

ENGLISH

WRITTEN PART

PITKÄ OPPIMÄÄRÄ
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YLIOPPILASTUTKINTOLAUTAKUNTA
STUDENTEXAMENSNÄMNDEN

1 READING COMPREHENSION

- 1.1** *Read texts 1.1a–1.1c 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 New Jungles

A walk across the abandoned railyard in Berlin's Schöneberg district gives new meaning to the words "urban jungle." Between a noisy commuter train line on one side and apartment blocks on the other, a carpet of rare flowers with names like ladies' fingers and queen-devil hawkweed covers railroad ties and warehouse ruins.

Nature has, of course, found its niches in towns and cities ever since humans built them. Pigeons and cockroaches have settled down with mankind. Escaped pets and their offspring have added an exotic touch to the urban fauna. Yet for some reason many of us continue to see cities as barren, or worse, spreading biological destruction wherever they sprawl.

As they take a closer look, however, biologists are finding that cities are not just important habitats, but veritable hot spots of animal and plant life. Both in animal numbers as well as species diversity, cities beat the countryside hands down. What's more, biologists say, urban biodiversity seems to be on the rise – as our cities become cleaner, suburbs grow greener, and more and more species learn to adapt. These findings are challenging an old piece of orthodoxy – that urbanization is the planet's biggest environmental threat. On the contrary, it's in the open country that plants and animals have seen the most rapid decline. The main culprit, biologists say: a highly efficient but species-killing agriculture, now spreading from the developed world to southern countries like Brazil.

Vast "monocultures" of single-strain crops, maintained with powerful herbicides and insecticides, have decimated the older, more varied landscape. Many forests are now uniform tree farms supporting few species. An oversupply of fertilizers and animal wastes favors fast-growing greens that crowd out the wildflowers, grasses and weeds that were once a rich habitat for insects and animals. Today agriculture and forestry cause over 80 percent of

explainable species deaths worldwide, versus just 15 percent caused by human settlement, pollution and sprawl.

35 Some biologists think flora and fauna are seeking refuge in cities, and the bigger the city, the better. More important, megacities create a mosaic of habitats and microclimates, from pond-filled gardens to industrial “brownfield” sites like those dry, hot railyards in Berlin. For the birds, these spaces resemble the country meadows
40 they can no longer find. Among skyscrapers and tall smokestacks, peregrine falcons seem to feel even more at home than in the mountains whence they came. New York City’s population, 14 breeding pairs, is the highest concentration on record.

45 Established suburbs, with their old trees, underbrush and open space, attract ten times more species of butterflies than farmland, again because they more closely approximate woodsy meadows. In Britain, the magnificent stag beetle, which likes piles of rotting wood, has all but disappeared from the antiseptic countryside. Its
50 biggest U.K. population now lives in the south London suburbs.

55 All this has happened with astonishing speed. In the past half-century, dozens of once shy species have learned that city dwellers mean them no harm. Wild boars, hunted in the country, have become an increasing nuisance in Europe’s suburbs, with occasional sightings in downtown squares. Shy woodland birds, such as goshawks, first colonized major cities a couple of decades ago. Now, each successive generation seems to adapt to shorter nesting trees in ever smaller parks, particularly in comparison with their cousins still living in the wild. Because of this adaptation many cities now support higher raptor populations than similar
60 size nature reserves.

This vast urban experiment is only now grabbing significant scientific attention. For decades, mentioning “urban” and “nature” in the same sentence drew sneers from an environmentalist mainstream. Fewer than 10 percent of all biological field studies take
65 human settlement into consideration at all. It was not until 1997 that the U.S. National Science Foundation first added cities to its long-term ecosystem studies. Now, schools from Virginia Tech to the University of Halle in Germany have taken up urban biology studies.

70 Of course, cities can destroy nature, especially when they pave over every last tree, or spread into or poison wetlands and wild forests. While birds, insects and plants often do well, fish and amphibians are usually decimated by settlement. But as

75 urbanization continues – more than 60 percent of the earth’s population will likely live in cities by 2030 – understanding how human settlement interacts with nature will be key. Why protect dead space just because it looks like a field, when that empty lot down the street has more life?

Source: *Newsweek*, 2006

1.1b Muriel Spark

80 As she lay on the divan in her flat in Queen’s Gate, Caroline Rose suddenly heard the sound of a typewriter. Tap-tappity-tap.

It seemed to come through the wall on her left. It stopped, and was immediately followed by a voice remarking her own thoughts. It said: On the whole she did not think there would be any difficulty with Helena.

85 Caroline, on another plane of existence, was Muriel Spark. She was trying to scrape a living by writing in London in the mid-1950s, divorced, with a small son. Coffee and diet pills kept her going, but also gave her hallucinations. Because “if you’re going to do a thing, you should do it thoroughly”, she had converted in
90 1954 from vague Christianity to Roman Catholicism. In her first published novel, *The Comforters* (1957), she was both Caroline and God, or fate, or that ubiquitous typewriter, tapping out behind the wall page after page of Caroline’s life.

95 God loomed large in Ms Spark’s dark, biting, witty novels. In the early years of her career it was the vogue for Catholic converts to be obsessed with Him, sin, and themselves. But unlike Evelyn Waugh, who warmly praised her, or Graham Greene, who kept her going with a monthly allowance and cases of wine, Ms Spark preferred to leave aside the heavier, guilt-ridden aspects of the
100 faith. Her newly-made Catholics were comic and somewhat tentative. They did not agonise much. But, like her, they were perplexed that a divine Creator should allow evil in the world, and especially intrigued by the permutations of free will and fate.

105 Fate had taken Ms Spark to Africa in 1937, to a miserable marriage from which she escaped six years later. But Africa also gave her the material for a short story, “The Seraph and the Zambesi”, with which she won *The Observer’s* Christmas short

110 story competition in 1951. After this, gradually, she became famous. She wrote 23 novels, mostly daring, usually surprising and impossible, as she proudly said, to classify. Anything, it seemed, might inspire a burst of that needle-sharp pen, from Watergate (*The Abbess of Crewe*, 1974) to the disappearance of Lord Lucan (*Aiding and Abetting*, 2000). Her works were short, tight and beautifully constructed, hinting perhaps at the poet she would slightly have preferred to be.

115 By birth and childhood formation Ms Spark was a Scottish writer, and always acknowledged it. Like freckles, as she said, her Scottishness could never be lost, though in her later Italian exile she revelled at being European. She wrote of Edinburgh with a child's intensity: the "amazingly terrible" smells of the Old Town, the sight of the unemployed fighting, spitting and cursing, but also the way it might become "a floating city when the light was a special pearly white".

120 Her own neighbourhood, Bruntsfield, was middle-class, and her parents Jewish-Episcopalian. But she became gradually aware of the Calvinism around her, symbolised by the frightening blackened stone of the city's churches. The God of Calvin, as she wrote in *The Prime of Miss Jean Brodie*, her small autobiographical masterpiece of Edinburgh public-school life, "sees the beginning and the end". As a writer, she could see it too. In *Brodie*, which became both a play and a film, she ran dizzily forwards and backwards in time, revealing how her characters would turn out or how they would die.

125 There was fame, many prizes (though she missed out on the Booker, the biggest British fiction award), sleek clothes, and a fortune that drove her abroad to escape the taxman. Yet she lived for 27 years in a converted 13th-century church in Tuscany, happily eschewing the literary whirl, writing longhand in spiral-bound notebooks that were sent to her from Edinburgh. And she died in the Easter season, the best time for Catholics, in a way that might almost have been planned. Tap-tappy-tap.

Source: *The Economist*, 2006

1.1c Sick with excess of sweetness

Poets and sweetness go together, or so the Greeks thought. Homer, lying in his cradle, was brushed on his lips by honey bees; Plato saw poets themselves as bees gathering nectar in the garden of the Muses. So it is hardly surprising that Percy Bysshe Shelley, lover
145 of both Homer and Plato and an extraordinary poet in his own right, had a very sweet tooth indeed.

He loved dried plums, figs, apples and oranges. He doted on gingerbread and cakes. If you turned out the pockets of his black
150 denim jacket you would find a good store of pudding-raisins. He could make a supper of these raisins, just by themselves, eating them one by one from a particular flowered china plate.

Yet to have such saccharine tendencies at the start of the 19th century was politically tricky. The easiest way to make things sweet,
155 then as now, was with white sugar. This was bought as a loaf, stored in a drawer, chopped with a knife as needed, pounded in a mortar and served in a bowl: with tongs or spoons if elegant, with fingers if not. But the filthiness of the servant's nails was not the worst of it. Sugar's problem was much more serious. Not a cask of
160 it came into Europe "to which blood is not sticking".

Sugar was planted, cut and refined in conditions of appalling barbarity in the British-governed West Indies. Until the trade was stopped by the efforts of William Wilberforce and by act of Parliament, the slaves had been shipped there on vessels chartered
165 out of Liverpool and Bristol, the two biggest slave-trading cities in the world. In 1787 alone, 38,000 shackled slaves were transported in English ships. Even after the trade stopped, the slavery persisted; it was not abolished in the British Empire until 1833–34, and the stigma of slave-production clung to sugar for a good deal longer.
170 For young radicals, therefore, sugar was difficult to tolerate. Distaste for it was the first proof of the romantic and poetic imperative to feel the sufferings of others. It also marked the moment when consumers became globally aware, conscious that their own pleasure had involved the exploitation of other human beings many
175 miles away. As a young man devoted to liberty, justice and philanthropy, Shelley was bound to approach sugar with a very long spoon.

In 1792, the year he was born, an organised consumer boycott had started against West Indian sugar. It was probably the world's
180 first. Like all boycotts since, this one was fired by pamphlets, propaganda, questionable statistics and the sheer energy of

relatively few people. The first manifesto of the Anti-Saccharine Society deliberately shocked the public by showing a cross-section of a slave ship, the shackled men packed in head-to-toe like sardines. The society claimed that if 38,000 families abstained, the planters' profits might fall so far that the trade would end.

At the peak of the boycott at least 300,000 people had given up sugar. Grocers reported that sales were falling by half. But with the abolition of the slave trade in 1807, the boycott withered. No one could quite agree whether it had done the trick; slave revolts in the colonies might have had more impact. And the general public had never really got the idea.

In radical circles, however, West Indian sugar remained in disgrace. The job, after all, was only half done or perhaps less than half. Shelley, for one, did not believe the British interest in the trade had ended. In 1824, two years after Shelley's death, another boycott on sugar was proposed.

Yet to give up sugar was no small sacrifice for Shelley, or for most other Britons at the time. On average each family consumed five pounds (2kg) a week, and sugar was the country's biggest import. Between 1650 and 1800 British consumption had risen by 2,500%. Eating of sugar was driven by drinking of tea, and sweetened tea had become the beverage of choice. It was served in the primmest parlours, but also quaffed by labourers beside the roads.

As the etiquette of tea-drinking was complicated, so too was the etiquette of West Indian sugar-avoidance. The wilder elements conducted public smashings of teacups besmirched by sugar, but most abstainers tried to make their point more politely. Some bought East Indian sugar instead, which was a good deal more expensive. Grocers advertised this as sugar produced by freemen, though it later transpired that many slaves laboured in those canefields too. Such sugar, nonetheless, could be served in gold-rimmed bowls bearing the words "Not produced by Slaves".

There were arguments against, of course. Abstainers were told that their virtuousness was hurting commerce and depriving the country of revenue. By cutting the planters' profits, they might also be worsening the condition of the very slaves they assumed they were helping. But most of all, they were hypocrites. If they were truly serious about boycotting slave produce, they would also eschew the coal in their fires and the shirts on their backs, both produced under dreadful conditions in Britain itself.

Source: *The Economist*, 2006

1.2 Suomenkieliset koulut:

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

Svenska skolor:

Läs följande texter och ge sedan **ett kort svar på svenska** på frågorna a–e. Skriv **med tydlig handstil** ned dina svar **på sida A** av svarsblanketten för språkproven.

They have long been thought of as the antidote to harmful greenhouse gases, sufferers of, rather than contributors to, the effects of global warming. But in a startling discovery, scientists have realised that plants are part of the problem.

According to a recent study, living plants may emit almost a third of the methane entering the Earth's atmosphere. The result has come as a shock to climate scientists. "This is a genuinely remarkable result," said Richard Betts of the climate change monitoring organisation the Hadley Centre. "It adds an important new piece of understanding of how plants interact with the climate."

Source: *The Guardian Weekly*, 2006

- a. Miten ilmastontutkijoiden näkemys kasveista on muuttunut?
Hur har klimatforskarnas syn på växter förändrats?

The future of humanity may soon rest deep in a frozen mountain on a remote Norwegian island. The Norwegian government plans to build a \$3m "doomsday vault" to house 2m seeds, which represent the entire agricultural diversity of the planet. The idea is to safeguard the world's food supply against threats such as nuclear war, asteroid impact, terror attack, climate change and rising sea levels. "It's a Noah's ark for seeds," said Gary Fowler, executive director of the Global Crop Diversity Trust, who carried out a feasibility study on the project. "It would be used to re-establish agriculture." The vault, measuring 5m by 5m by 15m, will be cut from solid rock in the side of a mountain and should be finished by September 2007.

Source: *The Guardian Weekly*, 2006

- b. Mitä Norjan hallitus on suunnitellut ja miksi?
Vad har Norges regering planerat och varför?

(continued on page 11)

1.1a The New Jungles

1. Why are the words “urban jungle” used?
 - A Railyards are like jungles
 - B Uncommon plants grow downtown
 - C In Schöneberg the laws of the jungle apply
2. What is said about animals in urban environments?
 - A Some have always been there
 - B Pets are the most common ones
 - C There are some exotic species
3. How have suburbs changed?
 - A They attract certain animals
 - B They have improved environmentally
 - C They have grown more popular
4. What has mainly caused the negative development in the countryside?
 - A The use of artificial fertilizers
 - B Too few plant species on farms
 - C Too many herbicides and insecticides
5. Why are megacities good for animals and plants?
 - A There is more space there
 - B They provide a variety of environments
 - C There is enough food available
6. What attracts certain species to suburbs?
 - A They resemble their former habitats
 - B They are very peaceful places
 - C They have woods and ponds
7. What shows that certain wild species have adapted to cities?
 - A Wild boars have settled in downtown areas
 - B The nesting habits of birds have changed
 - C They have to be fed
8. How has the scientific community reacted to urban nature?
 - A It has shown great interest
 - B It has been slow to react
 - C It has started many long-term studies

9. What threatens city nature?
A The need to build streets
B Human settlement
C Some actions by man

1.1b Muriel Spark

10. Who was Caroline?
A A friend of Muriel Spark
B A writer of religious novels
C A character in a novel
11. What were the early days of Muriel Spark's career like?
A They were dominated by religion
B She had drug problems
C Her standard of living was rather poor
12. What do we learn about Evelyn Waugh and Graham Greene?
A They appreciated Muriel Spark
B They were serious writers
C They criticised Roman Catholicism
13. Why did Muriel Spark move to Africa?
A She needed new material for her writing
B She escaped an unhappy marriage there
C She had a husband there
14. What did Muriel Spark say about her novels?
A It was very difficult to categorise them
B She always tried to surprise her readers
C Anything could be her inspiration
15. What did Muriel Spark think of her Scottish background?
A She was very proud of her Scottishness
B She felt more European than Scottish
C She never tried to hide her Scottishness
16. What do we find out about Muriel Spark's relationship with Calvinism?
A She found it frightening
B She commented on it in her work
C She thought it was preoccupied with death

17. Why did Muriel Spark move to Italy?
A She had found a marvellous region to live in
B To avoid financial difficulties
C To enjoy the literary life there

1.1c Sick with excess of sweetness

18. What is said about white sugar?
A It had to be handled before use
B It was stored in special bowls
C Servants were not allowed to touch it
19. Why did the slave trade end in Britain?
A It became illegal
B Many people strongly opposed it
C Transporting slaves became impossible
20. What was the case against sugar?
A It was thought to be harmful
B It was produced in the British Empire
C It was the cause of human suffering
21. What can be said about the sugar boycott?
A It involved most British people
B It used statistics for the first time
C It encouraged people to give up sugar
22. Why did the general public lose interest in the boycott?
A It had reached its main goal
B It no longer generated passion
C Sugar was no longer considered disgraceful
23. Why was it difficult to give up sugar?
A All members of the family loved it
B It was very addictive
C People liked it in their drinks
24. Why did people buy the more expensive sugar?
A They thought it was more refined
B They thought slaves were not involved
C They thought it was better cane-sugar
25. Why were abstainers criticised?
A They were not serious enough
B They had no effect on business
C They didn't care about domestic problems

The Japanese car-maker Nissan claims to have developed a paint that self-repairs slight scratches. It contains a clear, highly elastic resin that forms a protective coat over the paint. If the paintwork is dented but no paint is removed, heat from the sun warms the resin and returns the surface to its original smoothness. It will debut on an SUV to be launched this year, adding about \$400 to the price tag.

Source: *New Scientist*, 2005

- c. Minkä keksinnön Nissan on tehnyt, ja miten se toimii?
Vilken uppfinning har Nissan gjort, och hur fungerar den?

When Paul Baron first moved to Tokyo from London, he found it hard to keep up with the Japanese capital's prolific art scene. Language barriers and a lack of timely information meant that the recent art-school graduate was always hearing about exhibitions he wanted to see the day after they closed. So Baron teamed up with a couple of friends two years ago and launched tokyoartbeat.com – a bilingual website listing shows at over 500 Tokyo galleries and museums.

Source: *Time*, 2006

- d. Miksi Paul Baron perusti tokyoartbeat.com-sivuston?
(Kaksi asiaa.)
Varför skapade Paul Baron webbsidan tokyoartbeat.com?
(Två saker.)

Since Korean scientist Hwang Woo-suk fell from grace last year over his now-discredited work on human cloning, he has been stripped of his position at Seoul National University and currently faces trial on charges of embezzling hundreds of thousands of dollars from the donors who sponsored his work. At last week's hearing, Hwang explained that while some of the cash may have found its way into extracurricular projects, "all of the money was used for the purpose of research." Besides paying for one scientist's wedding and another's housing, that research agenda apparently included attempts to clone Ice-Age mammoths, using tissues of the extinct animal obtained from glaciers. Sadly, Hwang reported, his attempts to recreate Jurassic Park failed, as did an effort to clone tigers.

Source: *Time*, 2006

- e. Miksi Hwang Woo-suk joutui oikeuteen, ja miten hän puolustautui?
Vad stod Hwang Woo-suk åtalad för, och hur försvarade han sig?

2 GRAMMAR AND VOCABULARY

- 2.1 Read the text carefully and for each item choose the alternative that **best** fits the context. Mark your answers (26–55) on the optical answer sheet in pencil.

From classroom to castle

Every school child should have the opportunity to go on a visit to a historic site, outdoor activity centre, or other 26 attraction as part of their education. That's 27 the Government's new Learning Outside the Classroom Manifesto for England and Wales. At the risk of sounding rude, isn't that stating 28 obvious? Haven't schools been going on trips 29 time immemorial?

Well, yes and no. The school trip is almost as much of a pedagogic institution as chalk dust and detention, and 30 teacher has enjoyed the delights of marshalling a coach-load of over-excited pupils around Elizabethan houses and Norman castles. They have 31 so because they appreciate that despite the stress that such trips can 32, they have a uniquely powerful

26. A type
B like
C kind
D such
27. A after
B with
C according to
D accordingly
28. A a
B an
C the
D –
29. A past
B through
C of
D since
30. A few
B a few
C many
D many a
31. A made
B arranged
C done
D acted
32. A evolve
B involve
C raise
D rise

and enduring 33 upon children's understanding. Peering over the battlements of a castle or sitting on a garderobe shaft can bring history to life more than 34 textbook ever could.

That school trips are beneficial to a child's education is accepted by practically everyone involved, but, sadly, this is not enough. Over the past decade or so, the advantages of out of classroom learning 35 obscured by alarmist reports on the exceptionally rare times when things have gone wrong. The press thrives on tragedy; a safe, well-run visit by class 3C to Dover Castle just doesn't grab headlines in the same way.

As a result, stringent new health and safety measures have been introduced and practically all schools now have to undertake a full risk assessment before 36 their pupils out of the classroom. Of course, some of these measures are necessary and sensible, and the imperative upon schools and sites to ensure that children come to 37 harm on visits is entirely justifiable. But 38 too often, these measures involve so much red tape that many teachers choose to stay in class.

33. A power
B result
C impact
D stamp

34. A no
B all
C such
D any

35. A was
B is being
C have been
D has been

36. A take
B to take
C taking
D taken

37. A some
B any
C no
D -

38. A all
B ever
C really
D by far

The other issue that has led to a decline in school trips is the curriculum. This is now so packed that 39 a teacher is willing to run the gauntlet of health and safety rules and plan a trip, the chances are they 40 to find time to do it. History is now afforded an average of just 50 minutes' teaching time per week. Taking a class out for a whole day can equate to approximately six 41 worth of history lessons.

Historic sites have done 42 best to entice schools through their doors. Many lay on costumed interpreters, artists and other professionals to lead workshops. They also supply follow-up activities together with a wealth of content online. In short, they make it as easy 43 possible for over-burdened teachers to bring their pupils on a visit.

But this has not been enough to stem the downward turn in visits that began in the mid-1990s and 44 more or less unabated today. Realising this, some of the larger sites and organisations started a campaign urging the government to 45 the obstacles and recognise the enormous educational potential of school trips. After three years of hard lobbying, they have apparently 46. The Learning Outside

39. A even
B even if
C despite
D in spite of
40. A can't
B couldn't
C weren't able
D won't be able
41. A week
B weeks
C week's
D weeks'
42. A the
B its
C their
D at
43. A like
B as
C than
D what's
44. A continues
B continued
C will continue
D would continue
45. A shift
B dismiss
C remove
D move
46. A done
B achieved
C failed
D succeeded

the Classroom Manifesto was launched last November by the Education Secretary, Alan Johnson, 47 pledged to give every child the right to enjoy 48 an educational visit. The Manifesto promises seven key actions, ranging from providing easy 49 to resources to offering learning experiences of an agreed high quality.

50 it doesn't talk about is money. The Learning Outside the Classroom Manifesto comes with just £2.7m additional funding. Based on a rather crude calculation, this amounts to around £66 per school – not enough to hire a coach, 51 deal with issues such as risk assessments and an overloaded curriculum. If school trips 52 not to become a thing of the past, then government has to find the money to support them. Otherwise, it won't just be our children's education that 53. Without a regular supply of young supporters to learn from and be inspired by historic sites, 54 will ultimately fall into decay.

The same could, arguably, be said of the history curriculum. Trips to historic sites are essential to inspire young people and bring to life the

47. A which
B what
C who
D that
48. A of
B from
C at
D –
49. A access
B excess
C process
D success
50. A That
B What
C But
D –
51. A not to speak
B notwithstanding
C let alone
D without mentioning
52. A are
B have
C must
D need
53. A suffer
B suffered
C is suffering
D will suffer
54. A which
B these
C those
D that

characters and events that they 55 otherwise encounter only in textbooks and ensure that they do not become a thing of the past.

Source: *BBC History Magazine*, 2007

55. A will
B would
C won't
D wouldn't

2.2 *Fill in the blanks using the 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**.*

The receptionist looked tinier than ever as she showed 1 into the studio of Dr Hildegard Wolf, the psychiatrist who had come from Bavaria, Prague, Dresden, Avila, Marseilles, then London, and now settled in Paris.

Dr Wolf's therapeutic methods had been perfected by herself. They had made her virtually the most successful psychiatrist in Paris, or at least the most sought-after. 2 she was tentatively copied; 3 tried to do so generally failed. The method alone did not suffice, her personality 4 as well. 5 she did for the most part was talk about herself throughout the first three sessions, 6 only casually on the problems of her patients; then, 7, in an offhand way she would

1. pitkä englantilaismies / den långe engelsmannen
2. Samaan aikaan / Samtidigt
3. ne, jotka / de som
4. need
5. pronomini/pronomen
6. turn
7. vähitellen/småningom

induce them to begin 8. Some patients, angered, did not return 9 the first or at least the second session, conducted on these lines. Others remonstrated, 'Don't you want to hear about *my* problem?'

'No, quite frankly, I 10 very much.'

8. puhumaan itsestään /
att tala om sig själva
9. prepositio/
preposition

10.

Source: Muriel Spark,
Aiding and Abetting, 2000

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. My crazy festival

The travel guide *Lonely Planet* praised Finland for its many crazy festivals and events, such as the “air-guitar festival” and the “wife-carrying championships”. Write about your favourite crazy festival – real or imaginary.

2. The right voting age

The voting age in Finland was reduced from 21 to 20 in 1968, and again to 18 years in 1972. Some people have suggested that the voting age should be lowered to 16, others support the present practice. What do you think? Defend your opinion.

3. Saving my town

Many small towns are trying to find ways to attract more people, both permanent residents and visitors. How could your community be made more lively and attractive? You are invited to give a **speech** on the topic at a local radio station. Write this speech.

4. In praise of reading

Write a letter to the editor of a newspaper, praising the pleasures of reading. Suggest some ways to get people to read more.

KOKEEN PISTEITYS / POÄNGSÄTTNINGEN AV PROVET

Tehtävä	Osioiden määrä	Pisteitys	Painokerroin*	Enint.	Arvostelulomakkeen sarake
Uppgift	Antal deluppgifter	Poängsättning	Koefficient*	Max.	Kolumn på bedömningsblanketten
1.1a-c	25 x	1/0 p.	x 2	50 p.	1
1.2	5 x	2-0 p.	x 2	20 p.	2
2.1	30 x	1/0 p.	x 1	30 p.	3
2.2	10 x	1-0 p.	x 1	10 p.	4
3				99 p.	7
				Yht./Tot.	209 p.

* Painotus tapahtuu lautakunnassa.
Viktningen görs av nämnden.