

Lesson 25

Subject: Pisanie - e-mail

1. Przeczytaj instrukcję oraz email. Czy w emailu znalazły się wszystkie potrzebne informacje?

You recently went on an outdoor 'adventure weekend' with your school, but it did not all go to plan. Email a friend from England. Include this information:

- Describe where you stayed and the activities on offer.
- Explain what went wrong while you were staying there.
- Describe how you and other people reacted.
- Say how you feel about the incident now.

Hi Rachel

Are you enjoying your holiday?

Last Saturday, I went on a week's residential course with the school. We were staying at an outdoor activity centre in Scotland. It offered lots of different activities, including kayaking and abseiling.

One day, we were learning to abseil when there was a problem. One of my classmates, Gabriel, panicked when he was halfway down. He held onto a rock and refused to move.

At that point, we all started to shout advice. The instructor was trying to give instructions, but it was no good: Gabriel just closed his eyes and stayed completely still. A bit later, two other instructors arrived and helped Gabriel to get down. Looking back, it was quite funny – but I don't think Gabriel enjoyed it!

That's all for now. See you soon!

Lidia

2. Uzupełnij tabelkę zwrotami z ramki.

a few moments later	after a while	a short while later	at that moment	before long
just then	shortly afterwards	soon	soon after	suddenly

immediately afterwards	some time later

3. Napisz własny email zgodnie z instrukcją z zadania 1. Wykorzystaj także zwroty z zadania 2. Twoja wypowiedź ma składać się ze 100-150 słów.

4. Podpisany email prześlij na platformę CKZiU lub na adres ckziu.maja@gmail.com

Lesson 26**Subject: Skills Trainer - trening umiejętności.**

Poniższe zadania sprawdzają wasze umiejętności z zakresu czytania, umiejętności zastosowania gramatyki angielskiej w danym kontekście oraz pisanie. Jest to materiał na jedną godzinę lekcyjną. Po wykonaniu zadań zapraszam do kontaktu ze mną w formie mailowej w celu sprawdzenia waszych odpowiedzi. Pracę pisemną należy wysłać na platformę CKZiU lub na mój adres: ckziu.maja@gmail.com

Podczas wykonywania zadań możecie korzystać nie tylko ze swojej wiedzy, ale także z zasobów internetowych.

1. Przeczytaj strategię i odpowiedz (po angielsku) na pytania 1-4.**Lost in Australia**

When eighteen-year-old British student Sam Woodhead left college, he dreamed of joining the army – but he decided to have a gap year and go travelling first. Sam was already a keen long-distance runner and was very fit and healthy, but he thought backpacking in Australia was great training for his future.

In December 2012, Sam arrived in Central Queensland and found a job on a cattle farm. The farm was in the middle of the countryside, and Sam was enjoying his life there. One Tuesday morning, only eight days after his arrival, he decided to go for a run. But Sam made some mistakes. He took a heavy backpack but only one bottle of water. He also didn't have a route, and he didn't know the landscape. After only two hours, he finished his water and realised he was lost. The temperature was close to 40°C and he was soon exhausted. After four or five hours, he decided to stop and spend the night in the outback.

The next morning, Sam didn't report for work. His employers checked his room. His backpack and running shoes were gone, but his mobile and wallet were there. They called the rescue services and then they called Sam's family in England. The rescue services sent helicopters to the area to try to find Sam, but there were a lot of trees and plants in the area so it was difficult for the pilots to see a person on the ground.

Meanwhile, Sam was trying to find his way back. He made an SOS emergency signal on the ground from all the clothes in his backpack, including a pair of colourful shorts. Then, on Friday morning, Sam heard two helicopters flying over him. He shouted and waved his arms, but of course they didn't see him, and they couldn't hear him because their engines were too noisy. Then, in the afternoon, a third helicopter flew right over the SOS signal. At first, the pilot didn't see anything, but the wind from the helicopter's engine picked up Sam's shorts, and the pilot suddenly spotted them. He searched the area again, and at last he found the missing student only four or five kilometres from the cattle farm. Sam went to a hospital in the nearby town, Longreach, to recover. He was lucky to be alive!

Strategia

Niektóre pytania do tekstu dotyczą jego całości, więc musisz dowiedzieć się, jaka jest jego główna myśl. Zanim zapoznasz się z pytaniami, przeczytaj szybko tekst. Zadań sobie następujące pytania:

- 1 O kim bądź o czym opowiada tekst? *
- 2 Jakiego rodzaju jest to tekst?
- 3 Gdzie można napotkać tego typu tekst?
- 4 W jakim celu został on napisany?

Twoje odpowiedzi:

1.
2.
3.
4.

2. Use of English - przeczytaj strategię, a następnie zaznacz właściwą odpowiedź.

Strategia

Przeczytaj zdania zawierające luki, nie patrząc na podane odpowiedzi. Zastanów się, jakich wyrazów w nich brakuje. Następnie sprawdź, czy wśród podanych odpowiedzi znajduje się wyraz, o którym pomyślałeś/pomyślałaś.

1. Let's a plan for the holidays.

I'm hungry. Let's dinner

A do **B** take **C** make

2. What are you listening? It sounds great.

Did you speak the teacher about our homework?

A for **B** to **C** with

3. Do you want to football?

I board games most weekends.

A make **B** do **C** play

4. I'm really keen drawing.

Please put the book table.

A on **B** of **C** in

5. Extreme sports don't appeal me

We went the cinema at the weekend.

A for **B** in **C** to

3. Wykonaj poniższe polecenie. Skorzystaj z podanych zwrotów, aby przedstawić swoją opinię.

I believe ... The way I see it ... I think ... It seems to me ... In my opinion ...

Read the task below and write the blog post in your notebook. Your post should be 80–130 words, not including the words provided.

Właśnie wróciłeś/wróciłaś z obozu przetrwania. Napisz tekst na swoim blogu, w którym:

- wyjaśnisz, dlaczego wybrałeś/wybrałaś się na taki obóz,
- opisziesz, jak wyglądał typowy dzień na obozie,
- napiszesz, czego się nauczyłeś/nauczyłaś,
- wyjaśnisz, komu nie polecasz takich wyjazdów.

Hello everyone!

I'm back from my survival camp holiday!

...

Anyone had similar experiences? Share please!

4. Podpisaną pracę należy przesłać na platformę CKZiU lub na mój adres: ckziu.maja@gmail.com

Lesson 27

Subject: Robinson Crusoe

Przeczytaj tekst: The Real Robinson Crusoe i dopasuj odpowiedzi do luk.

- | | | |
|-----------|-----------|-----------|
| 1 a when | b before | c up to |
| 2 a In | b On | c At |
| 3 a which | b who | c it |
| 4 a if | b why | c that |
| 5 a stay | b to stay | c staying |
| 6 a on | b over | c about |
| 7 a so | b because | c however |

The real Robinson Crusoe

Written by Daniel Defoe and published in 1719, *Robinson Crusoe* is one of the oldest and most famous adventure stories in English literature. In the story, Crusoe is marooned on a desert island and spends 27 years there ¹ he is rescued. Defoe probably got the idea for his novel from the true story of the Scottish sailor, Alexander Selkirk.

² the early 18th century, England was at war with Spain, and Selkirk joined the crew of an English ship, the *Cinque Ports*, ³ attacked Spanish colonies and ships in the South Pacific. In 1704, Selkirk's ship stopped at a remote island for fresh water and supplies. Selkirk was worried ⁴ the ship was in poor condition and, instead of

returning to it, decided ⁵ on the island alone. He became very lonely and quickly regretted his decision, but he was right ⁶ the *Cinque Ports*: it sank. Selkirk survived by building a shelter and killing animals for food. Two ships visited the island the following year, but unfortunately they were Spanish, ⁷ Selkirk hid from sight. An English ship finally arrived at the island in February 1709 and Selkirk was able to return home.

The story so far ...

Robinson Crusoe is a sailor. On a voyage to Africa, his ship sinks in a storm. Crusoe manages to swim to an island but he is the only survivor. He manages to get ropes, wood, guns and tools from the ship. He builds shelters and a canoe, and hunts wild animals. Many years pass. One day he sees a footprint in the sand and then discovers that cannibals occasionally visit the island and eat their prisoners. On one of these visits, Crusoe kills two cannibals and helps one of the prisoners to escape ...

Read *The story so far*. Then work in pairs. What do you think happens next? Use the ideas below, or your own ideas.

- 1 They become friends.
- 2 The prisoner attacks Crusoe and runs away.
- 3 The prisoner becomes Crusoe's slave.
- 4 Crusoe learns to speak the prisoner's language.
- 5 The prisoner takes Crusoe to his home on another island.

2. Przeczytaj The story so far... i napisz w kilku (3-5) zdaniach swoje zakończenie. Możesz wykorzystać powyższe zdania 1-5 lub swoje własne pomysły.

3. Podpisane zakończenie prześlij na platformę CKZiU lub na mój adres: ckziu.maja@gmail.com

Lesson 28

Subject: Podsumowanie wiadomości i umiejętności z unitu 2

Jesteśmy na końcu unitu 2. Na tej lekcji powinniście sobie przypomnieć i utrwalić słownictwo oraz gramatykę z którymi zapoznaliście się w tym rozdziale. Podczas wykonywania ćwiczeń możecie korzystać z podręczników oraz z internetu. Podsumowanie jest w wersji interaktywnej, żebyście mieli możliwość sprawdzenia swoich wyników.

Gramatyka:

1. Czas Past Continuous zdania twierdzące i przeczące

<https://www.perfect-english-grammar.com/past-continuous-exercise-1.html>

2. Czas Past Continuous zdania pytające

<https://www.perfect-english-grammar.com/past-continuous-exercise-2.html>

3. Czas Past Continuous zdania mieszane:

<https://www.perfect-english-grammar.com/past-continuous-exercise-3.html>

4. Czas Past Continuous oraz Past Simple:

<https://www.perfect-english-grammar.com/past-simple-past-continuous-exercise-1.html>

Słownictwo:

1. landscape (krajobraz)

<https://www.english-learn-online.com/vocabulary/landscape/learn-landscape-vocabulary-in-english/>

2. extreme sports (sporty ekstremalne)

<https://www.esleschool.com/extreme-sports-crossword/>

3. sports equipment (wyposażenie sportowe)

<https://www.passporttoenglish.com/Intermediate-English/Lesson9/Vocabulary.html>

I to wszystko :)

Lesson 29

Subject: Progress Test

Karta Pracy na ocenę - proszę wykonać poniższe ćwiczenia i przesłać na platformę CKZiU lub na adres ckziu.maja@gmail.com Można wysłać zdjęcie wypełnionej pracy lub same odpowiedzi.

1. Uzupełnij zdania czasownikami z nawiasów w czasie Past Continuous.

1. At eight o'clock yesterday evening Josh (text) his girlfriend.
5. 'Why they (laugh) at me?'
6. You (not pay) attention while I (speak), were you?
7. Dave (walk) down the street, (eat) a sandwich.
8. Emma (watch) TV and Lisa (read) a magazine.
9. At midnight, Wendy still (do) her homework.

2. Uzupełnij dialog czasownikami z nawiasów w czasie Past Continuous.

- Policeman: What (you/do) at 9 o'clock yesterday evening?
- Woman: I (watch) TV in the living room.
- Policeman: What (you/watch)?
- Woman: Er... I can't remember. I (not pay) attention. I was sleepy.
- Policeman: What (your/husband/do) at that time?
- Woman: He (make) chicken pie in the kitchen.
- Policeman: How do you know?
- Woman: Because our dog (go/crazy). He loves the smell of chicken.

3. Uzupełnij tekst czasownikami z nawiasów w czasach Past Simple oraz Past Continuous.

It was past midnight when Helen (arrive) home. She (close) the door quietly because her parents (sleep) upstairs. As she (take off) her coat, she (see) a letter on the floor with her name on it. She (open) the letter and (read) it. Then she (put) it in her pocket, (pick up) her coat and (go) out again. It (be) a cold night but it (not rain). A few people (walk) towards the High Street, so Helen (cross) the road and (follow) them. She (not know) where they (go) - but she (not want) to be alone.

5. Uzupełnij zdania brakującym wyrazem. Pierwsza litera jest wpisana.

- 1 It was a bright day in July, but inside the Son Doong C___ it was very dark and cold.
- 2 It's a s_____ climb to the top of Ben Nevis in the Scottish Highlands, but the view is worth it.
- 3 Angel Falls, on the Guaja River in Venezuela, is the highest w_____ in the world.
- 4 During the day, the temperature in the Sahara d_____ can reach 50°C, but at night it sometimes falls to below 0°C.
- 5 The beautiful White C_____s of Dover are very high and it's dangerous to walk too close to the edge.
- 6 The edges of Lake Como in Italy are s_____, but it's quite deep in the middle.
- 7 Over 1,500 people lost their lives in the early morning of 15 April 1912 when the *Titanic* sank in the i___ waters of the North Atlantic Ocean.
- 8 You can collect seashells from the s_____ in the Maldives, but you can't take coral pieces.

Lesson 30

Subject: Wyrażanie opinii na temat filmów i programów TV.

1. Na rozgrzewkę obejrzyjcie krótki filmik rozszerzający wasze słownictwo dotyczące filmów: <https://www.esltopten.com/esl-top-ten-best-everything-esl-including-nessas-blog-esltopten-com-2/esl-top-10-lists-2/english-vocabulary-for-movies-and-tv/>

2. Przetłumaczcie słówka z poniższych ramek. Po lewej stronie macie rodzaje filmów i programów telewizyjnych, a po prawej przymiotniki, którymi można je opisać.

action film	period drama	boring
animation	reality show	confusing
chat show	romantic comedy	convincing
comedy	science fiction film	embarrassing
documentary	sitcom	exciting
fantasy film	soap opera	funny
game show	talent show	gripping
horror film	thriller	imaginative
musical	war film	interesting
news bulletin	weather forecast	moving.....
period drama	western.....	scary
		spectacular
		unrealistic
		violent

3. Wybierz 8 rodzajów filmów/programów i ułóż z nimi zdania używając podanych przymiotników.

np. I don't like horror films because they're too violent.

Podpisane zdania należy wysłać na platformę CKZiU lub na adres: ckziu.maja@interia.pl

4. Uzupełnij zdania wyrazami z ramki.

acting character ending plot script soundtrack special effects
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1. I found the really confusing.
2. The were spectacular - the dragon looked very realistic.
3. The was too loud.
4. The was very sad. I thought they'll be together.
5. I don't like Michał Żebrowski. His is totally unconvincing.
6. I heard that George Martin wrote a for this film.
7. The main in this film is very handsome.