і намагайтеся виконати інші завдання.
- В аркуші для відповідей не повинно бути записів чи інших знаків, які б дозволили ідентифікувати автора роботи.
- Після закінчення іспиту зошит завдань можна взяти з собою.

Зичимо Вам успіху!

I. LISTENING PAPER

Duration: 30 minutes, 25 points

Part 1 (10 points, 1 point per item). You will hear people speaking in five different situations. For questions 1–10, choose the correct answer, **A**, **B** or **C**. There is an example (0). You will hear each situation twice. You now have 1 minute to look at the questions.

Example (0). You will hear two TV presenters talking about a charity event.

0. What is Sue's aim while speaking?
- A to thank
- B to persuade
- C to complain
00. Which means of giving money is currently experiencing problems?
- A online
- B text messages
- C phone calls

Situation 1. You will hear a girl complaining about her sister.

01. What items of clothing dominate her sister's closet?
- A trousers
- B footwear
- C tops
02. How do her family members react to her complaints?
- A Her mother appears indifferent.
- B Her father makes a fuss.
- C Her brother has a humourless attitude.

Situation 2. You will hear two friends reading a menu.

03. What type of dish does the man decide to order?
- A meat and dairy
- B meat and fruit
- C fish and vegetable
04. What type of dish does the woman decide to order?
- A seafood and vegetable
- B poultry and fruit
- C vegetable and dairy

Situation 3. You will hear a real estate agent talking to a man.

05. What was the building originally used as?
- A a kindergarten
- B a warehouse
- C a train station
06. What does the man intend to do?
- A to expand his business
- B to enjoy food and attractions
- C to do his work online

Situation 4. You will hear two friends talking about a singer.

07. What does the woman say about the singer?
- A She is popular due to mass advertising.
- B She has a distinctive voice.
- C She has unique artistic vision.
08. What does the man think of the lyrics of her songs?
- A He finds them poetic.
- B He finds them repetitive.
- C He finds them heartbreaking.

Situation 5. You will hear the weather forecast for Cornwall.

09. Which period is the weather forecast for?
- A the next 4 nights
- B the next 7 days
- C the next 14 days
10. What weather conditions are forecast?
- A There will be heavy rain.
- B There will be dense cloud cover.
- C There will be intensive winds.

Part 2 (4 points, 1 point per item). You will hear an interview with Andy Lee, a stuntman, who has taken the place of many actors in performing dangerous acts in films. For questions 11–14, choose the correct answer, A, B or C. There is an example (0). You will hear the recording twice. You now have 30 seconds to look at the questions.

0. *What is most important for a stunt performer?*
- A *to give advice to colleagues*
- B *to follow more experienced colleagues*
- C *to make an independent route through life*
11. What does Andy say good stunt performers need?
- A to protect their professional know-how
- B to form genuine collaborative partnerships
- C to be fantastic at a variety of sports
12. According to Andy, which statement about stunt performers is true?
- A Their glamorous portrayal is misleading.
- B Their stunts involve considerable risk-taking.
- C Their analytical and numerical skills are insignificant.
13. What does Andy say is needed for car-chase scenes?
- A thorough preparation in advance
- B an instinctive reliance on luck
- C map reading while driving
14. What does Andy say about the profession of stunt performers?
- A Most make a living from this business.
- B Crazy guys are in high demand.
- C Reaching stardom might be lengthy.

Part 3 (5 points, 1 point per item). You will hear some people speaking about YouTubers they admire. For questions 15–19, match the extracts that you hear with options A–G. There is **one option** that you do not need to use. There is an example (0). You will hear the recording twice. You now have 30 seconds to read the task.

The speaker admires the YouTuber who makes videos as a professional:

- A car enthusiast
- B film editor
- C chef
- D beautician
- E carpenter
- F cleaning expert
- G interior designer

0. Example 0	A
15. Speaker 1	
16. Speaker 2	
17. Speaker 3	
18. Speaker 4	
19. Speaker 5	

Part 4 (6 points, 1 point per item). You will hear a talk on how the internet is changing language. For questions 20–25, complete the summary. You may write **one word** only. Write the word exactly as you hear it. There is an example (0). You will hear the recording twice. You now have 1 minute to read the summary.

Because Internet: Understanding the New Rules of Language

We use the internet as a space to form (0) relationships. As our chat messages have become shorter and are sent at speed, the (20) _____ for misunderstanding has increased. Previously, some people used to show their academic (21) _____ by following the norms of punctuation. In contrast, nowadays it is important to have skills in (22) _____ the subtle nuances of meaning. Acronyms are used in different ways; for instance, for seniors, ‘LOL’ signifies literal laughter, whereas for adolescents, it is an emotional way to express (23) _____. When chatting informally, to (24) _____ between sentences, teenagers tend to press ‘send’ rather than use full stops that might be interpreted as an expression of anger. If someone has a strong reaction to something they see online, they opt to use language that is deliberately (25) _____ and appears incoherent, and yet, people will understand the intended meaning. The same is true of ‘keysmash’ and perhaps will be for other emerging forms of internet language.

II. READING PAPER

Duration: 60 minutes, 25 points

Part 1 (4 points, 1 point per item). You are going to read about unusual college and university traditions in the USA. For questions 26–29, choose the statement from A–F which best summarises each paragraph. There is **one statement** that you do not need to use. There is an example (0).

Stupid, Quirky and Fun

- A An unavoidable outcome
- B Offensive serenading
- C A fundraising mission
- D A battle using non-edible weaponry
- E A procession of monsters
- F Iconic costumes with a message

0. A People's birthdays are always special, but at Occidental College they are especially important. Each year on their birthday, students of the Occidental are tossed into the fountain on campus. The action is so unexpected that even the most prepared student is taken by surprise. You can be taken out of bed or class, and then processed across the campus to be pushed into the rather chilly water.
26. _____ Once every year, as a chill hits the air, Swarthmore's campus transforms into a mystical land of fanciful beings, prehistoric beasts, and dragons. Students act either as hunters or monsters and wear everyday black or white garbage bags to differentiate themselves. Although there are very specific rules and characters, most students are more interested in running around and hitting each other with foam bats and swords.
27. _____ Each year, NC State University students brave the brisk winter to embark on a run of guts. The student-run event dares participants to dash two and a half miles, down a dozen donuts, and then finish with another two-and-a-half-mile run back to their starting point – all in one hour. The challenge is a highlight of the year for many students who dress in costumes ranging from bananas or iconic film monsters to superheroes. Profits from the race are donated to the Children's Hospital.
28. _____ One of the missions of Cornell University is to produce creative work and promote a culture of broad inquiry throughout and beyond the Cornell community. For over a century, Dragon Day has been one of Cornell's best-known traditions of passage when first-year architecture students build an elaborate dragon and walk it through campus. The construction is funded by selling Dragon Day T-shirts. Not to be outdone, Cornell's engineering students (who have a longstanding rivalry with the architecture school) founded the 'Phoenix Society', which builds a huge beast in the form of a frightening phoenix to battle the dragon in the same march that day.
29. _____ Each year, to establish their power, the seniors from Vassar College walk dorm to dorm, where freshmen sing songs to them, though they're usually pretty insulting. As if that weren't strange enough, the innocent singing eventually becomes a campus-wide food fight. As the freshmen sing, the mission of the seniors is to throw anything at them, from chocolate syrup to balloons filled with ketchup or mustard.

Part 2 (6 points, 1 point per item). You are going to read a text about the future of plastic. For questions 30–35, complete the text with the words from the box below. There are **two words** that you do not need to use. There is an example (0).

A Revolution in Recycling

degrade durability extinct means recycle rely safe trash *underground*

There is one man-made material that is prevalent in our ecosystem, whether (0) underground, in the air, or in the deepest ocean trenches. This substance is plastic, and its (30) _____ is what makes it so useful. Many products (31) _____ on this property; as one of the greatest achievements of the 20th century, it's hard to imagine what the modern world would look like without plastic cables stretching across ocean floors, water pipes, and packaging that keeps food fresh.

The downside is that much of the plastic that could be recycled ends up in landfill and takes between 400 and 1 000 years to (32) _____ depending on its type. This means that billions of tons of plastic products have ended up as (33) _____. In fact, so much plastic is thrown away every year that it could circle the Earth four times. Recycling plastic efficiently by traditional (34) _____ is extremely difficult due to the wide variety of colours and the composition of different plastics, which is why only 9% of all plastic ever made has been recycled into new plastics. However, there is another option that scientists have started to explore: chemical recycling is an attempt to (35) _____ the unrecyclable. This viable alternative to conventional recycling turns plastics back into oil, so they can then be used to make plastic again.

Part 3 (7 points, 1 point per item). You are going to read a text about spacesuits. Seven sentences have been removed from the text. For questions 36–42, choose from sentences A–I the one which fits each gap. There is **one sentence** that you do not need to use. There is an example (0).

The Anatomy of Spacesuits

- A When astronauts explore the vast expanse of outer space, they need to wear high-tech spacesuits to protect them from the frigid conditions of the cosmos.
- B New spacesuits will be critical to ensure that this futuristic experience is safe and comfortable.
- C It looks cool, but should the suit fail, you're toast.
- D Conversely, this is to protect them from the several harmful elements around, especially the different temperatures present in space, and lack of oxygen in the skies.
- E This is due to the fact that it can consist of up to 16 layers and weigh over 150 kg.
- F In place of the baggy orange suit (affectionately nicknamed "the pumpkin"), the new design is much more form-fitting and half the mass.
- G And despite the dangers, these people will go to their lengths to accomplish their mission or challenge.
- H Since they set foot on the lunar surface half a century ago, the technology has improved.
- I It's a tall order, but we're trying to get as close to invisible as possible.

Humans have explored the infinite abyss beyond Earth's atmosphere for over half a century. (0) A A spacesuit is more like a miniature spacecraft you wear around your body than an item of clothing: it's pressurised, designed to protect astronauts from fire and decked out with life support systems. (36) _____ No one has ever died because of a faulty spacesuit, but that doesn't mean current models are perfect. Whether it's for launch into space, re-entry back to Earth, or a spacewalk, astronauts have never been completely satisfied with the gear they are forced to put on for missions. (37) _____ Hollywood movies have glamorized the iconic suit and its design, leading the masses to believe it's an outfit that can be slipped on within minutes. In fact, the spacesuit is its own fully functioning spacecraft that takes hours to put on and requires help from one's colleagues.

Fortunately, though, thanks to huge investments by entrepreneurs like Elon Musk, we're seeing more innovation in spacesuit design and performance than ever before. (38) _____ So astronauts going to the International Space Station (ISS) on private vehicles, such as SpaceX's Crew Dragon, now wear spacesuits that are comfortable and easy to get on and off, as well as being extremely sleek and chic. This is no surprise, as they have been designed by legendary Hollywood costume designer Jose Fernandez, who is known for costumes in blockbusters, such as 'Wonder Woman', 'Batman vs. Superman', etc.

The most interesting work, however, has to do with NASA's next-generation spacesuit for astronauts on future missions to the Moon – the eXploration Extravehicular Mobility Unit, or xEMU. It is ostensibly the successor to the spacesuits worn by Neil Armstrong and Buzz Aldrin. (39) _____ NASA scientists have incorporated what they have learned from the spacesuits used in orbit during the space shuttle and ISS eras of human exploration, as well as the hard lessons from the Apollo missions. The goal behind the Artemis long-term mission is to have people living and working on the Moon by 2025. (40) _____ "We are so excited about putting people back on the Moon," says Richard Rhodes, a spacesuit engineer at NASA who's working on the xEMU. "Our main goal is that the crew don't even think about us. They put the suit on, and they do their work – the science, the exploration – and do not even think twice about how mobile they are or how effectively they can work. (41) _____ We're making good progress."

NASA spacesuits will soon benefit racing car drivers. In the competitive world of auto racing, a fraction of a second can mean the difference between winning or losing the cup. Many race teams shave their lap times down through engineering, such as better aerodynamics or reducing the weight of the car, but comfort tends not to be a priority. If there is one thing NASA astronauts and racing car drivers have in common, it is their bodies being subjected to different extreme conditions, something which would be potentially hazardous. (42) _____ They will bring recognition to their teams and sponsors.

Part 4 (8 points, 1 point per item). You are going to read an article about financial literacy. For questions 43–50, complete the summary by inserting no more than **one word** from the text. There is an example (0).

Money Smart

Having basic personal financial skills is one of the most important things you can do to live a healthy, happy and secure life. Your level of understanding the fundamentals of budgeting, saving, debts and investing can mean the difference between prosperity or being poor. It's a skillset many of us have, but perhaps lack the tools that help us actually execute it appropriately. The earlier you start, the better off you will be.

Financial literacy is the foundation of your relationship with money, and it is a lifelong journey of learning. Young people are growing up in a world where they are required to be financially literate in order to perform common tasks, such as using a debit card or choosing a mobile phone plan. And, as students become increasingly independent from their families, it is likely that the number and complexity of such tasks will rise in the short term.

As the financial landscape keeps developing, children and young people need a wide range of skills and knowledge to be able to successfully make informed choices about money that will serve them well as adults. Lack of financial literacy can have a devastating outcome on the score assigned to adults' consumer creditworthiness, which impacts the ability to purchase or rent a home. Therefore, it is crucial for schools to provide students with financial literacy skills that are applied daily. Practical lessons about money include building a simple budget, comparison shopping, or warning about falling into the trap of attractive discounts and other irrational spending decisions, as well as about understanding the value and cost of things and the difference between needs versus wants, etc. Research has shown that financial education improves financial confidence and increases positive changes in financial behaviour such as saving and investing money. This is important for overall financial freedom and wellbeing – feeling in control of your finances and having the flexibility to make choices that allow you to enjoy life.

However, various surveys and tests show that young adults are amongst the lowest levels of financial literacy. This is reflected by their general inability to choose the right financial products and often a lack of interest in undertaking sound financial planning. In order to combat financial ignorance or to strengthen financial skills, many countries have mandated some form of financial literacy education, which, unfortunately, hasn't always been very successful.

The OECD's Programme for International Student Assessment included an optional assessment that examines 15-year-old students' understanding about money matters and financial literacy. Around 117 000 students took part in this assessment, representing about 13.5 million students from 20 participating countries and economies.

According to the OECD, these assessments are important not only for ascertaining what students have learned about financial literacy, but also for checking the students' application of their knowledge in unfamiliar settings, both inside and outside school. The problem becomes worse when they finish school. For many young people, college or university is their first money management experience. However, many students are not adequately prepared to handle their own finances and have acquired a reputation of irresponsibility and impulsivity, which has contributed to the perception that they are poor managers of money.

Building up students' financial literacy is critical not only to their understanding of personal finances, but also to their role in the local and global economy as consumers, employees and employers in their adulthood. Teachers and parents have an important role in equipping students with the knowledge and skills to make healthy and informed financial decisions. Setting simple, age-appropriate tasks that focus on the value of money, the importance of budgeting and saving, and evaluating the consequences of financial decisions, sets the foundation for students to become financially confident adults.

Summary

Financial literacy is one of the core life **(0)** _____ *skills* _____ for participating in modern society. Essentially, those who are financially literate have a basic understanding of the primary aspects of money management that help us grow our money and pay our outstanding **(43)** _____ off. In order to expand one's financial comprehension, one needs to have lessons to obtain a set of **(44)** _____, including knowledge and skills. The process of applying this know-how in daily situations will last **(45)** _____. Poor comprehension of basic economic principles significantly **(46)** _____ our financial behaviour. Financial education is fundamental as young adults increasingly struggle to make sound financial decisions because they often fail to avoid the **(47)** _____ of impulsively buying the so-called 'must-have' products. Different studies have shown that school is a stepping stone on young people's path to get some form of financial literacy or to **(48)** _____ their existing knowledge. However, theoretical knowledge still needs to be activated to help students to complete tasks, gain independence, and navigate in unknown **(49)** _____, so that they can make smart financial decisions. Clearly, there is an urgent need for comprehensive programmes to enable youngsters to reach **(50)** _____ better equipped to handle their financial affairs.

III. WRITING PAPER

Duration: 90 minutes, 25 points

Part 1 (10 points). Write a semi-formal email.

You have a chance to attend an international summer camp organised and financed by the European Youth Fund in one of three European cities. Read the poster and write an email to the Head of the Selection Committee, Ms Cara van Camper.

In your email:

- say which city you have selected for your camp and explain why;
- choose one workshop and explain why (give two reasons); and
- explain how you will benefit from the international experience when you return to your home country.

Sign your email as Alex Brown.

INTERNATIONAL SUMMER CAMP

Locations
(choose one)

Workshops
(choose one)

August 8-18

Rome Paris Berlin

Art
Sport
Music
Ecology
Cookery
Programming

You should write at least 80 words.

Please count the number of words and write the word count in the space below the email.

Notes and draft of the email

DO NOT FORGET TO TRANSFER YOUR EMAIL ONTO THE ANSWER SHEET

