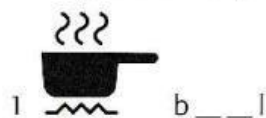


## 1 ★ Podpisz ilustracje.



1 b \_ \_ l



2 s \_ \_ \_ e



3 a \_ \_



4 c \_ \_ k



5 m \_ \_



6 c \_ \_ p



7 f \_ \_



8 s \_ \_ \_ e

## 3 ★★ 29 Posłuchaj nagrania i ułóż zdania w odpowiedniej kolejności.

- ☐ a Add it to the chicken.
- ☐ b Chop the lettuce.
- ☐ c Cut the chicken into small pieces.
- ☐ d Put it onto some bread.
- ☐ e Add some mayonnaise.
- ☐ f Put the chicken in a bowl.
- ☐ g Fry the chicken.



## 4 ★★★★★ Ułóż przepis na kanapkę z tuńczykiem i majonezem, stosując wyrazy podane w ramce.

tin of tuna ■ mayonnaise ■ bread  
add ■ put ■ lettuce ■ chop ■ bowl

You need a tin of tuna,

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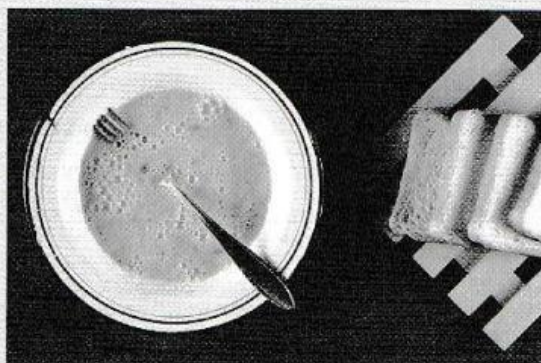


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## 2 ★★ Uzupełnij dialog wyrazami z ramki.



add ■ bowl ■ butter ■ difficult  
eggs ■ fry ■ frying pan  
ingredients ■ long ■ make  
minutes ■ mix

A: I want to make French toast. Is it <sup>1</sup> \_\_\_\_\_ ?

B: No, it's very easy.

A: What <sup>2</sup> \_\_\_\_\_ do I need?

B: Some bread, three <sup>3</sup> \_\_\_\_\_, some milk, some salt and pepper, and some <sup>4</sup> \_\_\_\_\_.

A: How <sup>5</sup> \_\_\_\_\_ does it take to make?

B: About ten <sup>6</sup> \_\_\_\_\_.

A: How do I <sup>7</sup> \_\_\_\_\_ it?

B: First, <sup>8</sup> \_\_\_\_\_ the eggs and milk together in a <sup>9</sup> \_\_\_\_\_. Then, <sup>10</sup> \_\_\_\_\_ the salt and pepper. Slice the bread. Put the bread into the bowl with the eggs and milk. Put some butter into a <sup>11</sup> \_\_\_\_\_ and <sup>12</sup> \_\_\_\_\_ the bread for one or two minutes. Serve it on a plate with cream and fruit.

## Vocabulary &amp; Speaking

1 ★ Znajdź 16 wyrazów i dopasuj je do odpowiednich kategorii.

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

2 ★ 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**.



3 ★★ Uzupełnij pytania odpowiednimi wyrazami. Do każdego pytania dopasuj odpowiedź.

- 1 What i \_\_\_\_\_ do I need? ☐
- 2 Is it d \_\_\_\_\_? ☐
- 3 How l \_\_\_\_\_ g does it t \_\_\_\_\_ to m \_\_\_\_\_? ☐
- 4 H \_\_\_\_\_ do I make it? ☐

- a No, it isn't. It's easy.
- b First, slice the cheese. Put some butter on the bread. Put the cheese onto one piece of bread. Put the other piece of bread on top.
- c Some cheese, bread and butter.
- d About one minute.

## Grammar

4 ★★ Zakreśl odpowiednie wyrazy.

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

5 ★★ Napisz pytania i odpowiedzi, stosując podane wyrazy.

he / in London / last weekend? ☒

Was he in London yesterday? Yes, he was.

1 there / any apples / in the bowl / ☒

2 there / any food / on the table? ☒

3 you / at school / yesterday? ☒

4 there / a cat / in your garage / last night? ☒

5 there / many people / at the concert? ☒