

KOD UCZNIĄ				

# KONKURS JĘZYKA ANGIELSKIEGO DLA UCZNIÓW KLAS IV-VIII SZKÓŁ PODSTAWOWYCH WOJEWÓDZTWA MAZOWIECKIEGO

**ETAP REJONOWY**  
**5 stycznia 2023 r. godz. 10:00**

Uczennico/Uczniu:

1. Arkusz składa się z 10 zadań, na których rozwiązanie masz **90** minut.
2. Pisz długopisem/piórem - dozwolony jest czarny lub niebieski kolor tuszu.
3. Nie używaj ołówka ani korektora. Jeżeli się pomylisz, przekreśl błąd i napisz inną odpowiedź.
4. Pisz czytelnie i zamieszczaj odpowiedzi w miejscu do tego przeznaczonym.
5. Przenieś wszystkie rozwiązania na kartę odpowiedzi.
6. Zapisy w arkuszu i w brudnopisie nie podlegają ocenie.

**Życzymy powodzenia!**

Maksymalna liczba punktów	60	100%
Uzyskana liczba punktów		%
Podpis Przewodniczącej WKK		

**Zadanie 1. (0–6)**

**Przeczytaj poniższy tekst. Do każdej luki (1.1.–1.6.) dopasuj właściwe zdanie (A–H), aby powstał logiczny i spójny tekst. Dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki. Przenieś rozwiązanie na kartę odpowiedzi.**

**WHY DO OLD PEOPLE HATE NEW MUSIC?**

When I was a teenager, my dad was not terribly interested in the music I liked. To him, it just sounded like “a lot of noise,” while he regularly referred to the music he listened to as “beautiful.” **1.1.** \_\_\_\_\_ Even in his 80s, he once turned to me during a TV commercial featuring a 50-year-old Beatles tune and said, “You know, I just don’t like today’s music.” It turns out that my father is not alone. As I have grown older, I often hear people my age say things like, “they just don’t make good music anymore.”

Why is this so? Luckily, my background as a psychologist has given me some insights into this puzzle. **1.2.** \_\_\_\_\_ By the time we are in our early 20s, these tastes get locked into place pretty firmly. In fact, studies have found that by the time we turn 33, most of us have stopped listening to new music. Meanwhile, popular songs released when you are in your early teens are likely to remain quite popular among your age group for the rest of your life.

There could be a biological explanation for this. There is evidence that the brain’s ability to make subtle distinctions between different chords, rhythms and melodies gets worse with age. **1.3.** \_\_\_\_\_ But I believe there are some simpler reasons for older people’s aversion to newer music. One of the most researched laws of social psychology is something called the “more exposure effect.” **1.4.** \_\_\_\_\_ This happens with the people we know, the advertisements we see and, yes, the songs we listen to.

When you are in your early teens, you probably spend a fair amount of time listening to music or watching music videos. Your favourite songs and artists become familiar, comforting parts of your routine. **1.5.** \_\_\_\_\_ Instead, many will simply listen to old, familiar favourites from that period of their lives when they had more free time.

Psychology research has shown that the emotions we experience as teens seem more intense than those that come later. **1.6.** \_\_\_\_\_ All of this might explain why the songs we listen to during this period become so memorable and beloved. So there is nothing wrong with your parents because they do not like your music. In a way, it is all part of the natural order of things.

Adapted from: <https://theconversation.com>

- A. We also know that deep emotions are associated with stronger memories and preferences.
- B. These may show that those teen years were not necessarily carefree.
- C. So to older people, newer, less familiar songs might all “sound the same.”
- D. This attitude has persisted throughout his life.
- E. In a nutshell, it means that the more we are exposed to something, the more we tend to like it.
- F. For many people over 30, job and family obligations increase, so there is less time to spend discovering new music.
- G. So it is certainly not impossible to get your parents on board with Billie Eilish and Lil Nas X.
- H. We know that musical preferences begin to crystallize as early as age 13 or 14.

**Zadanie 2. (0–7)**

**Przeczytaj poniższy tekst. Zdecyduj, które zdania (2.1.–2.4.) są zgodne z treścią tekstu (T – True), które są niezgodne (F – False), a które zawierają informacje niepodane w tekście (NI – No Information). Następnie znajdź w tekście wyrazy lub wyrażenia, które odpowiadają definicjom podanym w punktach 2.5.–2.7., wpisując je w formie odpowiadającej podanej definicji (np. bezokolicznika). Przenieś rozwiązania na kartę odpowiedzi.**

**GARUM – BIBLIOTECA E MUSEO DELLA CUCINA**

Rome's Garum, Biblioteca e Museo della Cucina, is a fascinating homage to Italy's history of food and cooking. From the outside, the museum on Palatine Hill looks like just another of Rome's elegant buildings. Inside, however, it is clear that this is not just an ordinary Roman mansion. Named after a fish-based sauce enjoyed by the ancient Romans, Garum lets its visitors browse display cases filled with historic kitchenware – from baroque moulds for ice cream dating back to the early seventeenth century, to gas cookers from the 1950s.

Located on the second floor of the museum, the cookbook display spans the medieval era through to the late 20th century. Among the 127 cookbooks in the collection, there is a first edition of Pellegrino Artusi's *Science in the Kitchen and the Art of Eating Well* (1891), which aimed to demystify the Italian cuisine that had previously been reserved for the country's elite. Artusi was, in fact, like the first food blogger. He suggested using local, seasonal and quality products.

While Artusi's cookbook is not as vibrantly illustrated as some others, it makes up for that with his colourful writing style. For example, he wrote about his curious Lentin Spaghetti: "Many

people will read the recipe for it and cry out: 'Oh, what's a ridiculous pasta!' They say so because it's made from ground walnuts, breadcrumbs, confectioner's sugar and Jamaican pepper. Nevertheless, this sweet spaghetti is an unfailing delicacy quite popular with children."

Other highlights include a copy of the oldest mass-printed cookbook, Bartolomeo Platina's 1474 *On Honourable Pleasure and Health*, and *The Opera of Bartolomeo Scappi*, written in 1570 by the private chef of Pope Pius V. The latter, which brims with sketches of meals, was extraordinary because, for the first time, it gave the Italian public access to recipes previously untasted outside of the Vatican. In particular, Scappi wrote of how Pope Pius IV was a fan of frogs. Not just any frogs, mind you, but those from the city of Bologna, which were especially plump and delicious.

As French cuisine had a significant influence on northern Italian gastronomy – due to sharing both a border and mutual admiration for each other's culinary prowess – the museum also displays many of France's finest cookbooks.

Aside from books and artefacts, Garum intends to bring some of the dishes (such as the first-ever recipe for Italian tomato sauce, from the late 1600s) alive. Plans for tastings and on-site banquets are still in the works.

Adapted from: [www.bbc.com/travel](http://www.bbc.com/travel), [www.smithsonianmag.com](http://www.smithsonianmag.com), [www.museodellacucina.com](http://www.museodellacucina.com)

		T	F	NI
2.1.	The text explains what kind of food garum was.			
2.2.	Artusi's book includes only one recipe for children.			
2.3.	The Pope was the only person who could eat frogs prepared by Scappi.			
2.4.	You can try samples of historical food in the museum.			

2.5. great ability or skill in cooking \_\_\_\_\_

2.6. never changing or ending, showing itself at all times \_\_\_\_\_

2.7. to be full of something \_\_\_\_\_

**Zadanie 3. (0–6)**

**Uzupełnij poniższe wypowiedzi (3.1.–3.6.), wybierając spośród podanych możliwości. Zakreśl literę A, B albo C. Przenieś rozwiązanie na kartę odpowiedzi.**

**3.1.** X: What was the title of the movie?

Y: Just a moment. I've got the answer on the \_\_\_\_\_ of my tongue.

**A.** tip                      **B.** end                      **C.** back

**3.2.** X: Who is your favourite star of the \_\_\_\_\_ screen?

Y: Kate Winslet, without a doubt.

**A.** black and white    **B.** silver                      **C.** shining

**3.3.** X: The headmaster knows who sprayed the graffiti at the entrance of the school.

Y: Good to hear that. Now they will have to face the \_\_\_\_\_ and deal with the consequences of their action.

**A.** violin                      **B.** beat                      **C.** music

**3.4.** X: This piano is out of \_\_\_\_\_.

Y: You're right. The sounds are too low.

**A.** key                      **B.** tune                      **C.** note

**3.5.** X: Has the press been invited to take photos at the \_\_\_\_\_ rehearsal?

Y: Yes, it is open to everyone.

**A.** costume                      **B.** outfit                      **C.** dress

**3.6.** X: Did you like the concert?

Y: I did. In fact, it \_\_\_\_\_ up to all my expectations.

**A.** lived                      **B.** covered                      **C.** fell

**Zadanie 4. (0–5)**

**Przeczytaj poniższy tekst. Uzupełnij każdą lukę (4.1.–4.10.) jednym wyrazem, tak aby otrzymać spójny, logiczny i poprawny językowo tekst. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Przenieś rozwiązanie na kartę odpowiedzi.**

**AN ELECTRIFYING HISTORY OF AIR GUITAR**

Joe Cocker could feel the music channelling through his body as he began his final number on the Woodstock stage in 1969. First, **4.1.** \_\_\_\_\_ one hand, the singer mimed the song's opening piano note. Then, as the drums kicked in, Cocker pretended to play the guitar by lifting his left arm and swinging his **4.2.** \_\_\_\_\_ one in perfect time with the dramatic first chords of his hit "With a Little Help From My Friends."

The term 'air guitar' did not gain popularity until the 1980s, but there, in **4.3.** \_\_\_\_\_ of hundreds of thousands of people, Joe Cocker was playing air guitar.

One of the first known air guitar contests took **4.4.** \_\_\_\_\_ at Florida State University **4.5.** \_\_\_\_\_ November 17, 1978. Since **4.6.** \_\_\_\_\_, air guitar has become a socially acceptable alternative for those who do **4.7.** \_\_\_\_\_ dance.

What does it take to **4.8.** \_\_\_\_\_ a great air guitarist? There are a **4.9.** \_\_\_\_\_ requirements – technical skills (different from those needed to play an actual guitar), stage presence and "airness", which is the spark of creativity. And... a sense of irony – you have to know it is ridiculous, but also be really passionate **4.10.** \_\_\_\_\_ it.

Adapted from: <https://www.smithsonianmag.com>

**Zadanie 5. (0–6)**

**Uzupełnij każde z poniższych zdań (5.1.–5.6.) jednym pasującym wyrazem. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Liczba kresek odpowiada liczbie brakujących liter w wyrazie, a niektóre litery zostały już podane. Przenieś rozwiązanie na kartę odpowiedzi.**

- 5.1.** I have bought a beautiful \_ \_ \_ **n** \_ \_ \_ \_ painting showing the mountains around the lake.
- 5.2.** What \_ \_ \_ **p** \_ \_ \_ \_ to me about his painting is his use of colour.
- 5.3.** The museum houses several \_ \_ \_ \_ \_ **p** \_ \_ \_ \_ by van Gogh, Monet and Renoir, and many people come to see these great works of art.
- 5.4.** He gave a \_ \_ \_ **l** \_ \_ \_ \_ performance, and the audience was delighted.
- 5.5.** What \_ \_ \_ **n** \_ \_ \_ does the film fall into – fantasy or science fiction?
- 5.6.** Last year she starred in the film \_ \_ \_ **a** \_ \_ \_ \_ \_ of Nicholas Sparks' best-selling novel.

**Zadanie 6. (0–8)**

Przeczytaj tekst. Uzupełnij każdą lukę (6.1.–6.8.) jednym wyrazem, przekształcając wyrazy podane w ramce, tak aby otrzymać spójny, logiczny i gramatycznie poprawny tekst. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Wybrany wyraz może być użyty tylko raz. W każdą lukę można wpisać tylko jeden wyraz. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Przenieś rozwiązania na kartę odpowiedzi.

<b>ADD</b>	<b>ARCHITECT</b>	<b>CALL</b>	<b>COURAGE</b>	<b>DEVELOP</b>
<b>INTEREST</b>	<b>KNOW</b>	<b>PULL</b>	<b>SOCIAL</b>	<b>VARY</b>



If you have never visited the Central Library Branch of Kansas City, Missouri's public library, the facade of the parking garage, alone, might **6.1.** \_\_\_\_\_ you to go. It is so

hard to drive by without **6.2.** \_\_\_\_\_ over

to look at the giant library books.

**6.3.** \_\_\_\_\_ as the Community Bookshelf, the book spines are about 25 feet high by 9 feet wide. In 2006, because of the need to provide

**6.4.** \_\_\_\_\_ parking downtown, a garage was constructed and the community was asked for ideas on how to make the structure look better. The idea of the bookshelf was remarkable.

The shelf showcases 22 spines which feature 42 titles, reflecting a wide **6.5.** \_\_\_\_\_ of reading interests, as suggested by Kansas City readers and then carefully chosen by the library board members. However, it must be remembered that the library building itself is of historical value and **6.6.** \_\_\_\_\_ beauty.

**6.7.** \_\_\_\_\_, in 1937, a book entitled *Historical sketch of the Kansas City public library* by Purd B. Wright was published. It provides information about the establishment and **6.8.** \_\_\_\_\_ of the library. If you are a history buff, it is well worth reading this account to feel the passion of those involved with the inception of the library.

Adapted from: <https://medium.com>

**Zadanie 7. (0–6)**

**Przeczytaj zdania (7.1.–7.6.). Wykorzystując wyrazy podane wielkimi literami, uzupełnij każde zdanie z luką tak, aby precyzyjnie oddać sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Formy skrócone (np. needn't, they're) są liczone jako dwa wyrazy. Przenieś rozwiązania na kartę odpowiedzi.**

**7.1.** My aunt will let us stay with her in Gdynia during the Open'er Festival. **UP**

My aunt will \_\_\_\_\_ in Gdynia during the Open'er Festival.

**7.2.** Let's take part in a regional dance competition. **SUGGEST**

I \_\_\_\_\_ a regional dance competition.

**7.3.** They told me that booking tickets in advance was not necessary. **BOOK**

They told me that I \_\_\_\_\_ tickets in advance.

**7.4.** All members of the book club should have attended the meeting. **REQUESTED**

All members of the book club \_\_\_\_\_ the meeting.

**7.5.** If I were you, I would not pay so much for the balcony tickets. **WORTH**

In my opinion, it is \_\_\_\_\_ for the balcony tickets.

**7.6.** This is the weirdest music she has ever composed. **WEIRD**

She has never \_\_\_\_\_ before.

**Zadanie 8. (0–4)**

**Uzupełnij zdania (8.1.–8.4.), wstawiając wyrazy podane w nawiasach w odpowiedniej formie. Wymagana jest pełna poprawność gramatyczna i ortograficzna odpowiedzi. Przenieś rozwiązania na kartę odpowiedzi.**

**8.1.** In fact, her book \_\_\_\_\_ (print) now. I really look forward \_\_\_\_\_ (read) it.

**8.2.** My book got wet and all the pages \_\_\_\_\_ (stick) together, so I \_\_\_\_\_ (lay) it on the radiator to dry.

**8.3.** This film set \_\_\_\_\_ (look) incredible! It is the first time I \_\_\_\_\_ (be) in a film studio.

**8.4.** Everybody \_\_\_\_\_ (be) shocked when the writer refused \_\_\_\_\_ (sign) his novels at the book fair last week.



**Zadanie 9. (0–6)**

**Do obrazów (9.1.–9.6.) dopasuj nazwiska ich twórców (A–H). Dwa nazwiska zostały podane dodatkowo i nie odnoszą się do żadnego obrazu. Przenieś rozwiązania na kartę odpowiedzi.**

**9.1.** \_\_\_\_\_

The Fighting Temeraire (1839)



**9.2.** \_\_\_\_\_

Black Iris III (1926)



**9.3.** \_\_\_\_\_

The Hay Wain (1821)



**9.4.** \_\_\_\_\_

Balloon Girl (2002)



**9.5.** \_\_\_\_\_

Autumn Rhythm No. 30 (1950)



**9.6.** \_\_\_\_\_

American Gothic (1930)



- A.** Grant Wood
- B.** Georgia O'Keeffe
- C.** Jackson Pollock
- D.** Antony Gormley
- E.** Banksy
- F.** J.M.W. Turner
- G.** John Constable
- H.** Edward Hopper

**Zadanie 10. (0–6)**

**Rozwiąż zadania (10.1.–10.4.), udzielając odpowiedzi w języku angielskim. Wymagana jest pełna poprawność merytoryczna i językowa odpowiedzi. Przenieś rozwiązania na kartę odpowiedzi.**

**10.1.** What does the abbreviation YBAs stand for?

What is the name and surname of one person connected with it?

---

---

**10.2.** Which museum was originally called the South Kensington Museum and was established following the success of the Great Exhibition?

What other museum was created as part of the South Kensington Museum in 1909?

---

---

**10.3.** Which artist (give his name and surname) got the nickname “the Pope of Pop”?

---

**10.4.** Which city are the Met and the MoMA located in?

---

**Upewnij się, że wszystkie odpowiedzi zostały  
poprawnie przeniesione na kartę odpowiedzi.**

**KARTA ODPOWIEDZI**

<b>Zadanie 1.</b> 1.1. _____ 1.2. _____ 1.3. _____ 1.4. _____ 1.5. _____ 1.6. _____	Pola na szarym tle wypełnia osoba sprawdzająca.	_____/6
<b>Zadanie 2.</b> 2.1. _____ 2.2. _____ 2.3. _____ 2.4. _____ 2.5. _____ 2.6. _____ 2.7. _____		_____/7
<b>Zadanie 3.</b> 3.1. _____ 3.2. _____ 3.3. _____ 3.4. _____ 3.5. _____ 3.6. _____		_____/6
<b>Zadanie 4.</b> 4.1. _____ 4.2. _____ 4.3. _____ 4.4. _____ 4.5. _____ 4.6. _____ 4.7. _____ 4.8. _____ 4.9. _____ 4.10. _____		_____/5
<b>Zadanie 5.</b> 5.1. _ _ _ n _ _ _ _ _ 5.2. _ _ _ p _ _ _ _ _ 5.3. _ _ _ _ _ p _ _ _ _ _ 5.4. _ _ _ l _ _ _ _ _ 5.5. _ _ _ n _ _ _ 5.6. _ _ _ a _ _ _ _ _		_____/6

<p><b>Zadanie 6.</b></p> <p>6.1. _____</p> <p>6.2. _____</p> <p>6.3. _____</p> <p>6.4. _____</p> <p>6.5. _____</p> <p>6.6. _____</p> <p>6.7. _____</p> <p>6.8. _____</p>		<p>_____/8</p>
<p><b>Zadanie 7.</b></p> <p>7.1. My aunt will _____ in Gdynia during the Open'er Festival.</p> <p>7.2. I _____ a regional dance competition.</p> <p>7.3. They told me that I _____ tickets in advance.</p> <p>7.4. All members of the book club _____ the meeting.</p> <p>7.5. In my opinion, it is _____ for the balcony tickets.</p> <p>7.6. She has never _____ before.</p>	<p><b>Pola na szarym tle wypełnia osoba sprawdzająca.</b></p>	<p>_____/6</p>
<p><b>Zadanie 8.</b></p> <p>8.1. _____</p> <p>8.2. _____</p> <p>8.3. _____</p> <p>8.4. _____</p>		<p>_____/4</p>

<b>Zadanie 9.</b> 9.1. _____ 9.2. _____ 9.3. _____ 9.4. _____ 9.5. _____ 9.6. _____	Pola na szarym tle wypełnia osoba sprawdzająca.	_____/6
<b>Zadanie 10.</b> <b>10.1.</b> _____ _____ _____ <b>10.2.</b> _____ _____ _____ <b>10.3.</b> _____ _____ <b>10.4.</b> _____ _____ _____		_____/6
<b>Razem</b> _____/60		

**BRUDNOPIS**

(Zapisy w brudnopisie nie podlegają ocenie.)