

Państwowa Szkoła Wyższa

im. Papieża Jana Pawła II w Białej Podlaskiej

Konkurs "GRA O INDEKS"

na kierunek Neofilologia,

specjalność: język angielski

13.III.2014, Biała Podlaska

I. READ THE TEXT AND ANSWER QUESTIONS 1-8, CHOOSING A, B, C OR D.

Meet the Amazing Watkins Family

The sons are composers and prize-winning musicians, while Dad makes the instruments. *Matthew Rye* reports.

Whole families of musicians are not exactly rare. However, it is unusual to come across one that includes not only writers and performers of music, but also an instrument maker.

When South Wales schoolteachers John and Hetty Watkins needed to get their ten-yearold son, Paul, a cello to suit his blossoming talents, they baulked at the costs involved. 'We had a look at various dealers and it was obvious it was going to be very expensive,' John says. 'So I wondered if I could actually make one. I discovered that the Welsh School of Instrument Making was not far from where I lived, and I went along for evening classes once a week for about three years.'

line 17

'After probably three or four goes with violins and violas, he had a crack at his first cello,' Paul, now 28, adds. 'It turned out really well. He made me another one a bit later, when he'd got the hang of it. And that's the one I used right up until a few months ago.' John has since retired as a teacher to work as a full-time craftsman, and makes up to a dozen violins a year – selling one to the esteemed American player Jaime Laredo was 'the icing on the cake'.

Both Paul and his younger brother, Huw, were encouraged to play music from an early age. The piano came first: 'As soon as I was big enough to climb up and bang the keys, that's what I did,' Paul remembers. But it wasn't long before the cello beckoned. 'My folks were really quite keen for me to take up the violin, because Dad, who played the viola, used to play chamber music with his mates and they needed another violin to make up a string trio. I learned it for about six weeks but didn't take to it. But I really took to the character who played the cello in Dad's group. I thought he was a very cool guy when I was six or seven. So he said he'd give me some lessons, and that really started it all off. Later, they suggested

that my brother play the violin too, but he would have none of it.'

'My parents were both supportive and relaxed,' Huw says. 'I don't think I would have responded very well to being pushed. And, rather than feeling threatened by Paul's success, I found that I had something to aspire to.' Now 22, he is beginning to make his own mark as a pianist and composer.

Meanwhile, John Watkins' cello has done his elder son proud. With it, Paul won the string final of the BBC Young Musician of the Year competition. Then, at the remarkably youthful age of 20, he was appointed principal cellist of the BBC Symphony Orchestra, a position he held, still playing his father's instrument, until last year. Now, however, he has acquired a Francesco Rugeri cello, on loan from the Royal Academy of Music. 'Dad's not said anything about me moving on, though recently he had the chance to run a bow across the strings of each in turn and had to admit that my new one is quite nice! I think the only thing Dad's doesn't have - and may acquire after about 50-100 years - is the power to project right to the back of large concert halls. It will get richer with age, like my Rugeri, which is already 304 years old.'

Soon he will be seen on television playing the Rugeri as the soloist in Elgar's Cello Concerto, which forms the heart of the second programme in the new series, *Masterworks*. 'The well-known performance history doesn't affect the way I play the work,' he says. 'I'm always going to do it my way.' But Paul won't be able to watch himself on television – the same night he is playing at the Cheltenham Festival. Nor will Huw, whose String Quartet is receiving its London premiere at the Wigmore Hall the same evening. John and Hetty will have to be diplomatic – and energetic – if they are to keep track of all their sons' musical activities over the coming weeks.

- 1 Why did John Watkins decide to make a cello?
 - A He wanted to encourage his son Paul to take up the instrument.
 - B He was keen to do a course at the nearby school.
 - C He felt that dealers were giving him false information.
 - **D** He wanted to avoid having to pay for one.
- 2 What is meant by 'crack' in line 17?
 - A attempt
 - B plan
 - C shock
 - D period
- 3 What do we learn in the third paragraph about the instruments John has made?
 - A He considers the one used by Jaime Laredo to be the best.
 - B He is particularly pleased about what happened to one of them.
 - C His violins have turned out to be better than his cellos.
 - D It took him longer to learn how to make cellos than violins.
- 4 Paul first became interested in playing the cello because
 - A he admired someone his father played music with.
 - **B** he wanted to play in his father's group.
 - C he was not very good at playing the piano.
 - **D** he did not want to do what his parents wanted.
- 5 What do we learn about Huw's musical development?
 - A His parents' attitude has played little part in it.
 - B It was slow because he lacked determination.
 - C His brother's achievements gave him an aim.
 - D He wanted it to be different from his brother's.
- 6 What does Paul say about the Rugeri cello?
 - A His father's reaction to it worried him.
 - B The cello his father made may become as good as it.
 - C It has qualities that he had not expected.
 - **D** He was not keen to tell his father that he was using it.
- 7 What does Paul say about his performance of Elgar's Cello Concerto?
 - A It is less traditional than other performances he has given.
 - B Some viewers are likely to have a low opinion of it.
 - C He considers it to be one of his best performances.
 - **D** It is typical of his approach to everything he plays.
- 8 What will require some effort from John and Hetty Watkins?
 - A preventing their sons from taking on too much work
 - B being aware of everything their sons are involved in
 - C reminding their sons what they have arranged to do
 - D advising their sons on what they should do next

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II. FOR QUESTIONS 9-13, CHOOSE FIVE WORDS FROM THE TEXT THAT BEST MATCH THE DEFINITIONS GIVEN.

developing and becoming stronger (PARAGRAPH 2)

- 10.
- 2. to start to like somebody or something (PARAGRAPH 4)
- 11.
 - 3. used for emphasizing how surprising or unusual something is (PARAGRAPH 6)
- **12.** 4. to get something (PARAGRAPH 6)
- 13.
- 5. to have an influence on something (PARAGRAPH 7)

III. READ THE TEXT AND FILL IN THE GAPS 14-20 WITH THE MISSING SENTENCES A-H. ONE SENTENCE IS UNNECESSARY.

The kingfisher

Wildlife photographer Charlie James is an expert on the kingfisher: a beautiful blue-green bird that lives near streams and rivers, feeding on fish.



Old trees overhang the stream, half shading shallow water. Soft greens, mud browns and the many different yellows of sunlight are the main colours, as soft as the sounds of water in the breeze. The bird cuts like a laser through the scene, straight and fast, a slice of light and motion so striking you almost feel it. It has gone in a split second, but a trace of the image lingers, its power out of proportion to its size.

Charlie James fell in love with kingfishers at an early age. 9 After all, it is the stuff of legend. Greek myth makes the kingfisher a moon goddess who turned into a bird. Another tale tells how the kingfisher flew so high that its upper body took on the blue of the sky, while its underparts were scorched by the sun.

10 For despite the many different blues that appear in their coats, kingfishers have no blue pigment at all in their feathers. Rather, the structure of their upper feathers scatters light and strongly reflects blue.

11 It's small wonder that some wildlife photographers get so enthusiastic about them. Couple the colours with the fact that kingfishers, though shy of direct human approach, can be easy to watch from a hideout, and you have a recipe for a lifelong passion.

Charlie James's first hideout was an old blanket which he put over his head while he waited near a kingfisher's favourite spot. **12** But it took another four years, he reckons, before he got his first decent picture. In the meantime, the European kingfisher had begun to dominate his life. He spent all the time he could by a kingfisher-rich woodland stream.

The trouble was, school cut the time available to be with the birds. So he missed lessons, becoming what he describes as an 'academic failure'. 13

At 16, he was hired as an advisor for a nature magazine. Work as an assistant to the editor followed, then a gradual move to life as a freelance wildlife film cameraman. What he'd really like to do now is make the ultimate kingfisher film. **14** 'I'm attracted to the simple approach. I like to photograph parts of kingfisher wings ...'

The sentence trails off to nothing. He's thinking of those colours of the bird he's spent more than half his life getting close to, yet which still excites interest. **15** But, as Charlie knows, there's so much more to his relationship with the kingfisher than his work can ever show.

- A This is why a kingfisher may appear to change from bright blue to rich emerald green with only a slight change in the angle at which light falls on it.
- **B** But his interest in this, the world's most widespread kingfisher and the only member of its cosmopolitan family to breed in Europe, was getting noticed.
- **C** A sure sign of his depth of feeling for this little bird is his inability to identify just what it is that draws him to it.
- **D** The movement sends a highly visible signal to rivals, both males and females, as it defends its stretch of water against neighbours.

- **E** The bird came back within minutes and sat only a metre away.
- **F** The photographs succeed in communicating something of his feelings.
- **G** 'No speech, just beautiful images which say it all,' he says.
- **H** There is some scientific truth in that story.



IV. FOR QUESTIONS 21-35, READ THE TEXT BELOW AND THINK OF THE WORD WHICH BEST FITS EACH SPACE. USE <u>ONLY ONE</u> WORD IN EACH SPACE. THERE IS AN EXAMPLE AT THE BEGINNING.

CLOWNS TO TEACH PHYSICAL EDUCATION

Believe it or (0) ... not..., as part of the upgraded Physical Education Curriculum, clowns and trapeze artists, are being brought in (21) train Physical Education teachers. This step is part of the government's new policy to improve the image of Physical Education. The clowns are teaching the teachers (22) to perform basic circus skills. This will enable (23) to offer a wider range of physical activities to the students. The Ministry of Culture, Media and Sport is concerned (24) the fact that many teenagers (25) a life lacking physical exercise and sports because they have lost interest in them. Statistics show that a large (26) of students are completely indifferent (27) traditional sports such as rugby, netball and hockey, which are criticised for "not being fun". The change in the curriculum, however, is set to cause controversy among traditional teachers. A leading Physical Education Association is already opposed to (28) changes and asks (29) circus skills such as unicycling or the trapeze can conform to the schools' strict health and safety regulations. Furthermore, the Association (30) doubts about these circus-type activities as they offer nothing to a student's future. The Association (31) it clear that its members are not against any change to the Physical Education curriculum, but they would (32) provide students with the kind of activities that will be of some (33) to them. However, other teachers consider (34) unfortunate that circus skills and acrobatics are looked (35) on and believe that such routines can develop children's balance, coordination and dexterity.

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V. FOR QUESTIONS 36-60, CHOOSE THE CORRECT ANSWER.

A coldB sneezeC throatD cough37. When they learnt how poor he was they let him live in the cottage free.A rentB hire
37. When they learnt how poor he was they let him live in the cottage free.
A rent B hire
C let D charge
38. Nowadays more and more people ask bank managers for a
A credit B lend
C loan D premium
39. During press conference the leader of the local trade unions put very
interesting proposal.
A against B forward
C to D up to
40. When we heat metal it
A widens B broadens
C expands D grows

41 .	They had,	saved some in	nportant documents from the burning house.
	lately		lastly
С	at last	D	at least
42.	She never writes down	n what she has to	do the next day. She keeps it in her
Ā	memory .	В	head
	mind	D	thought
43.	th	ey need to have the	heir house redecorated is 50 million.
	All		Everything
	Only		Which
44.	She often makes me a	ngry because she	always wants to have things her own
	direction		method
	manner		way
	Mary		
	takes		gets
	obtains		achieves
	went by		longer than had been expected.
	carried on		was on
			hey divorced although they try to keep it in secret.
	general	_	popular
	familiar		common
	There was no wine left		
	make up with		do away with
	do up with	D	make do with
	-	n	nany old people of their youth.
	recalls		reminds
	recollects		brings back
		y gives	to frequent public criticism.
	basis		grounds
	rise		reason
	The carpet would		
	agree		fit
	match		do
	Do you remember		going to the school
A C	going to school for the	D	to go first to school
C 53	going to school firstly No one saw the man _	D	the street
	to cross		has crossed
	how crossed	_	cross
			s what for.
	did we want		we were waiting
			awaited
	"Shall I make some co	ffee?" "I wish yo	ou!"
	would		do
С	did	D	should
			ed. They (może musieli wziąć udział) in the
			E THE BEST TRANSLATION)
	may have had to take p	bart B	may have taken part
			might have to take part
			o the cinema tonight because I have to study a lot.
	HOOSE THE BEST TR	,	61 4 4
A	'd rather not go	B	'd not rather go

- C 'd better not go
- D 'd be better if I don't go

58. Mary said she was very sorry for (że nie zawiadomiła nas) about her getting married earlier. (CHOOSE THE BEST TRANSLATION)

- A didn't let us know
- B not to have let us known
- C her not let us know D not having let us know
- 59. "I'd rather you (żebyś nie zapraszała) the Greens to our party tonight as I don't like them,"

B didn't invite

Mr Nixon said to his wife. (CHOOSE THE BEST TRANSLATION)

- A not invite
- C shouldn't invite
- D don't invite

60. When he met her she said she would take him for a ride in her (nowym sportowym samochodem). (CHOOSE THE BEST TRANSLATION)

- A brand new sports car
- B new brand sports car
- C new brand sport car
- D brand new sports car

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VI. FOR QUESTIONS 61-65, COMPLETE THE SECOND SENTENCE SO THAT IT HAS A SIMILAR MEANING TO THE FIRST SENTENCE, USING THE WORD GIVEN. <u>DO NOT CHANGE THE WORD GIVEN</u>. YOU MUST USE BETWEEN <u>TWO AND FIVE WORDS,</u> INCLUDING THE WORD GIVEN. THERE IS AN EXAMPLE AT THE BEGINNING (0).

0.	Airlines don't allow smoking on planes. PROHIBITED
	<i>It is prohibited</i> to smoke on airplanes.
61	. It was wrong of Pat to quit her job. UP
	Pather job.
62	. There weren't many things we could do in the village. HARDLY
	There we could do in the village.
63	. There was no need for you to clean the entire house. I was to do it. HAVE
	Youthe entire house.
64	. 'I've had enough of your rudeness," said Fiona to Peter. UP
	Fiona refusedPeter's rudeness anymore.
65	. George is a more careless driver than Elliot. AS
	George doesn't
66	. Our parents didn't let us eat fast food when we were young. ALLOWED
	We fast food when we were young.
67	. "We should by all means visit the museum," said Rebecca. INSISTED
	Rebecca the museum.
68	A snowstorm caused the delay of our flight. DUE
	Our flight a snowstorm.
69	. The speaker didn't want to offend his audience. INTENTION
	The speaker his audience.
70	The moment the robber reached for a gun, the cashier gave him the money. SOONER
	No for a gun than the
	cashier gave him the money.

VII. FOR QUESTIONS 71-80, READ THE TEXTS BELOW. USE THE WORD GIVEN IN CAPITALS AT THE END OF EACH LINE TO FORM A WORD THAT FITS IN THE SPACE IN THE SAME LINE. THERE IS AN EXAMPLE AT THE BEGINNING (0).

The word 'radar' stands for Radio Detection and Ranging and was (0) <i>developed</i> by R.A. Watson Watt.	DEVELOP
(71) correctness has made, and continues to make,	POLITICS
a(n) (72) impact on our language as we are all	SIGNIFY
(73), for the common good, to make increasing use of	COURAGE
euphemistic paraphrase. We should turn our backs on (74)	EXPRESS
like 'the poor' and embrace 'the (75) disadvantaged'.	ECONOMY
The 'visually challenged' is recommended in place of 'the blind'; 'the	
chronically hard of (76)' is a substitute for 'the deaf'.	HEAR
This is all very well and not asking the (77) of us. It is rather	POSSIBILTY
when the trend is taken to the extreme and 'the bald' find themselves	
referred to as 'the follically challenged' – and even short people as 'the	
(78) challenged' – that there is a risk of things getting out of	VERTICAL
(79) 'Out with the old and in with the new' may have its	HANDY
(80) as a saying, but so does 'Let the sleeping dogs sleep".	VIRTUAL

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TRANSFER ALL YOUR ANSWERS ONTO A SEPARATE ANSWER SHEET

