

# ENGLISH

LISTENING

COMPREHENSION TEST

PITKÄ OPPIMÄÄRÄ  
LÅNG LÄROKURS

8.9.2008



YLIOPPILASTUTKINTOLAUTAKUNTA  
STUDENTEXAMENSNÄMNDEN

Answer questions 1–25 by choosing the **best** alternative. Mark your answers **on the optical answer sheet in pencil**.

**I**

You will hear part one twice: first straight through and then in short sections. Answer questions 1–10.

1. What sort of country do Anne and Tony want to visit?  
A A non-violent, ethical country  
B A quiet, picturesque country  
C A clean, welfare country
2. Why does Tony criticise Sweden?  
A Because he is anti-socialist  
B Because of his bad experiences there  
C Because its appearance doesn't match reality

\*\*\*

3. What is said about Bhutan?  
A They have a rather good football team  
B Despite tourism it has remained so unknown  
C They don't measure success in monetary terms
4. What is the situation in Bhutan?  
A Bhutanese refugees are overflowing Nepalese camps  
B Tibetan nationals are flooding into the country  
C Nepalese are not really desired in Bhutan

\*\*\*

5. How do the French regard European Union directives?  
A They see them as useful and necessary  
B They adapt them to their own purposes  
C They don't pay attention to them

6. Why would Canada be a good holiday destination?  
A Their policies are saner than those of America  
B Canadians have a special fondness for seals  
C It's a place where there are lots of wild parties

\*\*\*

7. What do we learn about Nauru?  
A It's been declared off limits to the US Navy  
B It's where Australia sends people it doesn't want  
C It's gaining inhabitants from New Zealand
8. What do they do to dwarfs in New Zealand?  
A Throw them about  
B Put them to singing  
C Let them act

\*\*\*

9. Why do Icelanders drink so much Coca-Cola?  
A Perhaps to refresh themselves after being in a hot spring  
B Perhaps to help with a hangover after partying  
C Perhaps to cover the taste of "spoiled" food
10. What do Anne and Tony say about Finland?  
A Some Finns have show-business talents  
B Finns have no taste in music  
C Lordi won the Eurovision by chance

\*\*\*

## II

You will hear the second part twice: first straight through, then in short sections. Answer questions 11–20.

11. What was formerly the goal of education for Inuit in Nunavut?
- A To meet the challenges of adapting to the surroundings
  - B To change over to a European-style of education and training
  - C To become successful hunters and gatherers

12. What happened to the education of the Inuit?
- A The schools were closed in the winter
  - B The churches left the responsibility to the state
  - C The families no longer educated the children

\*\*\*

13. What was the problem with Inuktitut education?
- A The Assembly did not provide money for teaching
  - B It was an additional burden to the teachers
  - C The lack of trained mother-tongue teachers

14. What causes the controversy in mother-tongue education?
- A The system has failed to live up to expectations
  - B No one knows what step needs to be taken next
  - C Parents would prefer English education

\*\*\*

15. What happened when the Education Act was rewritten?
- A It led the way to success
  - B It changed the controlling organ
  - C It provoked public criticism

16. What is said about high school graduates in general?
- A They go to Nunavut Arctic College
  - B There are more of them, but their skills are questionable
  - C Many of them are left looking for good jobs

\*\*\*

17. Why are there no Inuit teachers in high schools?
- A It is far too costly to educate them
  - B Only 14 a year are trained
  - C They are attracted elsewhere

18. What is the problem with standardized testing?
- A It is insensitive to cultural differences
  - B It leaves too much room for interpretations
  - C It shows the levels rather too clearly

\*\*\*

19. What suggestions are made for increasing school success?
- A Increasing the level of involvement of homes
  - B Increasing the school budgets and training budgets
  - C Increasing the self-esteem of the children

20. What seems to lie at the core of the school problems?
- A The mindset of a suppressed people
  - B A failure to take local conditions into account
  - C No one being held accountable

\*\*\*

### III

You will hear five short dialogues. You will hear each **once**. Answer questions 21–25.

21. What did Frank do?  
A Started a discussion  
B Lost his temper  
C Contradicted the woman

\*\*\*

22. What did the man offer Jill?  
A To go somewhere with her  
B To make her some food  
C To end a dispute

\*\*\*

23. What do they say about Bill?  
A He's generous with his help  
B He knows how to fix anything  
C He's influenced too easily

\*\*\*

24. What are they talking about?  
A The woman had just caused a road accident  
B What happened when it started raining  
C Why truck drivers take drugs these days

\*\*\*

25. What happened last night?  
A The pair agreed on a plan of action  
B Public opinion was reversed  
C The tide went out

\*\*\*

### IV

#### **Suomenkieliset koulut:**

Tässä osassa kuulet viisi uutista. Kuulet kunkin uutisen kaksi kertaa. Kuultuasi uutisen vastaa kysymykseen **lyhyesti suomeksi**. Kirjoita vastauksesi **selvällä käsialalla** kielikokeen vastauslomakkeen **A-puolelle**.

#### **Svenska skolor:**

I den här delen får du höra fem nyheter. Du får höra varje nyhet två gånger. När du har lyssnat på en nyhet ska du ge **ett kort svar på svenska** på frågan om den nyhet du lyssnat på. Skriv svaret **med tydlig handstil på sida A** av svarsblanketten för språkproven.

- a. Mikä lentokoneessa oli poikkeuksellista ja miksi?  
Vad var det som var märkvärdigt i flygplanet, och varför?

\*\*\*

- b. Miten postinkantaja erehtyi, ja mistä todella oli kyse?  
Hur misstog sig postiljonen, och vad var det i verkligheten fråga om?

\*\*\*

- c. Mitä Tobias Heinemann teki vuosia sitten, ja miksi hän lopetti?  
Vad gjorde Tobias Heinemann för många år sedan, och varför slutade han?

\*\*\*

- d. Mitä tapahtui ja miksi?  
Vad hände, och varför?

\*\*\*

- e. Miksi navigointi epäonnistui, ja minne koululaiset päätyivät?  
Varför misslyckades navigationen, och var hamnade eleverna?

\*\*\*

KOKEEN PISTEITYS / POÄNGSÄTTNINGEN AV PROVET

Tehtävä	Osioiden määrä	Pisteitys	Painokerroin*	Enint.	Arvostelulomakkeen sarake
Uppgift	Antal deluppgifter	Poängsättning	Koefficient*	Max.	Kolumn på bedömningsblanketten
<b>I–II</b>	20 x	1/0 p.	x 2,5	50 p.	1
<b>III</b>	5 x	1/0 p.	x 2	10 p.	2
<b>IV</b>	5 x	2–0 p.	x 3	30 p.	4
Yht./Tot.				90 p.	

\*Painotus tapahtuu lautakunnassa.  
Viktningen görs av nämnden.

Äänitteen tekstit pohjautuvat seuraaviin lähteisiin:  
Inspelningstexterna har följande källor:

- I "Axis of decency: A guide to well-behaved countries",  
*The Independent*, June 2007
- II Jack Hicks, "Education in the Canadian Arctic: What difference has the Nunavut Government made", *Indigenous Affairs*, 1/05