

UNIT 5. *Let's eat! Lesson 8. str. 67.* **Temat: Revision Workout. Powtórzenie wiadomości i umiejętności z rozdziału 5.**

Ćwiczenie 1. Wpisz brakujące litery do posiłków. Odpowiedzi zapisz w zeszycie.

- 1 t _ a s _ d
- 2 b _ f s t _ w
- 3 r _ s a n d b _ r
- 4 t _ y p _
- 5 s _ n s _ k
- 6 ch _ n n _ e s _ p

Ćwiczenie 2. Napisz słówka z tabelki w odpowiednich kategoriach.

frying pan ■ mix ■ sweet
blender ■ slice ■ stale ■ cup
bitter ■ boil ■ spicy

TASTE	KITCHEN EQUIPMENT	COOKING

Ćwiczenie 3. Znajdź poniższe wyrazy i dopasuj je do odpowiednich kategorii.

- | | | |
|----------------|--------------|------------|
| - turkey pie | - mashed | - broccoli |
| - bowl | - potatoes | - knife |
| - salmon steak | - frying pan | - rolls |
| - beef stew | - blender | - spoon |
| - fork | - pork chop | - peas |
| - glass | - plate | |

B	D	T	U	R	K	E	Y	P	I	E	E	P	H	N
E	M	A	S	H	E	D	P	O	T	A	T	O	E	S
E	B	I	P	C	I	O	U	R	S	F	O	P	G	X
F	L	B	O	W	L	F	O	K	N	I	F	E	L	P
S	E	D	O	B	R	O	C	C	O	L	I	A	A	L
T	N	F	N	O	R	R	M	H	Y	S	U	S	S	A
E	D	P	P	E	R	K	L	O	R	O	L	L	S	T
W	E	F	R	Y	I	N	G	P	A	N	M	E	H	E
M	R	S	A	L	M	O	N	S	T	E	A	K	Y	Z

1 food items	2 kitchen objects

Ćwiczenie 4. Zakreśl odpowiednie wyrazy.

- 1 Strawberry cake is *bitter* / *sweet*.
- 2 Chicken curry is *spicy* / *stale*.
- 3 Grapefruit is *spicy* / *bitter*.
- 4 Old bread is *stale* / *salty*.
- 5 New bread is *bitter* / *fresh*.
- 6 Sea water is *salty* / *sweet*.

Ćwiczenie 5. Do każdej z opisanych sytuacji (1-3) wybierz właściwą reakcję. Wybierz literę A, B albo C. Zapisz właściwe pytania w zeszycie.

- 1 Chcesz ugotować nową potrawę. Jak zapytasz, jakie składniki są potrzebne?
 - A. Have you got the ingredients?
 - B. What ingredients do I need?
 - C. Do you like the ingredients?
- 2 Chcesz ugotować nową potrawę. Jak zapytasz, ile czasu trwa jej przyrządzenie?
 - A. What's the time?
 - B. How do I make it?
 - C. How long does it take?

Ćwiczenie 6. Zakreśl odpowiednie wyrazy.

Last Sunday, my sister and I ¹was / were at Ferndown Forest Park. We ²was / were there because it ³was / were a special 'Forest Clean-up Day'. There ⁴was / were a lot of rubbish in the park. There ⁵was / were plastic bags in the trees; there ⁶was / were an old broken bicycle in the lake and there ⁷was / were some plastic bottles on the path. There ⁸wasn't / weren't a lot of people at the Forest Clean-up Day, but it ⁹was / were a good day and by the evening there ¹⁰wasn't / weren't any rubbish in the park.

Ćwiczenie 7. Zamień poniższe zdania na pytania. Zobacz poniższy przykład.

- 1 The weather was nice yesterday.
- 2 The people on the beach were friendly.
- 3 You and your friends were on the beach.
- 4 The saucepan was next to the glasses.
- 5 There were a lot of boats in the sea.
- 6 There was a rubbish bin on the beach.
- 7 There were some plates in the kitchen.
- 8 There was a spoon in the glass.

1. Was the weather nice yesterday?
2.
3.
4.
5.
6.
7.
8.

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Na podstawie: Beare Nick. Brainy klasa 6. Macmilian Education 2019.