

# ENGLISH

WRITTEN PART

PITKÄ OPPIMÄÄRÄ  
LÅNG LÄROKURS

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YLIOPPILASTUTKINTOLAUTAKUNTA  
STUDENTEXAMENSNÄMNDEN

# 1 READING COMPREHENSION

- 1.1** *Read texts 1.1a–1.1f and then answer questions 1–25. Choose the best alternative for each item and mark your answers on the optical answer sheet in pencil.*

## 1.1a The Mover and Shaker

On a typical day, Rachel Lichte, 31, wakes up to the smell of cooking fires and the sounds of the Muslim call to prayer. She makes a quick trip to town for supplies – tubes, wires – before heading to the three-acre diamond mine, surrounded by pineapple plantations, where she oversees 51 male workers, including 16 security guards. There she spends her days “covered in dirt” and her nights poring over financial documents. As a cofounder of the jewelry company Clarity Project, she plans to use profits to enrich local communities.

Lichte’s interest in diamonds was awakened, atypically, by bananas. At 18, she backpacked through Costa Rica, where, she says, “I saw people working so hard on banana plantations but staying so poor.” Several years later, when friends started getting engaged and became interested in wedding rings with diamonds, Lichte suddenly realized the similarities between banana growers and diamond miners. Both groups of workers are poor and tend to remain so despite valuable local resources. She knew nothing about mining, but did know that consumers (like her friends who were conflicted about whether to buy diamonds at all) wanted stones “that aligned with their values.”

Initially, Clarity Project made rings with diamonds from a women’s mining co-operative in Lesotho. But then Lichte, who had previously held an office job in San Francisco, visited Sierra Leone to talk to miners and slowly earn the trust of local leaders (never mind her limited command of Krio, their language). After working to “navigate networks of influence,” heavily relying on the trust and relations she had managed to generate, Lichte started her own mine, the better to ensure fair treatment for workers. She now splits her time between Africa and the United States, sustaining social interaction between relevant interest groups and helping her designers plan a new jewelry line due out later this year. Lichte’s advice for those interested in getting ahead in the business world: “Start somewhere.

Just start. You'll never have the perfect conditions. I assume no goal is unreachable. And I have the energy to put in a ton of work."

*The Oprah Magazine*, June 2014

## **1.1b Next: New Innovations**

Some of the newest innovations in beach gear deal with safety, not style. To ward off lurking sharks, wearable deterrent devices that  
35 emit a small electrical field have surged in popularity. The device – worn around the ankle or embedded in suits – drives sharks away but does not harm them. Its electrical signals disturb small sensors in the shark's snout that ordinarily detect the weak electrical field given off  
40 by living prey. The technology has been tested against species like blacktip and spinner sharks as well as the more dangerous great white. "Those are the ones we really want to protect against," says biologist George Burgess. Still, research with large predators in the open ocean continues to bring challenges, not least of which is finding willing human test subjects.

*National Geographic*, August 2014

## **1.1c Rural Issues: Generate Your Own Power**

45 The challenges posed by rising fuel prices caused by the decreasing number of existing oil wells can be particularly acute in the lives of people living in rural areas. Fuel poverty lurks behind many remote and ancient rural properties which remain difficult to insulate. No wonder, then, that a growing number of rural communities are  
50 taking matters into their own hands. The UK Government's recently published Community Energy Strategy estimates that there are at least 5,000 such groups (both urban and rural) across the UK. Many start small – a heating oil club, for example (where members can buy in bulk and pay less), or a project to improve the energy efficiency of a  
55 communal building – but increasingly groups are starting their own renewable power projects. Here's how to follow their lead.

The most common model of community-generated energy is a village-owned renewable energy installation, such as a wind turbine or solar farm, which generates electricity and feeds it back into the  
60 National Grid via an energy company. Every kilowatt of power that

is generated earns money via Feed-In-Tariffs (FITs) – government subsidies to stimulate the take-up of renewables. This income can then be invested back into village projects. Renewable heat technologies, which enable communities to reduce their carbon footprint, include  
65 heat pumps and woodchip boilers, and, in fact, some communities are buying woodlands to supply fuel for such installations. Furthermore, particularly in dairy-farming areas, anaerobic digesters, which convert slurry and silage into heat and electricity, are an emerging technology.

As for where to go for advice, there is no official channel of  
70 guidance in England, although the Community Energy Strategy, which projects that by 2020 more than a million homes could be powered by community energy, promises to offer a ‘one-stop-shop’ for information by early next year. Until that is available, the Energy Saving Trust’s website is an inspiring source of facts and case studies  
75 (accessible at [est.org.uk](http://est.org.uk)). Local Energy Scotland provides free online advice on technologies and funding ([localenergyscotland.org](http://localenergyscotland.org)), while in Wales the Ynni’r Fro programme has dedicated technical officers to give advice and make on-site visits (see [est.org.uk/communities](http://est.org.uk/communities)).

The best way to get everyone on board involves working with the  
80 parish council and being as democratic as possible. This means using questionnaires and Neighbourhood Plans to assess the energy needs of local residents. It must be clear how income from the scheme will be spent: a biomass boiler for the school, for example. Renewable energy installations that benefit only landowners and shareholders are  
85 unlikely to win support from the wider community.

*Country Living*, September 2014

### 1.1d Reading Room

The opening sentence of Celeste Ng’s cleverly constructed, emotionally perceptive debut novel, *Everything I Never Told You* (The Penguin Press), is characteristically unsparing: “Lydia is dead.” This stone-cold statement creates immediate tension, not least because Lydia’s  
90 parents, James and Marilyn Lee, and siblings, Nath and Hannah, don’t yet know.

A few days into the search for the missing girl, Lydia’s body is found at the bottom of a lake – a discovery that shatters the Lees and causes a series of buried truths to surface. Ng’s narrative style

95 shifts back and forth in time and slowly reveals the discrete, hidden stories of family members. This type of writing offers clues to the central mystery by revealing only one detail at a time. This produces a creeping sense of dread that keeps the reader in its grip.

Ng sensitively dramatizes issues of gender and race that lie at the heart of the story. We learn how James, a son of Chinese immigrants, attempted to deny his roots – his parents, language and culture – to seek an American identity, and that Marilyn once abandoned both husband and children to follow her dream of becoming a doctor only to be set back by an unwanted third pregnancy. These plot lines come together in the character of Lydia, who is doomed to carry the burden of her parents’ ambitions and their desire to belong. Ng’s themes of assimilation are themselves cleverly twisted together into a gripping tale of ever deepening and quickening suspense.

*The Oprah Magazine, August 2014*

### 1.1e Briefing – The Future of Universities

Universities face a new competitor in the form of massive open online courses, or MOOCs. These digitally-delivered courses, which teach students via the web or tablet apps, have big advantages, but online learning has its dangers. A pilot scheme at San Jose State University in California, offering a maths and statistics course run by Udacity, a for-profit co-founded by Sebastian Thrun, who taught an online computing course at Stanford, was discontinued last year. Whereas 30% of campus students, with access to both academic and peer consultation, passed an entry-level algebra course, only 18% of those studying online did – and the gap widened as material became more complex. “MOOCs’ pedagogy needs to improve very quickly,” admits Udacity’s Mr Thrun. He thinks the San Jose experiment showed that, regardless of how motivated the students were, they needed more personalised support to use a university-level online course.

Detractors point to high dropout rates: only about 10% of first-time MOOC subscribers finish their course. That may not reflect badly on what is offered: the minimal cost of enrolment means that many people sign up without the firm intention to finish the course. But since the providers make most of their money from the fees of the certificates they grant to completers, maintaining a reasonable

completion rate is important. Some are refining their courses to make the early stages easier to follow.

In the meantime, a second generation of MOOC is trying to mirror courses offered at traditional universities. Georgia Institute of Technology and Udacity have joined forces with AT&T, a telecoms firm, to create an online master's degree in computing for \$7,000, to run in parallel with a similar campus-based qualification that costs around \$25,000. Mona Mourshead, who runs McKinsey's education consultancy, sees a turning point. "If employers are fine about this, the MOOC master's degree will have taken off. Others will surely follow," she says.

The universities least likely to lose out to online competitors are elite institutions with established reputations and low student-to-tutor ratios. That is good news for the American Ivy League and the UK Oxbridge and Co, which offer networking opportunities to students alongside a degree. Students at universities just below the Ivy League level are more sensitive to the rising cost of degrees, because the return on investment is smaller.

Since the first wave of massive open online courses launched in 2012, a backlash has focused on their failures and commercial uncertainties. Yet if critics think they are immune to the march of the MOOC, they are almost certainly wrong. Whereas online courses can quickly adjust their content and delivery mechanisms, universities are up against serious cost and efficiency problems, with little chance of taking more from the public purse.

In "The Idea of a University", published in 1858, John Henry Newman, an English Catholic Cardinal, summarised the university as "a place for the communication and circulation of thought, by means of personal intercourse, through a wide extent of country". This idea still inspires in the era when the options for personal intercourse via the internet are virtually limitless. But the Cardinal had a warning: without the personal touch, higher education could become "an icebound, petrified, stiff and stonelike, cast-iron university". That is what the new wave of high-tech online courses should not become. But as an alternative to an overstretched, expensive model of higher education, they are more likely to prosper than fade.

*The Economist*, 28 June 2014

## 1.1f Books and Arts: Singing

165 The first music that humans made was song. From the earliest known  
praise songs of the Sumerian king Culgi of Ur 3,000 years ago,  
singing voices have celebrated, seduced and bound tribes together.  
Yet this obvious truth cannot be proven. Until recorded technology  
arrived, hard evidence was limited to images of open mouths on walls  
170 and pots, and medieval singing manuals. Fortunately, this has not  
stopped musicologists from trying to sketch out a history of singing.  
In their *History of Singing* (Cambridge University Press), John Potter  
and Neil Sorrell emphasize two main ideas. One is the absurdity of  
thinking of music as a “universal language”. Singing is culturally  
175 defined; what one group finds pleasing another will find unlistenable.  
The second thesis is more surprising. For most of history, song has  
been an improvisational, creative act. Music writers’ “ownership of  
the music”, enshrined in written scores, is recent and perhaps short-  
lived. Opera, the grandest form of singing featuring written scores  
180 in the 19<sup>th</sup> century, has long since died as the “living engine of vocal  
creativity”, the authors conclude. In the 21<sup>st</sup> century, thanks to jazz,  
singer-songwriters and teenagers recording covers of their favourite  
songs with digital technology, humans may be returning to a mode of  
individual creativity that is the essence of singing.

*The Economist*, July 2014

## 1.2 Suomenkieliset koulut:

*Lue seuraavat tekstit ja vastaa niiden pohjalta lyhyesti suomeksi kysymyksiin a–e. Kirjoita vastauksesi selvällä käsialalla kielikokeen vastauslomakkeen A-puolelle.*

### *Svenska skolor:*

*Läs följande texter och svara sedan kort på svenska på frågorna a–e. Skriv svaren med tydlig handstil på sida A av svarsblanketten för språkproven.*

### **The Beauty in London’s Beast**

Yuen-Wei Chew, a 50-year-old financial consultant who lives in the Barbican, a Central London housing and arts complex, says that

when he moved into the Barbican in 1994, it was viewed as a dreary undesirable place to live. Attitudes have been changing, though, and the more than 2,000 apartments at the Barbican estate are now in hot demand. The Barbican's residents include some of the city's top architects, academics and bankers, who moved there partly for its prime location in the financial district. Another part of the appeal, residents say, is that living at the Barbican feels more akin to life in a village than in the heart of a major metropolis.

*The Wall Street Journal*, 22–24 August 2014

- a) Mikä houkuttelee asukkaita Barbicaniin? (2 asiaa)  
Vad lockar invånare till Barbican? (2 saker)

### **Most Annoying Business Jargon**

**Corporate Values.** This expression is so overrun with phoniness it churns the stomach. Corporations don't have values, the people who run them do.

**Scalable.** Making software is a scalable business: building it requires lots of effort up front; distributing a million copies over the Web is relatively painless. Venture capitalists crave scalable businesses. They crave them so much that the term now has become more annoying than the media's obsession with Lindsay Lohan.

forbes.com (24.9.2014)

- b) Miten kirjoittaja reagoi *corporate values* -ilmaukseen ja miksi?  
Hur reagerar skribenten på uttrycket *corporate values* och varför?
- c) Mitä *scalable*-sanalla tarkoitetaan talouselämän kielessä? (2 asiaa)  
Vad avses med ordet *scalable* i affärsvärldens språk? (2 saker)

*(continued on page 12)*



### **1.1a The Mover and Shaker**

1. What dominates Rachel Lichte's typical day?
  - A Office work
  - B Physical work
  - C Religious work
2. Why did bananas inspire her?
  - A They aided her understanding of inequality
  - B They provided her an easy career option
  - C They offered her a means to undermine locals
3. What is said about Rachel Lichte's diamond business?
  - A It thrives as an African co-operative
  - B Its profits continue to increase
  - C It depends on her connections
4. What's Rachel Lichte's take on success?
  - A It's brought about by optimal settings
  - B It requires determination
  - C It tends to come effortlessly

### **1.1b Next: New Innovations**

5. How does the described gadget function?
  - A By producing audible pulses
  - B By emitting unpleasant pulses
  - C By creating undermined pulses
6. What has turned out to be challenging in the development of the gadget?
  - A Attracting volunteers
  - B Attracting fundraisers
  - C Attracting researchers
7. Opt for an alternative heading for this text.
  - A Averting Change
  - B Averting Defense
  - C Averting Attack

### **1.1c Rural Issues: Generate Your Own Power**

8. What makes power issues increasingly topical?
  - A Lack of oil clubs
  - B Lack of knowledge
  - C Lack of resources
9. How do Feed-In-Tariffs benefit communities?
  - A As a supplementary source of funding
  - B As a means to fund the local poor
  - C As a tool for budgeting incoming funding
10. What type of advice is mainly available in the UK?
  - A On-site visits throughout the country
  - B Online consultation
  - C Local one-stop shops
11. How is it possible to get all the residents involved in power generating?
  - A By showing that the local schools benefit a lot from the results
  - B By emphasizing that shareholders will get their due profits
  - C By demonstrating that people can impact the end-outcome

### **1.1d Reading Room**

12. What characterizes the beginning paragraph of this book review?
  - A It starts frankly like the novel it describes
  - B It exhaustively describes the characters in the novel
  - C It introduces the novel's sequence of events thoroughly
13. What is said of the novelist's narrative style?
  - A It reflects the novel's contents
  - B It reveals the plot early on
  - C It contradicts the actions described
14. What is typical of the issues that the novel deals with?
  - A They tackle problems present in Western society which are caused by gender
  - B They demonstrate how the deeds of earlier generations may affect the offspring
  - C They center on cultural and religious themes highly relevant only in North America

## 1.1e Briefing: The Future of Universities

15. What affects the academic performance of campus students?
  - A Their high motivation for learning
  - B Their ability to benefit from tutoring
  - C Their thorough knowledge of the subject matter
16. Why do MOOC providers want to maintain low dropout rates?
  - A To recruit optimal tutoring staff
  - B To sustain academic standards
  - C To continue attracting funding
17. What is potentially revolutionary about the MOOC master's degree?
  - A Both campus and online degrees are accepted on equal terms
  - B Both campus and online degrees are becoming more popular
  - C Both campus and online degrees are going to be affordable for everybody
18. Why do top-level universities remain unaffected by the described changes?
  - A Because of the social standing, respect and connections they offer
  - B Because of the high quality of tuition available on campus
  - C Because of the qualifications their academics demonstrate
19. Why does the writer consider the Cardinal's idea of a university still meaningful?
  - A Knowledge creation calls for acting unanimously
  - B Knowledge creation takes place in a university
  - C Knowledge creation requires interaction
20. As regards learning, what do both the text and the Cardinal's quote advocate?
  - A Massive lectures
  - B Individual tutoring
  - C Teacher-led instruction

21. What is the overall message of this text?
- A Educational institutions will only exist online in the future
  - B Educational institutions will have to rethink their survival strategies
  - C Educational institutions will keep relying on public funding
22. Opt for an alternative heading for this text.
- A The digital degree may resurface
  - B The digital degree may disappear
  - C The digital degree may succeed

### **1.1f Books and Arts: Singing**

23. What does the text say about the origins of singing?
- A They seem thoroughly researched
  - B They are clear as demonstrated by research efforts
  - C They remain vague despite the research
24. According to this text, why is the book's second thesis surprising?
- A Music is becoming increasingly composer-centred
  - B Music is reclaiming its composer-free roots
  - C Music is continuing to attract young composers
25. What is the main message of this text?
- A Music defies time
  - B Music contradicts time
  - C Music requires time

Pity Britain's technophobic arachnophobes. For while they will be trying desperately to trap the onslaught of autumn spiders in the age-old way – fumbling around with a glass and a sheet of paper – the nation's savvier spider-haters will be arming themselves with the most inventive of gadgets. Homewares chain Lakeland reported a sales boost of 140 per cent for its Spider Catcher gadget in just a week – and little wonder. Not only are customers preparing themselves for the annual spider season, but they are also reacting to news that the beasts are likely to be larger than ever. According to Professor Adam Hart of the University of Gloucestershire, we should be expecting spiders to be 3mm bigger than usual because the warm summer has furnished them with an abundance of insects to munch on. And as the cold nights draw in, the males will be venturing indoors in search of a mate. So don't get caught out. Instead, take your pick from a dizzying array of – largely humane – devices designed to delicately dispose of our eight-legged friends, from vacuum tubes and glue traps to catching compartments and bristled claws.

dailymail.co.uk (25.9.2014)

- d) Miksi pyydykset tekevät niin hyvin kauppansa? (2 asiaa)  
Varför säljer fällorna så bra? (2 saker)

Rickie Fowler's special Ryder Cup lavish haircut may get full points for patriotism, but for intimidation factor the US star has fallen well short, at least with Europe veteran Lee Westwood. Fowler, 25, made quite the entrance at Gleneagles on Monday sporting the letters USA shaved into the side of his head. Eight-time Ryder Cup competitor Westwood was not fazed, and Fowler shouldn't hold his breath if he thinks he's started a trend. 'I gave it a stroke yesterday on the range!' Westwood joked in his pre-event press conference.

dailymail.co.uk (25.9.2014)

- e) Mihin Fowlerin hiusmallista ei ollut apua, ja miten Westwood suhtautui siihen?  
Vad var Fowlers frisyr inte till någon hjälp för, och vad var Westwoods inställning till den?

## 2 GRAMMAR AND VOCABULARY

- 2.1** *Read the texts carefully and for each item choose the alternative that best fits the context. Mark your answers (26–50) on the optical answer sheet in pencil.*

### **An old institution on its head**

Higher education is one of the great successes of the welfare state. What was once the privilege of a few has become a middle-class entitlement, thanks mainly to government support. Some 3.5m Americans and 5m Europeans graduate every year. In the emerging world universities are booming: China 26 nearly 30m places in the past 20 years. 27 the business has changed little since Aristotle taught at the Athenian Lyceum: young students still gather at an appointed time and place to listen to the wisdom of scholars.

Higher education suffers from Baumol's disease – the tendency of costs to soar in labour-intensive sectors with stagnant productivity. 28 the prices of cars, computers and much else have fallen dramatically, universities, 29 by public-sector funding and the 30 employers place on degrees, have been able to 31 ever more for the same service. For two decades the cost of going to college in America has risen by 1.6 percentage points more than inflation every year.

- 26. A is adding  
B will be adding  
C has added  
D had added
- 27. A How  
B So  
C Thus  
D Yet
- 28. A Still  
B Whatever  
C Since  
D Whereas
- 29. A protected  
B protecting  
C protects  
D having protected
- 30. A price  
B prize  
C premium  
D presumption
- 31. A charge  
B pay  
C receipt  
D prescribe

For most students university remains a great deal; by one count the boost to lifetime income from 32 a college degree, in net-present-value terms, is as much as \$590,000. But for an increasing number of students who have 33 deeply into debt – especially the 47% in America and 28% in Britain who do not complete their course – it is plainly not value for money. And the state's willingness to pick 34 the slack is declining. In America, government funding per student fell by 27% between 2007 and 2012, while average tuition fees, adjusted 35 inflation, rose by 20%. In Britain tuition fees, close to zero two decades ago, can reach £9,000.

The second driver of change is the labour market. In the standard model of higher education, people go to university in their 20s: a degree is an entry ticket to the professional classes. But automation is beginning to have the same effect 36 white-collar jobs as it has 36 blue-collar ones. According to a study from Oxford University, 47% of occupations are 37 in the next few decades. As innovation wipes out some jobs and changes others, people will need to top 38 their human capital throughout their lives.

39, these two forces would be driving change. A third – technology – 40 it. The internet, 41 has turned businesses from newspapers

32. A obtain  
B obtains  
C obtained  
D obtaining
33. A gone  
B put  
C set  
D left
34. A at  
B off  
C on  
D up
35. A for  
B in  
C on  
D by
36. A at ... at  
B in ... in  
C on ... on  
D to ... to
37. A at risk of being automated  
B at risk of automating  
C on the limit of automating  
D on the limit of automation
38. A up  
B round  
C down  
D off
39. A By them  
B Of them  
C By themselves  
D Of themselves
40. A attends  
B ensures  
C escapes  
D survives
41. A that  
B what  
C which  
D such

through music to book retailing upside down, will overturn higher education.

*The Economist*, 28 June 2014 (adapted)

### Commuter Science

By 8 a.m., rush hour is at full throttle in most cities. Accidents, the cost of fuel, and the quality of public transportation aren't the only factors that can make the drive to work 42 from boring to hellish. According to traffic analyst Jim Bak, there's another thing that can cause commuting lengths to 43: the state of the economy.

"When the recession hit in 2008, congestion 44 the U.S. dropped 30 per cent," he says. Four years later, in 2012, drivers in Italy, France and Spain also spent less time on the road as unemployment, especially among youth, skyrocketed in the wake of Europe's debt crisis. That same year, European Union officials 45 managing the problem all went to Brussels, Belgium, 46 traffic and commute times in that city to soar.

Catherine Zuckerman, *National Geographic*,  
April 2014

- 42. A stretch  
B range  
C move  
D touch
- 43. A fluctuate  
B run  
C stabilize  
D stratify
- 44. A above  
B across  
C over  
D under
- 45. A tasked with  
B planned on  
C deliberated by  
D authorised for
- 46. A cause  
B causes  
C causing  
D caused

### Growth Period

Artist Fritz Haeg's work is taking 47. Over the past decade he's helped five families around the world to turn their grass-only lawns into lush, organic

- 47. A soil  
B root  
C land  
D footing



gardens that he calls edible states. 48 in front yards from Tel Aviv, Israel, to the Twin Cities in Minnesota, the plots give nourishment and pleasure. More important, says Haeg, they provide a sharp contrast to 49 properties.

50 the issue of land use is an idea that resonates with environmental geographer Paul Robbins. Turfgrass lawns are ecologically problematic because they keep other species from flourishing. "Nature hates a monoculture," says Robbins. "Lawn maintenance is a desperate struggle against nature."

Catherine Zuckerman, *National Geographic*,  
April 2014

- 48. A Plant  
B Planted  
C Planting  
D Plants
- 49. A surrounding  
B otherwise  
C closed  
D near
- 50. A Conforming  
B Confronting  
C Confirming  
D Conferring

**2.2** *Fill in the blanks using suggestions when given. Write your answers in the given order on side B of the answer sheet. Write each answer on a separate line. Please write **clearly**.*

**Divided by a Common Language**

The early settlers in the US had little verbal contact with the folk they left behind in England, and the division of the language began. Over the years many Europeans 1 in the US, 2 their languages with them. English remained the dominant language in America, although German 3 in the 1800s. There were numerous French colonies, and New York was 4 a 5 settlement, called New Amsterdam. Each language left its mark

- 1. asettuivat asumaan /  
bosatte sig
- 2. bring
- 3. puhuttiin laajasti /  
talades vitt
- 4. alun perin /  
ursprungligen
- 5. hollantilainen/  
holländsk

on spoken English, with the written word mainly standardizing speech. 6 the 1990s many books were imported from England, which 7 American English from 8 too far.

Noah Webster, the well-known American lexicographer, forecast back in 1789 that eventually American English 9 be as different from British English as English, Danish and Swedish are from German, or 10. Webster, in his best-selling *American speller*, published in 1783, suggested giving every letter in a syllable its 11 sound. Attitudes such as this may be responsible for some of the many pronunciation differences between American and British English. Other differences result 12 all languages change over time, and since the separation of the two varieties, American English has not changed in the same way 13 British English has changed.

British and American English 14 reached their greatest divergence just before the Second World War and since that time have been getting closer, or at least better 15 by the other country.

Christopher Davis, *Divided by a Common Language*, Houghton Mifflin Harcourt 2007  
(adapted)

6. Asti / Ända till

7. pitivät/höll

8. stray

9. apuverbi /  
hjälpverb

10. toisistaan/från  
varandra

11. sopiva/  
passande

12. siitä, että / från det  
att

13. kuin/som

14. todennäköisesti/  
sannolikt

15. understand

### 3 PRODUCTION

*Write a composition of between 150 and 250 words on one of the following topics. Please write **clearly** on the notebook paper (konseptipaperi/konceptpapper) provided. Follow the guidance. Count the number of words in your essay and write it at the end.*

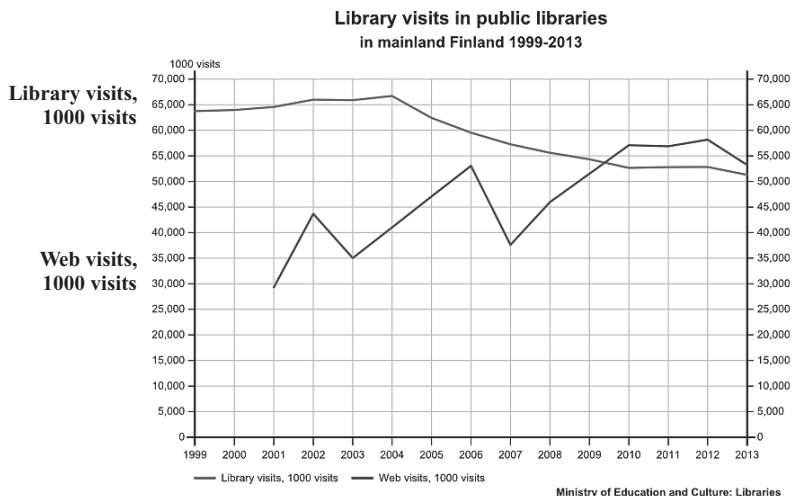
### 1. Respond to this message on the Animal Rights discussion forum:

*You say that to give up hunting is civilized? What make us any different from our ancestors who hunted and fished in order to survive? Some people these days do not trust the government to oversee the provision of clean, fresh meat and fish and rely on themselves to provide the food. That way, they know what it is they are ingesting and how it was killed. Personally, I can't stand trophy hunting/pleasure hunting. It's all about blood lust and making oneself feel on top, but if one wants to hunt game in order to provide food just like our great grandfathers and mothers did, then more power to them. – Natural –*

### 2. First impressions count

Your school has decided to invest in making exchange students feel welcome and at home. Students are asked to give their proposals for the orientation week for exchange students. Write your proposal.

### 3. What do we need libraries for?



Your neighbourhood library is closing. In a community evening you will give a speech on the role of libraries in Finnish society referring to the statistics above. Since there are immigrants in your community, you will give the speech in English. Write the speech.

### 4. Once upon a rainy day.

KOKEEN PISTEITYS / POÄNGSÄTTNINGEN AV PROVET

Tehtävä	Osioiden määrä	Pisteitys	Paino-kerroin*	Enint.	Arvostelu-lomakkeen sarake
Uppgift	Antal del-uppgifter	Poäng-sättning	Koefficient*	Max.	Kolumn på bedömnings-blanketten
1.1a–f	25 x	1/0 p.	x 2	50 p.	1
1.2	5 x	2–0 p.	x 2	20 p.	2
2.1	25 x	1/0 p.	x 1	25 p.	3
2.2	15 x	1/0 p.	x 1	15 p.	4
3				99 p.	7
Yht./Tot.				209 p.	

\* Painotus tapahtuu lautakunnassa.  
Viktningen görs av nämnden.