

ENGLISH

WRITTEN PART

PITKÄ OPPIMÄÄRÄ
LÅNG LÄROKURS

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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 Boy Brains, Girl Brains

Three years ago, Jeff Gray, the principal at Foust Elementary School in Owensboro, KY, realized that his school needed help – and fast. Test scores at Foust were the worst in the county and the students, particularly the boys, were falling far behind. So Gray took a controversial course for educators on brain development, then revamped the second-grade curriculum. The biggest change: he divided the classes by gender. Because males have less serotonin in their brains, which Gray was taught may cause them to fidget more, desks were removed from the boys' classrooms and they got short exercise periods throughout the day. Because females have more oxytocin, a hormone linked to bonding, girls were given a carpeted area where they sit and discuss their feelings. Because boys have higher levels of testosterone and are theoretically more competitive, they were given timed, multiple-choice tests. The girls were given multiple-choice tests, too, but got more time to complete them. Gray says the gender-based curriculum gave the school “the edge we needed.” Tests scores are up. Discipline problems are down. This year the fifth and sixth grades at Foust are adopting the new curriculum, too.

Do Mars and Venus ride the schoolbus? Gray is part of a new crop of educators with a radical idea – that boys and girls are so biologically different they need to be separated into single-sex classes and taught in different ways. In the last five years, brain researchers using sophisticated MRI and PET technology have gathered new information about the ways male and female brains develop and process information. Studies show that girls, for instance, have more active frontal lobes, stronger connections between brain hemispheres and “language centers” that mature earlier than their male counterparts.

“Most schools are girl-friendly,” says Michael Gurian, coauthor with Kathy Stevens of a new book, *The Minds of Boys: Saving Our Sons from Falling Behind in School and Life*, “because teachers, who are mostly women, teach the way they learn.” Seventy percent of children diagnosed with learning disabilities are male, and the

35 sheer number of boys who struggle in school is staggering. Eighty
percent of high-school dropouts are boys and less than 45 percent
of students enrolled in college are young men. To close the
40 educational gender gap, Gurian says, teachers need to change their
techniques. They should light classrooms more brightly for boys
and speak to them loudly, since research shows males don't see or
hear as well as females. Because boys are more visual learners,
teachers should illustrate a story before writing it and use an
overhead projector to practice reading and writing. Gurian's ideas
45 seem to be catching on. More than 185 public schools now offer
some form of single-sex education, and Gurian has trained more
than 15,000 teachers through his institute in Colorado Springs.

To some experts, Gurian's approach is not only wrong but
dangerous. Some say his curriculum is part of a long history of
pseudoscience aimed at denying equal opportunities in education.
50 For much of the 19th century, educators, backed by prominent
scientists, cautioned that women were neurologically unable to
withstand the rigors of higher education. Others say basing new
teaching methods on raw brain research is misguided. While it's
true that brain scans show differences between boys and girls, says
55 David Sadker, education professor at American University,
Washington, D.C., no one is exactly sure what those differences
mean. Differences between boys and girls, says Sadker, are dwarfed
by brain differences within each gender. "If you want to make
schools a better place," says Sadker, "you have to strive to see kids
60 as individuals."

Natasha Craft, a fourth-grade teacher at Southern Elementary
School in Somerset, KY, knows the gender-based curriculum she
began using last year isn't a cure-all. "Not all the boys and girls
are going to be the same," she says, "but I feel like it gives me
65 another set of tools to work with." And when she stands in front of
a room of hard-to-reach kids, Craft says, another set of tools could
come in handy.

Source: *Newsweek*, 2005

1.1b Turning Un-Japanese

Donald Richie has been living in Japan for half a century. The
American writer, translator and film scholar has spent most of that
70 time explaining Japan to the English-speaking world. But lately
he's found himself, somewhat disconcertingly, in an entirely new
role – as an interpreter of Japan to the Japanese. The Tokyo
university students who attend his lectures on the great post-war

75 filmmaker Yasujiro Ozu no longer understand the world portrayed
in the 1953 classic "Tokyo Story." They don't know anything about
the family system because the family system doesn't exist
anymore," says Richie. "So I have to reconstruct it for them. They
can still understand the traditional, intricately polite version of
80 Japanese used in the movies, but that language sounds alien, as if
it comes from a 'vanished' world," he says.

Vanished. That word crops up often in Japan these days. Before
my family and I arrived in Japan in 2004, the country was still
widely cast in the West as unique and alien. I wondered whether
we could expect a land clinging to its differences: its lifetime
85 employment, its company songs, its shocking lack of lawyers and
criminals. Guidebooks still warned about the finely gradated social
hierarchies expressed in perfectly calibrated bows. Japan was said
to be hungrily assimilating world culture, yet still stubbornly
traditional.

90 What I have found, instead, is another prosperous and modern
Western country with some interesting quirks – an Asian nation
that would not feel out of place if it were suddenly dropped inside
the borders of Europe. "When my other expat friends and I get
together, we often find ourselves talking about the really weird
95 things that you see," says one European friend who's lived in Tokyo
for more than a decade. "But that's because the weird things are
getting fewer and weirder."

Our most striking surprise was that the image of Japan as a
profoundly inward place no longer applies. My stepbrother,
100 Michael, vividly recalls the year he spent in Kyoto in the late 1960s,
when an American schoolchild could still be scrutinized as an
exotic rarity. Our experience could not have been more different:
we moved into our new house and soon found ourselves preparing
for our first bizarre Japanese holiday: Halloween. No question, we
105 live in a cosmopolitan part of Tokyo. But we were still shocked by
the hundreds of trick-or-treaters, the enthusiasm, the imagination
behind the costumes. The vast majority of those who took part in
this festival, with its ancient Celtic roots, were Japanese. It was
our first insight into the vast capacity of the Japanese to assimilate
110 foreign habits – and to welcome foreigners.

To someone who has lived for long periods in America and
Western Europe, there is nothing particularly challenging about
Japan, not anymore. All the familiar landmarks of city life are
there: the same suicidal bike messengers, the same seasonal store
115 sales, the same credit cards. To be sure, the language is tough. But

in recent years, all signs in the subway and many in the streets have been printed in English as well as in Japanese, so navigating Tokyo is no longer a bewildering slog through a maze of *kanji* characters. There are three well-edited newspapers and countless Webpages in English, and the Japanese have used technology to further demystify themselves to foreigners. Almost every business in Tokyo offers customized maps that you can print out from their Websites.

The more worldly Japan becomes, the less unique it is. In surveys by the Hakuho Institute of Life and Living, a Tokyo market-research company, the number of Japanese who said they would have “no hang-ups” working with foreigners rose from 40 percent in 1992 to 56 percent in 2004. Over the same period, the number of people who reported observing traditional Japanese rituals and holidays fell significantly. Meanwhile, more and more Japanese are celebrating Christmas. Why? “Westernization,” says institute director Hidehiko Sekizawa. “An easy answer, but true.”

Small wonder that many Japanese are obsessing over the erosion of Japaneseness. This sort of complaint is nothing new, of course. Countless writers and politicians have been bemoaning Japan’s loss of self ever since the 19th-century Meiji Restoration, when Japan began to open up. But never before have the guardians of Japanese culture faced a tide of change as fast and wide as this one. Take that deeply Japanese institution, sumo wrestling. The number of young Japanese athletes opting to enter the sport is steadily dwindling, as most choose to play baseball or football instead. That has forced the deeply conservative world of sumo to open itself to Estonians, Czechs, Russians and Bulgarians – many of whom are now succeeding at the highest level of the sport.

And that, in turn, points to a final irony. As Japan – sadly, perhaps, but inescapably – becomes more like the rest of the world, the rest of the world is becoming more like Japan. Sushi bars abound in Moscow. My nephew in Houston consumes as much Japanese pop culture in a day as anyone in Hachioji.

It was 150 years ago that Japan’s leaders made a fateful decision. Japan opened to the West as a way to catch up with its technology, and thus became the first non-Western country to opt for what, nowadays, we would call “globalization.” As a Westerner whose experience of Japan has been short but intense, I can’t quite escape the feeling that this grand experiment is coming to a point of resolution. For better or worse, we’re no longer aliens to one another.

Source: *Newsweek*, 2006

1.1c The police are a bunch of monkeys

Most people, even the law-abiding, have ambiguous feelings towards the police. They are a salvation when it comes to protecting life, limb and property, but their efforts are, perhaps, slightly less welcome if your foot happens to slip momentarily on the accelerator. Few, however, would argue that human societies could do without their activities altogether. Even in villages, where everybody knows everybody else and social disapproval and the near-certainty of exposure are enough to discourage most criminal acts, the local bobby is a reassuring presence.

Most people, too, would assume such policing is uniquely human. But they would be wrong – at least if Jessica Flack, of the Santa Fe Institute in New Mexico, and her colleagues are correct. For Dr Flack thinks that monkey societies also have police. Moreover, removing those police makes such societies less happy places.

The police in Dr Flack's monkey societies are not specially assigned task forces, but small close groups of high-ranking individuals. The point about these individuals' behaviour is that, unlike most so-called alpha animals, they do not just defend their own interests. They do that, too, of course. But they also intervene to break up conflicts between lower-ranking individuals in an apparently disinterested way.

Dr Flack had discovered this behaviour in earlier research. Her latest work looked at how important policing is in maintaining harmony in the monkeys she studies, an Asian species called the pigtailed macaque. To do so, she went to the opposite end of the biological scale from that occupied by ethology (the science of animal behaviour) and borrowed a technique from genetics, called knockout analysis. In genetics, this involves "knocking out" a particular gene and seeing what effect its absence has on a cell's biochemical network. In ethology, it involves removing particular animals from a group and seeing what effect that has on the group's social network.

Dr Flack's troop was comprised of 84 animals (of whom 45 were adults). She knew that three males in the group and one female were on the receiving end of a disproportionate number of acts of submissive behaviour. She also observed that these individuals acted as a police force by breaking up fights. Crucially, they did this by situating themselves between the opponents, or threatening them both simultaneously and, as far as it was possible to see, impartially.

200 To look at the effect of such policing, the team first recorded
details of the social network between members of the group. They
looked at such things as grooming, sitting in contact with or close
to others, and play. Then they rounded up and removed the male
police for ten hours on a randomly chosen day once a fortnight.
Ten hours was reckoned long enough for the effects of the police's
absence to be noticed, but not so long that the remaining males
205 would start manoeuvring to occupy the vacant alpha positions.

It turned out that policing is the keystone of macaque society.
Removing the police resulted in the remaining monkeys grooming
fewer others, playing with fewer others and dividing up into cliques
as the social network that held the troop together broke down. The
210 number of aggressive incidents also increased.

Dr Flack thinks that the role of policing in these monkeys is to
allow individuals to socialise widely at little risk and thus hold a
large troop together, since the police will intervene if things get
out of hand. The benefit to the police themselves, presumably, is
215 the size of the troop, with the attendant virtues of defensive strength
and (for the males) more available females. In simian as in human
society, rank has its privilege – and its obligations, too.

Source: *The Economist*, 2006

1.2 Suomenkieliset koulut:

Lue seuraava teksti ja vastaa lyhyesti suomeksi kysymyksiin a–e. Kirjoita vastauksesi selvällä käsialalla kielikokeen vastauslomakkeen A-puolelle.

Svenska skolor:

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

Hurricanes

In 2005, conditions were ideal for making hurricanes. Yet 2005 was just a continuation of the upward trend that began in 1995. Because of a tropical climate shift that brought warmer waters and reduced wind shear, the Atlantic has spawned unusual numbers of hurricanes for nine of the past eleven seasons. “We’re 11 years into the cycle of high activity and landfall,” meteorologist Gerry Bell says, “but I can’t tell you if it will last another ten years, or thirty.”

Weather satellites make it easy for meteorologists to keep tabs on hurricanes. But ordinary satellite images show only the cloud tops. Space-borne infrared sensors can reveal more detail, charting

the size and shape of the warm eye, and satellite radar sensors can map the rain. Hurricane hunter aircraft actually fly right into Atlantic hurricanes. "But they only probe conditions at altitudes of several thousand feet, above the worst turbulence," Jack Beven of the National Hurricane Center says, "not at the surface, where they really matter to people."

Forecasters routinely probe the heart of storms with devices called dropsondes, released from high-flying aircraft into hurricanes and the surrounding winds. By cranking dropsonde data into computer models that can simulate a storm and how it is likely to evolve, researchers have sharpened their forecasts of storm tracks. But one-day forecasts were still wide of the mark by an average of 70 miles – more than enough to keep coastal dwellers on their toes. The data and models still can't capture storms in enough detail to forecast all of their twists and swerves.

Storm intensity is proving even harder to forecast. Hurricanes regularly surprise observers with their mood shifts. In a matter of hours, a Category 5 storm can fade to a Category 3, or a mere tropical storm can explode into a killer. Hurricanes are fueled by heat, the heat of sun-drenched tropical seas. Cold water at greater depths acts as a brake on hurricane intensity when the winds churn it to the surface. Waves slow the winds down. Once its watery fuel supply has been cut off, the storm inevitably weakens. But that is scant solace to those caught up in its death throes.

Source: National Geographic, 2006

- a. Miten pitkä hurrikaanijakso nyt on meneillään?
Hur lång är den nu pågående orkanperioden?
- b. Millaisin keinoin hurrikaanien ominaisuuksia mitataan tavallisten sääsatelliittien lisäksi? (Mainitse kaksi keinoa.)
Vilka metoder använder man för att mäta orkanernas egenskaper, förutom vanliga vädersatelliter? (Ange två metoder.)
- c. Mikä ongelma mittauksissa on?
Vad är det för problem med mätningarna?
- d. Mitä hurrikaaniennusteiden tarkkuudesta sanotaan? (Mainitse kaksi asiaa.)
Vag sägs det i texten om pålitligheten i orkanprognoserna? (Ange två faktorer.)
- e. Mitkä seikat voivat vaikuttaa hillitsevästi hurrikaaniin? (Mainitse kaksi seikkaa.)
Vilka faktorer kan ha en dämpande effekt på en orkan? (Ange två faktorer.)

1.1a Boy Brains, Girl Brains

1. Why did Jeff Gray change the curriculum in his school?
 - A He was dissatisfied with the school results
 - B He felt that he should help the weakest boys in his school
 - C He wanted to use the latest methods in his school
 - D He thought that the present curriculum had fallen behind
2. Why were boys and girls put in separate classrooms?
 - A Because they disturb one another
 - B Because their hormone production is different
 - C Because boys need more exercise and freedom
 - D Because girls need more time for test-taking
3. What effect did the curriculum change have?
 - A Everybody was happier
 - B Students performed better
 - C Teachers liked the change
 - D Discipline problems disappeared
4. What supports the separate classrooms?
 - A Results of recent brain studies
 - B Language studies of boys and girls
 - C Cultural stereotype studies of young people
 - D Better understanding of boys' social interaction
5. How could teachers help learning-disabled boys?
 - A They should speak slowly to them
 - B They might use more pictures and images
 - C They could give more reading practice
 - D They should have a positive attitude to boys
6. What do the critics of separate classrooms claim?
 - A That separate classrooms are unfair to girls
 - B That the arguments used to defend them are not valid
 - C That the gender differences are not observed
 - D That individual students are being neglected
7. What does Natasha Craft think of gender-based curriculum?
 - A It may prove useful in certain cases
 - B She has lost her faith in it
 - C She finds it very helpful
 - D It doesn't work particularly well

1.1b Turning Un-Japanese

8. How has Donald Richie's job changed?
 - A He has to provide more information about traditional Japan
 - B He no longer interprets Japanese films to the English-speaking world
 - C He has to teach old Japanese in his lectures
 - D He has become an interpreter, too

9. What do young Japanese find incomprehensible in the film "Tokyo Story"?
 - A The traditional politeness
 - B The language used in the movie
 - C The old social structures
 - D The alien characters

10. What did the writer almost expect when he arrived in Japan?
 - A An old-fashioned culture
 - B A country unwilling to change
 - C A country with no unemployment
 - D A serious lack of law enforcement

11. What was Japan really like?
 - A Much like Europe
 - B Interestingly Asian
 - C A land full of weird things
 - D An out-of-place country

12. How did the Japanese react towards American children 40 years ago?
 - A They were shocked
 - B They were curious
 - C They were welcoming
 - D They were indifferent

13. What is said about Halloween?
 - A Many Japanese observe it
 - B It has gradually become Japanized
 - C Trick-or-treaters shock the Japanese
 - D It has turned very bizarre in Japan

14. How has Japan become more like Western societies?
- A Suicide rates are much the same
 - B Stores sell the same products
 - C The lifestyle has become more urban
 - D Social hierarchy has disappeared
15. What is the role of English in Japan today?
- A There's an increasing amount of information in English as well
 - B It is slowly replacing the traditional *kanji* characters
 - C It has been adopted by Japanese businesses
 - D There are many English-language newspapers on the Web
16. What has happened to old Japanese culture?
- A It is still the most significant factor in Japanese society
 - B Western culture has taken its place
 - C Fewer and fewer Japanese know about it any more
 - D It has lost much of its popularity
17. How has the world of sumo wrestling changed?
- A It has become more international
 - B The Japanese are no longer interested in it
 - C It has had to accept professionalism
 - D Only foreigners succeed in it these days
18. What seems to be the writer's point of view in the last two paragraphs?
- A Japan has become overly technological
 - B Changes in Japan have been for the better
 - C Japan's development has been inevitable
 - D Japan has become too globalized

1.1c The police are a bunch of monkeys

19. Why do people sometimes have a negative attitude towards the police?
- A They do not find the police necessary
 - B They are not protected well enough
 - C They have done something wrong
 - D They have been mistreated by the police

20. What has Dr Flack found out about monkey police?
A They are rather unselfish individuals
B They defend lower-ranking individuals
C They are chosen for this position
D They are mainly alpha animals
21. What did Dr Flack do to learn about the role of the police monkeys?
A Used a genetic test
B Knocked out a few selected animals
C Made changes in the monkey group
D Studied the biochemistry of the monkeys
22. How did Dr Flack discover who the four police monkeys were?
A Other monkeys seemed to obey them
B They attacked fighting monkeys
C They behaved very submissively
D They were disproportionate in size
23. At the beginning, what was the research team's focus?
A Aggressive behaviour
B Monkeys' reactions to policing
C Harmonious interaction
D Mating habits
24. Why did the experiment last ten hours?
A Because the police interfered
B Due to the experimenters' lack of time
C Not to make the monkeys nervous
D To avoid a power struggle among the monkeys
25. Why are police monkeys good for the monkey groups?
A Their presence makes a richer social life possible
B They help other animals to fight aggressions
C They defend the privileges of the whole group
D They protect the available females

2 GRAMMAR AND VOCABULARY

2.1 Read texts 2.1a and 2.1b 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.

2.1a C. S. Lewis

Evening in Oxford, a few days before Christmas 1940. Ensconced in their favourite pub, the Eagle and Child, a group of men sit around a plain wooden table each nursing a pint of beer 26 a few cup their pipes or draw on cigarettes. The room is filled with smoke and talk. Then 27 of the men stands up and the others stop talking.

The man clears his 28 and tells the gathering that he has something a little different for them and that he hopes they'll like it. It's a piece of comic drama, he says, written in the form of letters from a senior devil to his nephew, an apprentice demon, in which he offers advice 29 the best way to capture the soul of a human. A couple of the party laugh 30 and there are smiles all around as the reading begins.

The reader is Clive Staples Lewis, always 31 to his friends and family as Jack. We are eavesdropping on a meeting of the Inklings, an informal literary group who for more than twenty years between the early 1930s and the 1950s 32 at least twice a week in

26. A because
B during
C therefore
D while
27. A anyone
B one
C somebody
D some
28. A lips
B nose
C throat
D tongue
29. A concerning
B corresponding
C dealing
D referring
30. A briefly
B directly
C punctually
D shortly
31. A called
B familiar
C known
D named
32. A associated
B brought together
C crowded
D gathered

pubs and college rooms in Oxford. At these meetings the members, 33 of them university dons and writers, read their latest efforts and appraised each 34 work as the beer flowed.

Lewis speaks eloquently, telling his story 35 a deep, resonant tone for fifteen minutes and then returns to his chair 36 the floor to the next reader. Professor Tolkien stands up. He arranges his papers and then begins to read.

By 1940 both Lewis and Tolkien were published authors. Tolkien's children's story *The Hobbit* 37 well received after its publication in 1937 and Lewis was already an accomplished author with seven books to his name. On a night such as the one described, during the early years of the Second World War, Tolkien 38 a passage from his new work-in-progress, which he called 'The New Hobbit', later entitled *The Lord of the Rings*.

Many of 39 taught by Lewis during his early years as a tutor have complained that they 40 him harsh and uncompromising. This harshness softened later in Lewis's career and he used humour as a way to bypass his irritation with 41 bright students. This made him far more popular and also happier in his role.

33. A the couple
B the most
C most
D part
34. A his
B their
C others
D other's
35. A at
B by
C in
D with
36. A hands
B handed
C has handed
D to hand
37. A is
B has been
C had
D had been
38. A can read
B may read
C should have read
D would have read
39. A they
B them
C these
D those
40. A believed
B found
C regarded
D thought
41. A little
B less
C lesser
D least

Lewis could be unfair and even ruthless, but he had a compassionate side, too. Once he was walking along The High with a friend. A beggar came up to them and asked 42. Lewis immediately emptied the contents of his pockets into the beggar's hands. Then, as they continued on their way, Lewis's friend said, 'You know, Jack, that beggar is only going to go and spend that money on booze,' To which Lewis replied, 'Well, you may be right, but if 43 the money I would only have spent it on booze.'

Source: Michael White:

C. S. Lewis, The Boy Who Chronicled Narnia, 2005

42. A money from them
B money for them
C them for money
D from them money
43. A I'd keep
B I'll keep
C I'd kept
D I've kept

2.1b Drama on Everest

A dramatic story of survival unfolded at the summit of Everest yesterday when a climber who had been given up for dead was found alive after spending a night collapsed in the snow 44 from a lack of oxygen 8,700m above sea level.

Lincoln Hall, 50, one of Australia's best-known mountaineers, fulfilled a lifelong ambition on Thursday when he reached the summit of the world's highest mountain with two Sherpas. But his celebrations proved shortlived. As he began his descent, Hall 45 overcome by a shortage of oxygen and lost 46.

44. A suffered
B suffering
C was suffering
D he suffers
45. A has been
B had been
C is
D was
46. A conscience
B conscientiousness
C consciousness
D consequence

He was unable to continue unaided and his Sherpas 47 efforts to lower him to safety, but admitted defeat after nine hours, thwarted by a deterioration in Hall's condition and by darkness. 48 to base camp by radio, they said that Hall had lost all movement and later reported that he had died.

The exhausted Sherpas were ordered to leave him there to save 49 and had to be assisted down the mountain. Abramov, the Russian leader of Hall's expedition, announced his death on Everest news websites. But as the news broke in Australia, a second attempt to reach Hall was organised after 50 that he might still be alive. Dan Mazur, an American climber who was leading another party attempting to reach the summit discovered that, 51, Hall was still alive.

Mazur gave him hot tea and oxygen and alerted base camp before continuing towards the summit. Abramov dispatched a team of 12 Sherpas to re-ascend with oxygen and a stretcher. Last night Hall was reported 52 to a makeshift camp where he was receiving treatment for exposure and frostbite. He was 53 to be carried to advanced base camp early today.

The death of Herr Weber, another climber of the same expedition, took

47. A did
B had
C made
D took
48. A They were speaking
B In order to speak
C Speaking
D Spoken
49. A his life
B their life
C lives of their own
D their own lives
50. A emerging
B being emerged
C having emerged
D it emerged
51. A against all odds
B by word of mouth
C fair and square
D once and for all
52. A being carried
B to carry
C to have carried
D to have been carried
53. A anticipated
B expected
C looking forward
D waited

the toll on the mountain in the spring climbing season to eleven. Abramov said that the reason for Everest's high death toll this season may have been the calm, windless weather.

"The weather 54 plenty of climbers to reach the summit. In more severe conditions, they probably would have stopped the climb at lower heights. The summit became a trap for climbers with latent acute mountain sickness," he said.

This season's toll included David Sharp, 34, a British mountaineer, who died after suffering from acute altitude sickness. He was apparently left to die by dozens of climbers who 55 to stop their own ascent to help him. This provoked an outcry. Sir Edmund Hillary, who was on the team that first reached the summit in 1953, said it was "horrifying that climbers would leave a dying man".

Source: *The Times*, 2006

54. A allowed
B granted
C let
D made

55. A denied
B forbade
C neglected
D refused

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**.*

Silent Comedy

I am known for my verbal humour and improvised comedy, so some people are surprised by my love of silent comedy. But visual gags captivated me from an

early age. 1 in the late 1960s I'd watch TV programmes such as *Golden Silents* with Michael Bentine and *Mad Movies* with Bob Monkhouse. Then I had a revelation at 13 when I saw Buster Keaton's *The General* (1927) at the Academy cinema in London. To be able to deliver 2 laughter decades after the film had been made seemed to me like a kind of immortality.

Up to that point Keaton had just been a name to me. For someone interested in the silent era not 3 one of his films was like being interested in 1960s English pop music without having heard the Rolling Stones. Seeing the film with an audience and live musical accompaniment just blew me away. It was the way silent films were meant 4.

It's important that people see the best of the silent era in the best prints possible and played at the proper speed, 5 it's like seeing a bad photocopy of the Mona Lisa. And the music is 6. A good musician can make a great film even better.

Early silent films were pretty crude, with lots of people simply running around and falling over. But by the 1920s they had gained a sophistication that 7 as if they were working without dialogue as an artistic choice 8 than through technical limitation.

The silent era's most enduring comedians were Keaton, Charlie Chaplin, Laurel and Hardy, and Harold Lloyd.

1. Koulupoikana /
Som skolpojke

2. sellaista/sådant

3. see

4. see

5. muuten/annars

6. yhtä tärkeätä /
lika viktig

7. sai ne näyttämään /
fick dem att se ut

8.

They weren't just performers, they were writers, designers, and directors of their own acts. They knew instinctively which jokes would find the audience.

As early Hollywood was 9 place, everyone knew everybody else and it encouraged competition. 10 Chaplin who first brought an emotional sophistication to film comedy. He raised the bar that everyone else tried to beat.

Source: *The Sunday Times*, 2006

9. niin pieni /
en sã liten

10.

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. **I wish I had had the guts to interfere...**

You've been in a situation where you could have said or done something that might have changed the course of events. Write about the situation.

2. **The lost boys**

Why are universities and other institutes of learning crowded with girls? Do schools treat boys unfairly? Are there too few male teachers at school? Does the present school system favour girls? What should be done? Do not copy any of the text in part 1.1a.

3. **Could our society do without the police?**

In the reading comprehension text you read about monkey societies and policing in them. How do you see the role of the police in today's society? Could we cope without police forces?

4. **Speech**

You have been asked to give a short speech to an international group. The aim is to get new members or supporters for a charitable organization such as The Red Cross, Amnesty International or UNICEF. Write this speech.

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
2.1a-b	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.