

## 2 GRAMMAR AND VOCABULARY

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.

### 2.1a Teach the digital generation to listen

Children should be given lessons in listening to music, according to singer-song writer Laura Mvula, to combat a culture in which young people have lost the ability to concentrate \_\_26\_\_ a piece of music.

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26. A at B for C in **D on**

- muista kerrata prepositiofraasit hyvin ennen koetta

\_\_27\_\_ the Brits, the Mercury Prize and an Ivor Novello award, Mvula graduated in composition from the Birmingham Conservatoire and is one of this year's breakthrough stars.

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27. A Nominate B Nominating for C Nominated **D Nominated for**

- Esittääkö Mvula jotain vai esitetäänkö häntä johonkin? Tunnista Mvula kohteeksi ja tässä onkin passiivinen lauseenvastike (= 3. muoto. Siinä menivät A ja B). Pitää myös tietää, että kun ollaan kohteena, tulee prepositio.

The 30-year-old singer and pianist began writing songs on her laptop 28 as a supply teacher in a Birmingham secondary school.

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28. A on working **B while working** C worked D has worked

- Aktiivinen lauseenvastike (= -ing-muoto): ...while she was working. Began osoittaa imperfektin. While voisijopa puuttua tuosta ja se olisi oikein.
- C toimisi, jos olisi 'while she worked'
- A tarkoittaa: 'heti kun aloitti hommat'
- D ei sovi edes sequence of tenses-teoriaan.

She fears that the pace of 21st-century life means that the art of listening to music, 29 a classical symphony 29 a contemporary album designed 30 as a coherent whole, is being lost.

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29. A neither - nor **B whether - or** C and - and D both - and

- A ei käy järkeen, B on paras, C ei järkeä ja olisi vielä huonoa tyyliäkin, D ei ole mielekäs sekään

30. A hearing B heard **C to be heard** D to be hearing

- a contemporary album pitää käsittää kohteeksi ja passiivista predikaattia siis puuttuu: C on passiivin perusmuoto nykyviittauksella.

"Learning how to listen is just as important as learning how to sing or play," said Mvula, whose music is informed \_\_31\_\_ jazz, soul and gospel.

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31. A about **B by** C for D in

- harvinaisempi merkitys tässä: olla saanut vaikutteita. BY on tässä passiivin agentin tunnus.
- to be informed about on olemassa, mutta ei sovi tähän: musiikkia ei ole informoitu

"It is a discipline to listen, but we don't really do that any more. Half an hour a week set aside just for listening to music in schools would be a good start. It's replenishing just to have that time."

Children might even be taught that volume is not everything. "I used to only play things at maximum volume, but now I understand that to \_\_32\_\_ music you can listen without killing your eardrums," Mvula says.

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32. A appeal B apply **C appreciate** D approve

- appeal TO pitäisi olla, B on soveltaa musiikkia, C arvostaa, D approve 'hyväksyä?' Naahh!
- sanastokohta, mieti mitä kielioppia kukin vaihtoehto tarvitsisi ympärilleen ja tietysti mietimme merkitystä

Mvula explained the importance of listening to an audience of 100 music students at a Royal Albert Hall masterclass as she prepared for her performance at a Late Night Prom next week, when she \_\_33\_\_ premiere her orchestral album with the Metropole.

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33. **A will** B would C shall D ought

- Sequence of tenses-teoria tuntuisi vaativan tähän WOULD, mutta tuo NEXT WEEK on sanomalehden oletettavaan lukupäivään nähden tulevaisuutta ja sen perusteella WILL

The Independent on Sunday, 10 August 2014(adapted)

## 2.1b Weather Eye

Fog is the curse of seafarers. Pounding drums were used to guide the Vikings safely into harbor, an \_\_34\_\_ gong was used in Ancient China, but in most places a bell was rung to warn sailors.

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34. A empire B empirical **C imperial** D imperially

- A on vähän kökkö, B se ei ole 'kokemusperäinen', C on hyvä, D varo tätä: -ly on adverbi, ei adjektiivi

With the invention of gunpowder, cannons were often used, and one of the most famous was the gun at Boston harbor that from 1719 onwards \_\_35\_\_ at half-hourly intervals, America's first official fog warning.

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35. **A boomed** B listened C sensed D heard

- Mitä ase (the gun) tekee? Jyrähtää?, kuuntelee?, aistii?, kuulee?

The proper foghorn was \_\_36\_\_ in the 1850s by Robert Foulis.

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36. **A invented** B found C founded D discovered

- Keksittiin?, löydettiin jostain?, perustettiin?, löydettiin jotain olemassa olevaa?
- no uusi keksintöhän se oli, siis A

Walking home in the fog one night, Foulis heard his daughter playing the piano in the distance and noticed that low notes were heard farther away. He realised this \_\_37\_\_ to fog signals and developed an automatic steam-powered horn system that would blast \_\_38\_\_ regular intervals louder than a bell and be far less dangerous than a cannon.

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37. A had applied B has been applied C can be applied **D could be applied**

- realized vaatii sequence of tenses-ajattelun mukaisesti mennyttä aikaa peräänsä ( siis ei B eikä C)
  - A tarkoittaisi, että ilmiö olisi jo aiemmin soveltunut
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38. **A at** B by C in D on

- BY ja ON pois, eivät kuulsta edes oikeilta ja jäljelle jää vanha kunnon IN/AT-dilemma ja siitä valitaan AT

In 1895, Robert Hope-Jones, a church organ designer in England, developed a deep-tone organ pipe, the diaphone. "The diaphone is the most clamorous fog signal in the world. It has a roar like an advancing tornado, opening with a bellow like a bull moose and winding \_\_39\_\_ a grunt that shakes the atmosphere", wrote the San Francisco Call newspaper.

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39. A down B down from **C up with** D with

- A 'vähentää toimintaa', 'rentoutua' B FROM on vääränsuuntaista toimintaa, C on just pistää 'vettä myllyyn', 'lisätä kierroksia' , D ei toimi

Hope-Jones patented his foghorn in 1896 – he later 40 to the US where the diaphone proved a huge success for the Wurlitzer organ, best known for the music accompanying silent movies and live performances.

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40. A removed **B emigrated** C changed D transformed

- siirsi?, muutti maasta?, vaihtoi?, muutti toiseen muotoon? Paikanmääre **the US** tukee valintaa B.

The Times, 26 September 2014 (adapted)

## 2.1c Your money

Learning how to budget and steering well clear of payday loans are two of the most important lessons 41 at university,

Iona Bain says.

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41. A learn B to have learnt **C to be learnt** D learning

- tunnista lesson kohteeksi, siis passiivinen predikaatti puuttuu ja eihän siinä jää kuin C enää mahdolliseksi.

Peer pressure and the so-called "fomo" phenomenon is driving students into unnecessary debt as half of all undergraduates 42 out of money before the end of the month, research has shown.

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42. A resolve B resist C resort to **D run**

- ratkaista?, vastustaa?, turvautua jhkn? vaiko peräti 'rahat loppuvat'? Fraasiverbit eivät ole osiensa summia.

Financial education firm Blackbullion said nearly a third of students blame "unexpected expenses" for the shortfall in their finances, 43 38 per cent admit they splash out more often than expected.

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43. A as B because **C while** D when

- AS on liikaa 'samaa aikaan, kun', BECAUSE ei toimi: ei syy-seuraus-suhdetta, C WHILE toimii mukavasti: kun taas, WHEN viittaa liikaa aikaan. WHEREAS olisi toiminut, muttei ollut tarjolla.



The Money Charity has already warned that some students in England may need as much as £750 a month to pay for their accommodation, even after 44 the maximum funding available through maintenance loans.

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44. A received B have received **C receiving** D being received

- tehtyään jtkn = after + -ing-muoto (siis ei A eikä B)
- some students tunnistetaan subjektiksi, eli aktiivista predikaattia puuttuu, siis C
- D olisi passisinen muoto

This could leave the average English student based in London with just £449 to live 45 each month.

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45. A at B by C in **D on**

- asua jsskn paikassa?, elää jnkn mukaisesti?, asua? vaiko elää jollakin rahamäärällä?

But Blackbullion's Vivi Friedgut said the majority of students still 46 to use their scarce funds in an "efficient" way: "The biggest cause of unnecessary debt is peer pressure."

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46. A detest **B fail** C repel D subdue

- inhoavat?, eivät onnistu?, karkoittavat?, tukahduttavat? No B tietenkin.

That, \_\_47\_\_ with the influence of celebrity culture and constant invitations to access credit, tempts many to spend money they don't have. Debt is the new normal for students.

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47. A combine B combining **C combined** D combination

- TAAS lauseenvastike: when it is combined
- passiivinen lauseenvastike = 3. muoto pääverbistä

If your bank account is zero, \_\_48\_\_ to use your credit card so you can learn to live within your limits.

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48. A repel the influence **B resist the temptation**

C push the limit D follow the urge

- A karkoita vaikutus? MTÄH?
- B vastusta kiusausta (TOIMII!)
- C puske (luotto)rajaa? Ei järkeä.
- D seuraa mielihalua? Ei toimi tämäkään.

Embrace bargain hunting rather than expensive trophy possessions. It may also be wise to shun supersized overdrafts so that you're not inclined to 49 for the sake of it.

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49. A lend **B borrow** C allow D grant

- lainaamisen kaksi suuntaa: lend - antaa lainaksi, borrow - ottaa lainaksi  
Elementary, Dear Watson! ☺
- C sallia D suoda/taata jllkn jtkn. Ei sovi.

It is also important to get into the habit of checking your bank account regularly. Finally, 50 to discuss money with your friends.

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50. A don't despise B don't entice C don't be surprised

**D don't be afraid**

- A tarvitsisi -ing-muotoa peräänsä, silloinkin onnahtelisi
- B myönteisenä voisi toimiakin: entice your friends to discuss money
- C ei oikein ole järkeä
- D älä pelkää Tämä toimii! ☺

The Independent, Saturday 27 September 2014 (adapted)

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.

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### **British football by Terry Venables**

Daniel Sturridge \_\_1\_\_ for Liverpool yesterday but I would have still preferred to see him in Roy Hodgson's squad, \_\_2\_\_ or not. In fact Roy really should have put his foot down, without a shadow of a doubt.

\_\_\_\_\_

1. ei pelannut / spelade inte

**1. did not play / didn't play**

\_\_\_\_\_

2. injure

**2. injured**

\_\_3\_\_ competitive international games, England have \_\_4\_\_ the players they want. Sturridge is a vital player for Hodgson; we are not so blessed with prolific strikers that his absence won't \_\_5\_\_.

\_\_\_\_\_

3. prepositio/ preposition

**3. In / For / As for / As to**

\_\_\_\_\_

4. oikeus ottaa / rätten att ta

**4. (got) the right to take/pick**

\_\_\_\_\_

5. feel

**5. be felt**

Roy's decision to not include him in his squad for the European Championship qualifiers against San Marino and Estonia has left an impression that he 6-7 by the Liverpool manager, Brendan Rodgers. Rodgers still blames Sturridge's current thigh injury on him 8 by England the last time they met up. I wonder if Roy is feeling a bit guilty about it, and is now just trying to be a good chap.

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6-7. dictate

**6. has been dictated / was dictated / is dictated / may have been dictated**

**/ is being dictated / was being dictated**

**7. to** (hankalat kohdat, mutta sama verbi tulee tekstissä myöhemmin TOISEN KERRAN, joten hyvät hoksottimet ovat todella tarpeen)

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8. over-train

**8. being over-trained / having been over-trained**

**-tässä kohtaa hyväksytään yhteenkirjoitettuna**

As I was the England manager and a club manager did not want me to take a player who was \_\_9\_\_, I would say: 'Excuse me, but you can't dictate to me.' Of course, I tried to have a good relationship with them, \_\_10\_\_ I did. \_\_11\_\_ was never a situation where I didn't physically take a player I wanted to include.

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9. saatavilla/tillgänglig

**9. available**

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10. pronomini/ pronomen

**10. which**

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11.

**11. There**

So I certainly wouldn't have been \_\_12\_\_ accommodating \_\_12\_\_ Roy has been. And I would have spoken directly to Sturridge in this instance and said: 'As far as I'm concerned you're chosen. And if you don't come, \_\_13\_\_.'

\_\_\_\_\_

12.

**12. as...as**

**- käy myös vain kerran kirjoitettuna**

\_\_\_\_\_

13. se riippuu sinusta / det beror på dig

**13. it's up to you / it depends on you**

**/ that's up to you / that depends on you**



I remember managing Gazza and Gary Lineker at Tottenham Hotspur and I would never have dreamt of getting in the way of either of them playing for England. \_\_14\_\_, they always wanted to play. I would never have stood in \_\_15\_\_ way, so it surprises me that Sturridge is now in this situation.

\_\_\_\_\_

14. Ollakseni rehellinen / För att vara uppriktig

**14. To be honest / To be fair**

\_\_\_\_\_

15. kenenkään/någons

**15. anyone's / anybody's**

**The Independent on Sunday, 5 October 2014 (adapted)**

**Kielioppiosuuden analyysin teki Maxx Perälä, Kiimingin lukio**