

Lesson 43

Subject: Opisywanie warunków pogodowych

Na tej lekcji rozszerzymy słownictwo z zakresu opisywania pogody. Do jej opisu przydadzą nam się dwa czasy z poprzedniej lekcji - Present Simple i Present Continuous.

1. Na początek zróbcie krótki quiz. Zwróćcie uwagę na zaznaczone na różowo słowa - należy je przetłumaczyć, a następnie wpisać do tabelki (w szare komórki nic nie wpisujemy).

1 What shape is a **raindrop** before it starts falling?
a  **b**  **c** 

2 What makes the sound of **thunder**?
a **a cloud** **b** **rain** **c** **lightning**

3 You see lightning and then hear thunder six seconds later. How far away is the **storm**?
a 2 km **b** 3 km **c** 6 km

4 You only get **foggy** weather when
a the air is cold. **b** it is **rainy**. **c** you are near the ocean.

5 You only get **hail** when
a it is **windy**. **b** there are **storm clouds**. **c** there is no **sunshine**.

6 In what direction does an 'east **wind**' blow?
a towards the east → **b** towards the west ←

7 What is the maximum time a **snowflake** takes to reach the ground?
a a minute **b** five minutes **c** twenty minutes **d** an hour

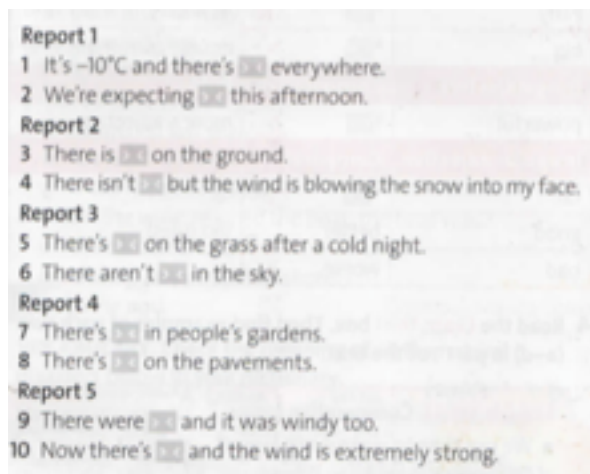
8 When you are facing a rainbow, the **sun** is always
a in front of you. **b** behind you. **c** to one side.

Weather			
Noun	Adjective	Verb	Related words and phrases
1.	cloudy		rain clouds / 2.
fog	3.		
frost	frosty		frostbite
4.		hail	hailstorm
ice	icy		
5.			flash of lightning
mist	misty		
6.	7.	rain	8.
shower	showery		rain shower
snow	snowy	snow	9.
10.	stormy		thunderstorm
11.	sunny	(the sun) shines	12.
13.	thundery	to thunder	clap / crash of thunder
14.	15.	(the wind) blows	

2. Teraz wysłuchajcie 5 zapowiedzi pogody i dopasujcie 3 z nich do zdjęć. (nagranie 1.34)



3. Wysłuchajcie prognoz jeszcze raz i uzupełnijcie zdania. (1.34)



Lesson 44

Subject: Porównywanie zjawisk pogody z zastosowaniem przymiotników w stopniu wyższym.

Na tej lekcji przypomnieć sobie stopniowanie przymiotników. Na początek tylko forma wyższa - comparative adjectives.

1. Zapoznaj się z zasadami stopniowania przymiotników:

<https://www.ang.pl/gramatyka/przymiotniki/stopniowanie>

Albo na skróty - przeanalizuj tabelkę:

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
ONE syllable	fast young	-ER faster younger	-EST the fastest the youngest
ONE syllable Ending in -E	nice strange	-R nicer stranger	-ST the nicest the strangest
ONE syllable Consonant + Short Vowel + Consonant	big hot	Double the last consonant and add -ER bigger hotter	-EST the biggest the hottest
TWO syllables Ending in -Y	happy crazy	Remove the -Y and add -IER happier crazier	-IEST the happiest the craziest
TWO or MORE syllables	famous beautiful	MORE + more famous more beautiful	THE MOST + the most famous the most beautiful
Common Exceptions	good bad	better worse	the best the worst

Na tej lekcji interesuje nas tylko postawowa forma przymiotnika - adjective oraz stopień wyższy przymiotnika - comparative.

2. Po przypomnieniu sobie reguł stopniowania przymiotników zapraszam do ćwiczeń:

<https://agendaweb.org/exercises/grammar/comparison/comparison-multiple-2>

<https://www.perfect-english-grammar.com/comparative-adjectives-exercise-1.html>

2. Skoro już pamiętamy jak stopniować przymiotniki to teraz przećwiczmy pisanie zdań, w których porównujemy dwie cechy.

Dla przypomnienia przykładowe zdanie:

An elephant is bigger than a dog. - Słoń jest większy niż pies.

I ćwiczenie dla was:

<http://s.mound.free.fr/skyblues67/comparing/trig&family2.htm>

Lesson 45

Subject: Relacjonowanie wydarzeń związanych z klęskami żywiołowymi

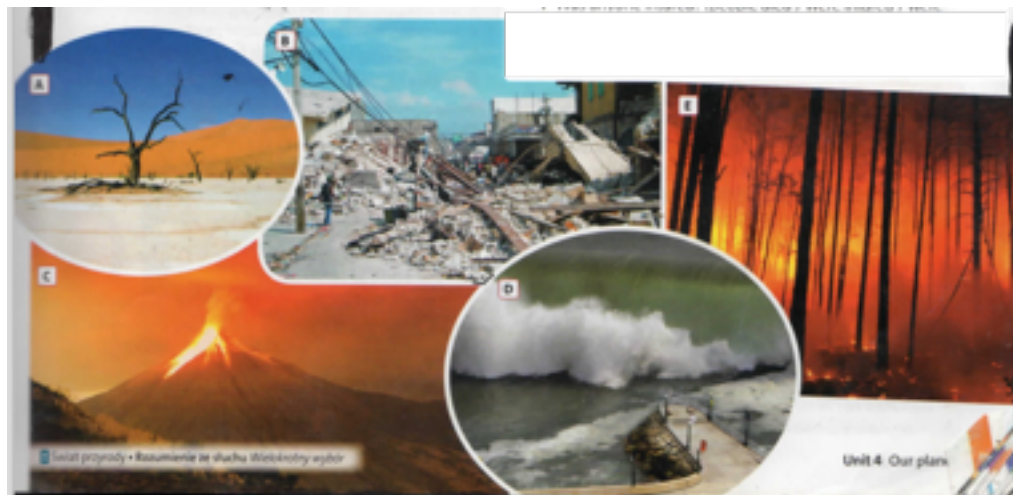
1. Na tej lekcji nauczycie się słówek związanym z klimatem i klęskami żywiołowymi. Na rozgrzewkę obejrzyjcie krótki filmik:

https://www.youtube.com/watch?v=6p26O_GvX0I

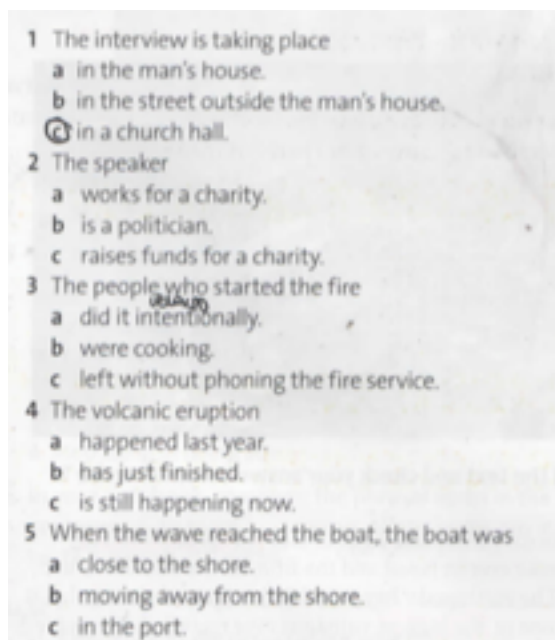
2. Aby zapamiętać nowe słówka warto je poćwiczyć:

<https://www.englishexercises.org/makeagame/viewgame.asp?id=7191>

3. Teraz rozwińmy wasze umiejętności słuchania. Temat jest wam znany, znacie też słówka, więc wysłuchajcie nagrania i dopasujcie każdy dialog do zdjęcia. (nagranie 1.37)



4. Wysłuchajcie nagrania jeszcze raz i odpowiedzcie na pytania. (nagranie 1.37)



Lesson 46

Subject: Zastosowanie przymiotników w stopniu najwyższym

Ponownie przeanalizuj tabelkę z lekcji 44. Tym razem oprócz formy comparative zapoznaj się także z formą superlative.

1. Aby utrwalić zdobytą wiedzę wykonaj ćwiczenia interaktywne. (dwa pierwsze linki trzeba wkleić w wyszukiwarkę)

<http://www.focus.olsztyn.pl/en-comparative-superlative-adjectives-exercise.html#.XsRCYy2B2Rt>

<http://www.focus.olsztyn.pl/en-superlative-adjectives-exercise.html#.XsRBFy2B2Rs>

https://www.myenglishpages.com/site_php_files/grammar-exercise-grammar-comparatives-superlatives.php

2. Ze stopniowaniem przymiotników łączą się często dwa słówka: too i enough. Poniżej pokazuję przykłady ich zastosowania oraz ich miejsce w zdaniu:

too small

small enough

Lisa is too short to reach the shelf.

This car is safe enough to drive.

This car isn't safe enough to drive.

3. Teraz uzupełnij zdania słówkami too oraz enough.

1. The film was _____ boring to watch so we left the cinema early.
2. The house on the corner isn't cheap _____ for us to buy. We will find another one.
3. I know Sarah is very enthusiastic but she isn't tall and talented _____ to play in the school basketball team.
4. The soup is _____ cold to eat. Shall we heat it on the stove?
5. I think this t-shirt is _____ big for me to wear. I would like to give it to you.
6. He was not good _____ to play in the school band so the teacher chose another student.
7. Some of the problems in the Maths exam were _____ difficult for me to answer so I got a bad mark.
8. The racer couldn't drive fast _____ to come first in the World Championship.
9. Look! This knife is _____ blunt to chop the onions.
10. The shopping bags were _____ heavy for the old woman so she wanted help.

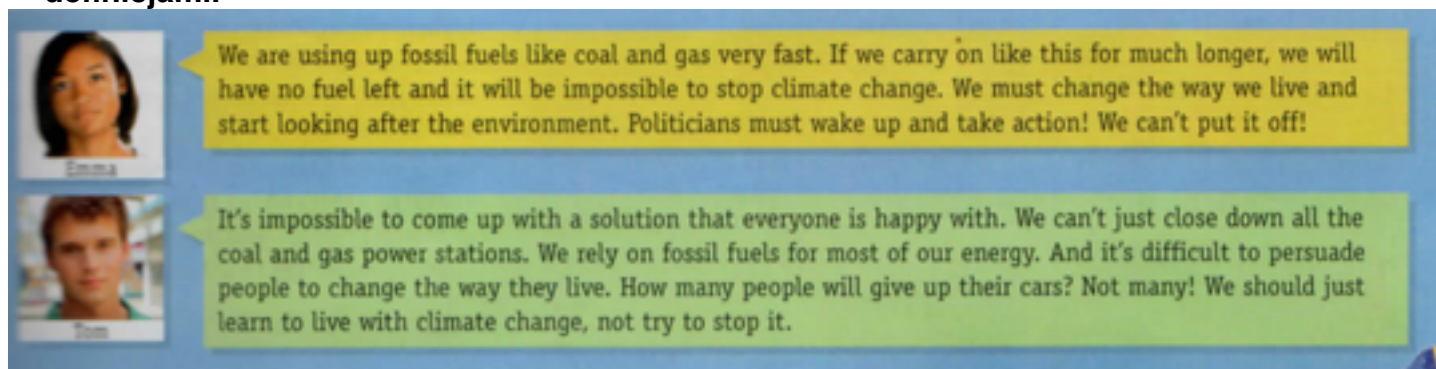
Lesson 47

Subject: Wypowiadanie się na temat zmian klimatycznych i globalnego ocieplenia

1. Na tej lekcji nauczycie się czasowników frazowych (phrasal verbs). Aby dowiedzieć się więcej na ich temat przeczytaj:

<https://www.e-angielski.com/slownictwo-tematyczne/co-to-sa-phrasal-verbs>

2. Teraz przeczytaj dwie wypowiedzi i znajdź w nich 9 phrasal verbs. Następnie połącz je z definicjami.



The image shows two speech bubbles on a blue background. The top bubble is yellow and contains text from Emma. The bottom bubble is green and contains text from Tom. Both bubbles discuss the urgency of climate change and the difficulty of finding solutions.

Emma: We are using up fossil fuels like coal and gas very fast. If we carry on like this for much longer, we will have no fuel left and it will be impossible to stop climate change. We must change the way we live and start looking after the environment. Politicians must wake up and take action! We can't put it off!

Tom: It's impossible to come up with a solution that everyone is happy with. We can't just close down all the coal and gas power stations. We rely on fossil fuels for most of our energy. And it's difficult to persuade people to change the way they live. How many people will give up their cars? Not many! We should just learn to live with climate change, not try to stop it.

1. - continue
2. - delay
3. - stop using or doing sth.
4. - take care of
5. - think of
6. - use all of a supply of something
7. - stop sleeping
8. - to trust someone to do something
9. - close

3. Uzupełnij zania podanymi wyrazami, aby powstały phrasal verbs.

cut down looked out up up used

- 1 Internet cafés are dying because people use smartphones instead.
- 2 My dad down the tree in the front garden.
- 3 Kate gave chocolate because she wants to be healthier.
- 4 Supermarkets are causing small shops to close .
- 5 We've up all the bread. Can you buy some more?
- 6 You can heat the soup in the microwave.
- 7 I after my little brother while Mum was out.

Lesson 48

Subject: Reading - A bumpy ride



In February 2007, about two hundred paragliders were in Australia for a few days to prepare for the World Championship. They included Ewa Wiśnierska, a German
 5 paragliding champion. One morning, as the competitors were getting ready to take off, they noticed that a thunderstorm was approaching. However, they decided to carry on. After all, these were the
 10 best paragliders in the world; they were certainly skilful enough to keep away from some dark clouds. Or so they thought.

Unfortunately, as the competitors took off, the weather quickly became worse. ¹ That was the start of the most terrifying and dangerous experience of her life.

The clouds pulled Ewa up inside the storm like a leaf in the wind. She flew higher and higher, with lightning and hail all around
 20 her. 'I was shaking,' she told reporters afterwards. 'The last thing I remember, it was dark. I could hear lightning all around me.' She rose to an altitude of nearly 10,000 m – that's higher than the top
 25 of Mount Everest – and then she lost consciousness. ² Death seemed certain.

For forty minutes, Ewa was unconscious. When she woke up, she was still inside the storm. It was dark and hail stones were
 10 flying past. They were as big as tennis balls. Her glider was spinning above her head, but it was still in one piece.

³ She headed towards it and landed safely. She fell to the ground and rolled
 15 over, too weak and confused to call for help. When her team reached her, she was 60 km away from the place where she took off. She was covered in ice – but alive!

Godfrey Wenness, the organiser of the
 20 championships, described Ewa as the luckiest woman in the world. ⁴ That's how lucky this woman is. There's no logical reason why she got away with it,' he said. Sadly, a Chinese competitor was not as
 45 lucky as Ewa. He flew into the same storm and died.

Ewa had frostbite on her ears and legs and went to hospital for treatment, but a few days later, she competed in the World
 50 Championship. 'Flying is too fantastic to stop because of an accident,' she said.

1. Przeczytaj tekst i wstaw zdania w luki. Uwaga, dwa zdania są podane dodatkowo i nie pasują.

- A** Ewa tried to get away from the storm, but two enormous clouds came together and trapped her.
B But that's only one reason why she chose not to compete in the next championship.
C Eventually, Ewa came out of the storm cloud and saw a small farm on the ground.
D At that height, the temperature was about -40C and there was very little oxygen.
E. They made it much more difficult to keep the glider under control.
F. This is like winning the lottery ten times in a row.

2. Połącz wyrazy zakreślone na różowo z definicjami.

- - to go round and round quickly
..... - to go up from the ground
..... - to come down to the ground
..... - to move nearer
..... - to arrive at a certain place
..... - to move in a certain direction