

2

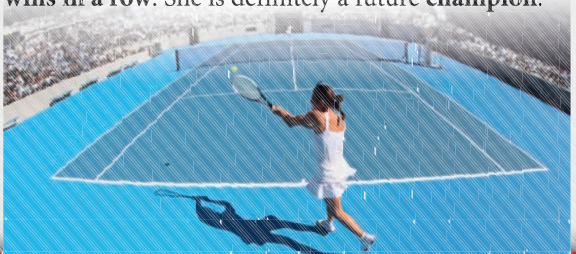
Success and failure

VOCABULARY describing levels of performance

1> Read the three texts below. Which of the three sports would you be interested in seeing?

1

And that is ... point and match! Maria Lara is the winner! Maria was **in great form** again today against Kelly Tims. She **was in the lead** from start to finish, and there was no doubt that the **victory** would be hers. She has **been on** an amazing **winning streak**. In fact, she's almost **undefeated** this season with twelve **wins in a row**. She is definitely a future **champion**.




2

Well, that was quite a race! Unfortunately, Jason Lee **suffered a loss** today in the freestyle. He started out strong, but **fell behind** in the third lap and never managed to **catch up**. Sadly, Jason has **been on a losing streak** this month. In fact, coming in second in the race in Brighton was the best he has done in a long while.



3

This match between the Standers and the Rakers looks like a **fight to the finish**! With three goals on each side, it could easily **end in a draw** if neither team scores. Now the ball is in centre field and with the teams **neck and neck**, the fans are going crazy! Johnson shoots ... and, **no goal**! It looks like the Standers and the Rakers are an **equal match**, since this is their third tie game this season.



2> Read texts 1–3 again and answer the questions.

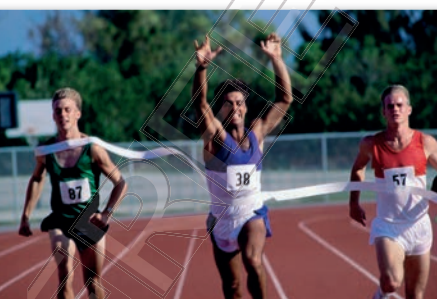
- How clear was it that Maria Lara would win the tennis match? Why?
- How is Jason Lee doing this season? How does the commentator feel about his performance?
- What does the commentator say about the abilities of the two teams?

3> In your notebook, match some of the words and phrases in bold from the texts in exercise 2 with the definitions below.

- be ahead in a competition
- finish a competition with the same score on both sides
- successful in competitions for a long time
- having lost no competitions
- lose a competition
- move into a lower position in a competition
- reach a position equal to someone who was ahead
- a competition that continues until one side wins
- be close or tied to a competitor during a competition
- having the same level of skill as another competitor

4> In your notebook, complete the text with the words and phrases below.

lead victories winning undefeated loss fall
second neck and neck match



Generally, athletes have very short careers. They can be ¹ at the age of 25, never losing a contest – then they suddenly suffer a serious ² , or just come in ³ in a type of contest where they are normally first, and it looks like the beginning of the end. Some athletes want to keep trying. Maybe they were in the ⁴ for so long that they can't accept that their ⁵

streak might be at an end. 'When you were an equal ⁶ for a competitor, and then suddenly you ⁷ behind, it's hard to accept,' one athlete says. Another retired athlete says: 'We all have to stop at some point. Just remember your ⁸ and high points, and remind yourself that you were once ⁹ with the greatest athletes in your sport. It's not failure – it's just retirement!'

5> CD 1.08 Listen to a retiring sportsman talking about his career. Are the statements true or false? Write the answers in your notebook.

- Jeremy won every match during his first year competing.
- His period of good luck continued for several years.
- Later, Jeremy failed to win any big competitions.
- Jeremy now sees how fortunate he has been.
- Jeremy has plans to become an instructor.

Vocabulary challenge!

6> In your notebook, match the words and phrases with the sports they refer to. Can you add any other words to each group?

backboard racket flipturn lane slope penalty net
poles backstroke defender slalom slam dunk dive
dribble downhill serve pitch shoot header backhand

swimming	basketball	tennis	football	skiing

7> **WHAT DO YOU THINK?** Work in pairs and discuss the questions below.

- Are you a sports spectator and fan? How do you react when your team scores a big victory? How do you react when they are on a losing streak?
- How important is it to fight to the finish? Is it ever OK to give up? In what circumstances?
- Describe a situation in which you failed in something. How did you cope? How do you feel about it now?

LISTENING AND VOCABULARY

listening for gist and detail • competitive sports

2



Stop competing with others.
Start competing with yourself.

SOPHIA AMORUSO

I can accept failure. Everyone fails at something. But I can't accept not trying again.

MICHAEL JORDAN



1> Explain in your own words what the quotes above mean. Do they apply to your own life? How?

2> Look at the picture. What sport is being played? What do you think the rules might be? What other unusual sports can you name?



3> **CD 1.09** Listen to the interview and complete the sentences in your notebook.

- The sport they are discussing is popular in .
- Lucy first moved to Singapore when she was years old.
- Lucy first saw sepak takraw in a and she was by it.
- Sepak takraw is similar to .
- It is easy to get when playing the game.

4> **CD 1.09** Now listen again and choose the correct answers. Write them in your notebook.

- Before taking up sepak takraw, Lucy
 - knew a little about the sport.
 - had not participated much in sports.
 - had played a similar sport.
 - had seen it played on television.
- Which sentence is true regarding the rules of sepak takraw?
 - Players must be replaced regularly during the game.
 - Players may only touch the ball with their lower limbs.
 - The ball must never touch the floor.
 - A match can end in a draw.
- What does Lucy say about getting ready for a match?
 - It needs no preparation at all.
 - You can do a quick warm-up and stretch.
 - You should practise jumping and kicking.
 - You must take time to prepare your muscles.
- What does Lucy say about sepak takraw in the UK?
 - It is already very well-known.
 - It is becoming increasingly popular.
 - It interests football fans.
 - It is more or less unknown.

5> In your notebook, rewrite the sentences, using the phrasal verbs below from the recording.

get into take up put together drop out of take part in
give up warm up catch on

- Sue decided to start playing polo after watching a friend play.
- Do you think sepak takraw will become popular in Poland?
- Tim had to stop running the race after he hurt his foot.
- I became interested in dance after going to see my sister perform.
- Our school doesn't have a track team, so we are going to organise one.
- Because of my injury, I had to stop doing sports for a while.
- It's important to prepare your body slowly before doing strenuous exercise.
- Sue is going to participate in her first swimming competition tomorrow.

Listening challenge!

6> **CD 1.10** Listen to someone talking about how we measure success. Answer the questions in your notebook.

- Is the speaker very interested in sports?
- What activities does he take part in?
- What does he say is true of those activities?
- Why does he mention exam scores?

7> **CD 1.10** Listen again and complete the sentences with the correct words in your notebook. Put one word in each space.

- Devin believes that most people who follow sports mainly focus on and losing.
- He does not consider himself a very man.
- Devin prefers activities in which you compete against .
- He is not sure that athletes are being when they say they focus mainly on improving themselves.
- He feels that athletes must be influenced by the attitudes of the .
- Devin would prefer to gauge athletes by how much they want to .
- Devin believes that is an important stage in becoming successful.

8> **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- Do you agree or disagree with Devin's opinions about competing/competitions? Why or why not?
- What do you think most success is based on – good luck, hard work or talent? Why?
- Do you think successful people should try to influence public opinion in fields other than their own; for example, should famous athletes talk about politics? Why?/Why not?
- Do you think that failure can be a useful part of life? Why?/Why not?

Past tenses

1> Have you ever taken part in a sporting event or other type of competition? Did you have to prepare before the competition took place? What was the result?

2> **LANGUAGE IN CONTEXT** Read the text in exercise 3 below and answer the questions.

- 1 What recently happened to Kristen?
- 2 Why didn't her teachers want her to compete at the age of thirteen?
- 3 What happened in her first competition? How does she explain it?

3> **CD 1.11** In your notebook, complete the article with the correct past tense form of the verbs in brackets. Then listen and check.



Figure-skater Kristen Lane ¹ *(practise)*, as usual, early yesterday morning when she ² *(hear)* the news that the National Skating Committee ³ *(choose)* her to be on the national team. 'I **hadn't been expecting** to hear anything for days,' the 16-year-old skater said. 'So I ⁴ *(be)* totally surprised. I actually ⁵ *(stop)* skating for a while and ⁶ *(sit)* down to take in the news.'

Kristen was a late starter by the standards of the figure skating world. 'I ⁷ *(never skate)* at all before I turned ten years old,' she explains. 'Then my mum ⁸ *(take)* some friends and me to an ice rink for a birthday treat, and I was instantly hooked! I worked really hard to catch up with the other students. But when I ⁹ *(want)* to compete at the age of thirteen, my teachers told me I **hadn't been skating** long enough. They thought I would be too nervous and have problems.' After Kristen convinced her teachers to let her enter one competition, she ¹⁰ *(work)* harder than ever. And to everyone's surprise, she ¹¹ *(win)* a medal. 'I **had been practising** every day for about five hours, morning and evening, just because I ¹² *(not want)* to embarrass myself or my teachers. I knew I was good, but it hadn't occurred to me that I might win anything!'

4> **ANALYSE** Find examples of the following structures in the article in exercise 3.

- 1 past simple to describe a series of events that happened one after another (and finished) in the past: *(skated)*
- 2 past continuous to describe an event that was interrupted by another past event: *(was skating)*
- 3 past simple to describe the event which interrupted another event in the past: *(told)*
- 4 past perfect to describe an event which happened before another past event: *(had been skating)*

5> Look at the highlighted examples of the past perfect continuous in the article. Complete the rules in your notebook.

- 1 The past perfect continuous is formed with *(had been + verb-ing)* + the *(verb)* form of the verb.
- 2 Which is true? The past perfect continuous emphasises the
a result of the action
b duration/length of the action.

? What's right?

Did Susan win the swimming competition?

- 1 Yes, she had been practising for months.
- 2 Yes, she has been practising for months.
- 3 Yes, she was practising for months.

6> **PRACTISE** In your notebook, complete the sentences with the correct past tense form of the verbs in brackets.

- 1 *(Colin / decide)* which team he *(want)* to play for before he was drafted?
- 2 Jamie *(go)* to the rink, *(put)* on his skates and *(start)* his warm-up routine.
- 3 Dennis *(try)* to join the team three times before he was accepted.
- 4 Strangely, I *(think)* about Casey when she *(call)* me with her news.
- 5 *(Mia / ski)* for a long time before she decided to compete?
- 6 The fans *(cheer)* as the players came onto the pitch.
- 7 Judy *(swim)* all morning, so she was very tired when she came to class.
- 8 *(you / watch)* a match when the phone *(ring)*?
- 9 I *(never / hear)* of any famous cricket players until Sachin Tendulkar visited the US.

7> In your notebook, translate the sentences into English.

- 1 Oni nigdy przed wizytą w Anglii nie widzieli meczu krykieta.
- 2 Lara biegła tylko rok, a już wygrała swój pierwszy wyścig.
- 3 Tina przyjechała do Szwajcarii, pojechała samochodem do ośrodka narciarskiego i od razu rozpoczęła trening.
- 4 Oglądaliśmy mecz piłki nożnej w TV, kiedy zabrakło (go out) prądu.
- 5 Całe życie podziwiałem Usaina Bolta, toteż spotkanie z nim było zaszczytem.
- 6 Kiedy Ted biegł szybko, przewrócił się, ale i tak dobiegł do mety jako drugi.
- 7 Jak długo trenowałaś, zanim nauczyłaś się tej sztuczki?

8> **NOW YOU DO IT** Work in pairs. Speculate about the following pictures. What had been happening before? What happened? What was the result?

They had been playing football for an hour when one of the players knocked another player down. The referee decided ...



Talking about present and past habits

1> Talk about a habit you currently have that involves sport or exercise. How often do you do it? Are there any activities you did in the past that you no longer keep up?

2> **CD 1.12 LANGUAGE IN CONTEXT** Listen to two people talking about their exercise routines. Answer the questions.

- How often did David use to run? How often does he run now?
- What was Kim's opinion of exercise before?
- What offer does David make?

3> **ANALYSE** Go to the transcript on page 158. Copy and complete the table with the correct example sentences for each structure. Then answer the questions.

1	used to + verb
2	would + verb
3	present simple with always, every day, often etc.
4	be + always + -ing form (past and present)

- Which structures do we use to talk about present habits?
- Which structures do we use to talk about past habits?
- Which structures do we use to talk about annoying habits?



Tip

- We use **would** to talk about habitual past actions, but not states.
I would go to the gym every morning. NOT
I would feel tired when I didn't exercise regularly.
- We don't normally use **would** in negatives and questions with this meaning.
I wouldn't go to the gym every morning.
(= I don't think it's a good idea.)

4> **PRACTISE** In your notebook, complete the blog entry with the correct form of the words in brackets. Use the correct structures to talk about habits. There may be more than one possible answer.

When I was a young child, I ¹ (get) plenty of exercise every day without even trying. I ² (always run around) with my friends, and we ³ (play) football or basketball in the street. But as a teenager, I have much less free time, so I have to make an effort to keep in shape. With this in mind, I ⁴ (exercise) at the local gym every morning, and I ⁵ (play) tennis with friends two evenings a week. I ⁶ (not worry) about what I ate as a child either. Now I ⁷ (choose) the healthiest foods I can find, and I ⁸ (never eat) more than I need to just feel full. I admit that I ⁹ (believe) that I would stay healthy forever without any effort, but the reason that I ¹⁰ (exercise) daily nowadays is that I realise that I was wrong. Good habits are the key to remaining strong and healthy – it doesn't happen by itself!



5> In your notebook, rewrite the underlined parts of the sentences. Use the structures for habits.

- Sam once believed he could be a professional footballer, but later he realised he wasn't skilled enough.
- Sarah is in the habit of doing yoga every day before school.
- In the past, Kevin lost his temper when things didn't go his way, and it got on everyone's nerves.
- Some professional tennis players have the annoying habit of shouting when they hit the ball.
- When I was a child, I ran around for hours, but now I get tired.
- Jerzy constantly criticises the way I play tennis and it drives me crazy!
- I don't enjoy exercising, but I make a habit of going to the gym every day.

Grammar challenge!

*I **used to swim** for an hour every day. (I no longer do it.)*

*I **am used to swimming** for an hour every day. (It is normal behaviour for me.)*

*I **have got used to swimming** for an hour every day.*

(It wasn't easy before, but now I am in the habit of doing it.)

6> In your notebook, complete the sentences, using the correct form of the words in brackets.

- It took me a while, but I eventually (used / eat) whole grains instead of refined foods.
- Maria (used / practise) golf every day, but lately it's only once or twice a week.
- I (used / run) in all sorts of weather – even snow doesn't bother me!
- I will never (used / cool down) after I exercise! I'd rather just jump into the shower.
- 'Don't you get upset when the coach shouts at you?'
'No, I (used / hear) him lose his temper.'
- Dana (used / eat) lots of junk food, but now she follows a healthy diet.
- I can't (used / get up) at 5 a.m. for skating practice! I'm just not a morning person.

7> **NOW YOU DO IT** Work in pairs. Talk about the following situations. Use the structures for habits.

- Talk about an activity which you didn't want to try in the past, but which you enjoy on a regular basis now.
- Describe three things which your sibling or close friend does that really get on your nerves.
- Imagine you are a professional sports star. Describe the things you do on a daily basis.
- Talk about a dream or ambition you had when you were younger which no longer seems possible.
- Describe an activity or habit which was challenging for you in the past, but seems natural now.



fouling



match-fixing



doping

1> Work in pairs and describe the pictures. Answer the questions below.

- 1 What do you think makes athletes or sports officials behave in a dishonest way?
- 2 Can you give an example of an athlete or a team who have been found guilty of such dishonesty? What happened? Were they punished? If so, how?

2> Read the three texts. In your notebook, match them with the correct headlines below. There are two extra headlines.

1 PAYING THE HIGHEST PRICE

2 Exposing a cheat by accident

3 GIVING THE DRUGS UP

4 BUYING SUCCESS

5 COMPETING AGAINST THE BEST

3> Read the texts again. Are the statements below true (T) or false (F)? Write the answers in your notebook. Give reasons to explain your answers.

Text A

- 1 Taylor Hooton was aware of the consequences of taking the drugs.
- 2 Taylor Hooton's actions are uncommon among young people.

Text B

- 3 Liliya Shobukhova agreed to make the payments to hide her dishonest practices.
- 4 The punishment Liliya Shobukhova received made her tell the truth.

Text C

- 5 Femke Van den Driessche claimed the bike she had been riding was not hers.
- 6 Femke Van den Driessche had to face the financial consequences of her action.

A

In July 2003, Taylor Hooton, a promising baseball player, committed suicide. He had just turned seventeen and had a bright future ahead of him. His parents were proud of their son's hard training regime and his achievements. However, what they did not suspect was that Taylor had turned to performance-enhancing drugs to improve his muscle strength and self-esteem. Unfortunately, the drugs made Taylor suffer from terrible mood swings. When he was unable to cope with his moods, he decided to quit taking the drugs, and that's probably what killed him. Taylor did not realise that when you give up drugs suddenly, you may become severely depressed. This case may be extreme, but it discloses a worrying trend: the use of steroids among young people, who take muscle-building pills not only to boost their athletic performance but also to gain more self-confidence and more sculpted bodies.



B

When Liliya Shobukhova, the second fastest female marathon runner in history, admitted to doping and bribery, it shocked the world of athletics. The disbelief was even greater when the investigation into this scandal showed that the athlete had been blackmailed by three top Russian IAAF officials who, in exchange for the money, covered up the irregularities in her biological passport (an electronic record in which the results of doping tests are compared to detect illegal substances). When, in 2014, she refused to pay, she was banned from competitive events for life. This is what made her come clean. Consequently, she was stripped of all her medals and titles. However, there was a positive outcome: the scandal exposed the enormous scale of doping and corruption in Russian athletics and made the World Anti-Doping Agency take tough action against it.

C

In 2016, Belgian cyclist Femke Van den Driessche became famous for all the wrong reasons. She was competing in a top-level under-23 race when she was forced to withdraw from the competition because of a mechanical problem. Her bike was examined, and it turned out that it had been fitted with a hidden motor. The 19-year-old claimed she had no idea about it and that the bikes must have been mistakenly swapped by her team mechanic before the competition. The anti-doping authorities admitted they had speculated mechanical doping was on the increase and that this discovery would prompt them to run more checks on bikes. As for the cyclist herself, she has been found guilty, suspended from further races and fined, but will this bring back faith in the sport of cycling, which is already damaged by cheating scandals?



Reading challenge!

4> Decide if the following statements refer to one, two or all three athletes described in texts A–C. In your notebook, match each statement with one, two or all three texts.

- 1 This person was a successful competitor in his / her discipline.
- 2 This person cheated to feel more self-confident.
- 3 This person suffered the consequences of their dishonest behaviour.
- 4 This person's actions provoked a strong reaction from the sports officials.
- 5 This person blamed someone else for what had happened.
- 6 This person's case confirmed what had already been suspected.
- 7 This person wanted to change the situation they were in.
- 8 This person's case shows a wider tendency to cheat.

5> Work in pairs and answer the questions.

- 1 Based on the texts, what are the techniques athletes use to cheat in sports competitions?
- 2 What punishment should dishonest sportspeople receive?
- 3 Does it matter whether or not athletes cheat as long as they provide us with good entertainment? Why?/Why not?
- 4 Some people say that 'it's winning, not taking part, that matters in sport'. To what extent do you agree with this statement?

Vocabulary development

6> In your notebook, match 1–8 with a–h to form phrases. Then translate the expressions into Polish.

- | | |
|----------------|----------------------------------|
| 1 turn | a to bribery |
| 2 quit | b of all the medals |
| 3 boost | c checks on something |
| 4 admit | d to performance-enhancing drugs |
| 5 be banned | e from further races |
| 6 be stripped | f taking drugs |
| 7 run | g for life |
| 8 be suspended | h one's athletic performance |

7> In your notebook, complete the sentences with the phrases from exercise 6.

- 1 The athlete . She said she had been forced to make the payments.
- 2 Some athletes because they believe the substances will help them and, in this way, beat their opponents.
- 3 All the athletes who are found guilty of cheating should . They should lose them all.
- 4 The runner was only during this season, but I think he should have been and never allowed to compete again.
- 5 The officials had been suspecting mechanical doping for a while, so they decided to bikes more frequently to catch any dishonest cyclists.
- 6 When athletes decide to suddenly, they often begin to feel severely depressed.

Vocabulary challenge!

8> Divide the following affixes into negative prefixes and suffixes.

ir ant able un ing il ed im dis ful
ous ive in al ory

Negative prefixes

Suffixes

9> In your notebook, form adjectives from the words below, using the suffixes from exercise 8.

compete succeed comfort logic expense respect
satisfy person tolerate replace
law prepare adventure

10> In your notebook, add the correct negative prefix to each of the adjectives in exercise 9.

11> In your notebook, rewrite the underlined parts of the sentences, using some of the adjectives from exercises 9 and 10. Make any other necessary changes.

- 1 The swimmer felt no satisfaction after the competition as he came in fourth in the race.
- 2 She did not prepare for the race.
- 3 My favourite team did not succeed in the finals.
- 4 Using steroids is against the law.
- 5 The coach's decision to change the team captain had no logic to it.
- 6 John is such a brilliant footballer that he simply cannot be replaced by anyone else.
- 7 We bought these rackets because they did not cost too much.

12> Read the information about steroid abuse among teens below. In your notebook, write a message for a social campaign billboard to alert young people to the dangers of steroid abuse. Include the information below.

- explain how dangerous the problem is
- say what makes young people turn to performance-enhancing drugs
- warn peers about the consequences of taking such drugs
- suggest where to turn to for help

STEROID ABUSE AMONG TEENS/YOUTH (12–19 years old)



Number of teens who use steroids:
over 1.5 million



It takes **00:01** second to find steroids for sale online!



Reasons:

to look more attractive, to have better results in sports competitions, to boost self-esteem

Consequences:

mood swings, aggression, hair loss, depression, paranoia, hyperactivity

1> Work in pairs and describe the pictures. Which activities would you choose for a school sports day? Why?



2> **CD 1.13** Listen to students doing the task below. Which points do they agree on? Which points do they disagree on? What conclusions do they reach for each of the four issues?

Jesteś członkiem Samorządu Szkolnego, który organizuje w szkole Dzień Sportu. W rozmowie z innym członkiem Samorządu omów poniższe cztery kwestie:

- umiejętności, jakie organizatorzy pragną promować podczas Dnia Sportu, (1)
- osoby, które zaangażujecie do organizacji tej imprezy, (2)
- nie/przyznawanie nagrody, (3)
- sposób, w jaki będziecie promować to wydarzenie. (4)

3> **CD 1.13** Listen again. Answer the questions.

- 1 What does the girl suggest including in the activities in the end? What reasons does she give?
- 2 What activities could the students do?
- 3 What does the boy suggest giving as prizes? Why?
- 4 In what two ways do the pair want to promote the event?

4> In your notebook, complete the sentences with the correct words or phrases. Check your answers in the transcript.

Phrase Bank

► Raising a point

So we're ¹ *to discuss ideas for ...*

What ² *organising ...?*

We need to ³ *how to promote the event.*

► Agreeing and disagreeing

I'm not ⁴ *I agree, because ...*

That's an ⁵ *idea!*

OK, we're in ⁶ *about that.*

Oh no, I can't go ⁷ *with that.*

I'm ⁸ *you, though, if you mean ...*

That would be ⁹ *!*

That ¹⁰ *work.*

5> Work in pairs. You are organising an arts day at your school and discussing the organisation with a friend. Which of the ideas would you use to discuss each of the three points below? Can you think of any alternative ideas for each topic? Give reasons to support your answers.

- **Date of the event:** end of the school year / second week of the winter term
- **Location:** gymnasium / art classrooms
- **What to do to promote the event:** flyers / school website / school newspaper / local radio

6> In pairs, role-play dialogues to discuss the plans for the event as in exercise 2. Use the ideas you have chosen in exercise 5.

7> **CD 1.14** Listen to two students discussing the arts day at school. Did they reach the same solutions you did? If not, how did your ideas differ? What factors influenced your choices?

8> **CD 1.14** Listen again. Choose the correct words to complete the phrases with **WOULD** that the students use and write them in your notebook.

- 1 I **would** think / say that the end of the term ...
- 2 I'd picture / imagine that everyone will be less busy ...
- 3 **Wouldn't** it be / go better to do it as far from exam ...
- 4 What **would** you think / imagine of doing it during the second week ...?
- 5 I'd have / been thought that it would be pretty booked up ...
- 6 How **would** you predict / prefer to let parents ...
- 7 OK, if you **wouldn't** matter / mind typing up our ideas, ...

9> Work in pairs and role-play the speaking task below. Then swap roles and do the task again. Use the language from the lesson.

Twoją szkołę odwiedziła drużyna koszykówki ze szkoły w Anglii. Rozmawiasz z kolegą/koleżanką z klasy o przygotowaniu atrakcji, które urozmaicą wolny czas gości. W rozmowie omówcie poniższe kwestie:

- jakie zajęcia zorganizujecie,
- kogo możecie zaprosić,
- ile pieniędzy możecie wydać,
- jak istotne jest zapoznanie gości z zagranicy z polską kulturą.

1) Decide which word is the odd one out in each group because it takes a different negative prefix.

- 1 legal logical expensive
- 2 personal defeated mature
- 3 regular respectful replaceable
- 4 tolerant qualified accurate
- 5 patient able successful

2) Decide which word is the odd one out because it takes a different adjective suffix.

- 1 comfort compete enjoy
- 2 help beauty attract
- 3 disaster danger amaze
- 4 talk invent satisfy
- 5 hope believe use

3) In your notebook, complete the text with the correct form of the words below. There are two extra words.

fit enable devote protest differ health let impress

Not everybody is into sports, and not everybody is a ¹ sports fan.

There are millions of people in this world to whom sports competitions mean next to nothing, and who remain ² to what's going on in the world of sport. Some of these *anti-fans* are part of a community called *Sports Suck* and run their own website by the same name. They call themselves reasonable people who believe in ³, but explain that they disapprove of competitive sport. They ⁴ against sports mania for some time now, and claim to have gained plenty of supporters. Indeed, their website is full of letters and articles from individuals who criticise ⁵ competition in professional sport as well as badly-behaved sports fans. The website also ⁶ the visitors to access a variety of interesting articles supporting their cause. They may exaggerate a bit, but they certainly offer a fresh perspective on sport.

Watch out!

- We use the present perfect to talk about the first, second, third etc. time something has occurred: **It is the first / second / third time**, e.g.
It's the first time I've played cricket.
(= I've never played cricket before.)
- Similarly, when the sentence begins with **It was the first / second / third time**, we use the past perfect.
It was the second time I had come second in a race.
(= I had come second once before.)

4) In your notebook, rewrite the sentences below, using **It is / was the first time ...**

It's Natasha's first time at such a big stadium.
It's the first time Natasha has been to such a big stadium.

- 1 Jo has never taken part in a sports competition before.
- 2 It was our second time skiing in the Alps.

3 It's my first time in the gym.

4 It was Jack's third foul in the match.

5 It's Helen's first victory in a national championship ever!

6 We had already beaten the other team once before.

5) In your notebook, complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- 1 Kirstin won the race because she ¹ (*practise / months*) before the competition.
- 2 ² (*you / use / play*) outside a lot when you were younger?
- 3 My brother ³ (*always / borrow*) my tennis racket without asking! How annoying!
- 4 I ⁴ (*get into / swim*) long before I joined this club. It has always been my passion.
- 5 It was the second time this athlete ⁵ (*drop*) of the marathon because of an injury.
- 6 W ⁶ (*not / use / walk*) long distances, so we get tired easily.
- 7 Luke ⁷ (*be / lead*) since the race began. It looks like he may win it.
- 8 The cyclist ⁸ (*strip / medals*) after the doping scandal.
- 9 When I was young, I was ⁹ (*habit / do*) a lot of physical exercise, but I have no time for this now.

Challenge!

6) Complete the second sentence so that it means the same as the first, using the words given. Use no more than five words. Do not change the word given.

- 1 Going out for a bike ride in the morning has now become part of my routine. **GOT**
I ¹ out for a bike ride in the morning now.
- 2 Cycling to school or work is popular in Poland. **CAUGHT**
Cycling to school or work ² in Poland.
- 3 Diana has won a number of times recently. **STREAK**
Diana has been ³ recently.
- 4 The match was two hours long by the time it finished. We were absolutely exhausted. **PLAYING**
We ⁴ two hours before the match finished. We were absolutely exhausted.
- 5 We spent our weekends playing outdoors when we were children. **SPEND**
We ⁵ outdoors when we were children.
- 6 John was slower than the other runners and did not win anything. **FELL**
John ⁶ and did not win anything.
- 7 It is impossible that Katie forgot about her training session. **CAN'T**
Katie ⁷ about her training session.
- 8 'I am sure you are now fully ready to take part in the competition,' said my coach. **ENCOURAGED**
My coach ⁸ in the competition.

7) WHAT DO YOU THINK? Work in pairs and answer the questions.

- 1 Do you support the ideas expressed by the group *Sports Suck*? Why?/Why not?
- 2 Should children and teenagers be encouraged to play competitive sports? Why?/Why not?

- 1> Look at the pictures connected to a well-known competitive triathlon event called Ironman. Work in pairs and answer the questions below.

THREE RACES ONE GOAL

3.86 km swim
180.25 km bicycle ride
42.2 km marathon without a break



- 1 What information about an Ironman Triathlon can you gather from the pictures above? What aspects of this event make it so challenging?
- 2 What may motivate people to participate in such an event?
- 3 What preparation does this competitive sports event involve?

- 2> Read the writing task and the example article below. Find two elements of the task and answer the questions (1–2).

Niedawno obejrzałeś/obejrzałaś film dokumentalny na temat wyczynowego uprawiania sportu. Napisz do gazety młodzieżowej artykuł i podaj przykład sportowca, na życie którego sport wyczynowy wywarł negatywny wpływ, oraz doradź czytelnikom, w jaki sposób sport wyczynowy można uprawiać bezpiecznie.

- 1 Who does the writer describe in the first part of the article? What happened to this person?
- 2 What advice does the author give to people practising competitive sport?

Have you ever thought a situation in which being utterly determined to accomplish something, no matter the cost, may not be a positive thing? How about competitive sports? Shouldn't they be viewed in terms of the danger they pose to one's health? This is what my brother's case demonstrates. Julian had never been into sports until the day he announced that he had decided to enter an Ironman competition. He explained that he craved challenge. **Initially**, he seemed sensible about it, but **in no time**, he did nothing but train. **The moment** he finished in the pool, he would go for a run and a bike ride. **By the time** anyone realised it, he had become totally obsessed. **Eventually**, his body could not cope with so many demanding activities, and one day he collapsed in the gym. It turned

out that he was suffering from a serious heart condition. What happened to Julian should act as a warning to others who try to push their bodies to the limit at the expense of their health. First and foremost, if you are interested in a competitive sport, you should undergo medical tests to ensure that your body can handle such a demanding exercise regime. Apart from this, it is recommended that you train under professional supervision and consult a dietician to advise you on a healthy diet to support your body while you are training so hard. Moreover, you ought to take frequent breaks to let your body rest. All in all, my brother's story shows that overdoing exercise may do more harm than good, and it seems vital to consider its negative effects before it is too late.



- 3> Read the article in exercise 2 again and decide where each of the following paragraphs should start and end.

- | | |
|----------------|---------------|
| 1 Introduction | 3 Paragraph 2 |
| 2 Paragraph 1 | 4 Conclusion |

- 4> In your notebook, match the possible article titles below with the techniques which have been used to create them. Which two of the titles could go with the article in exercise 2? Why are the other answers wrong?

- | | |
|--------------------------------|-----------------------------------|
| a Be sensible about it! | d No Pain, No Gain |
| b Ready to risk it all? | e To train or not to train |
| c Iron Man Feels Ironed | |

- 1 strong warning or a piece of advice
- 2 question directed at the readers
- 3 idiomatic expression
- 4 play on words
- 5 paraphrase of famous words/quotations

- 5> Work in pairs. Imagine you are going to write the following articles. What titles would you suggest for each one? Use some of the techniques from exercise 4.

- 1 an article about the attraction of extreme sports and reasons why people take them up
- 2 an article about a famous sportsperson's achievements and his/her influence on young people

- 6> Find the following items in the article in exercise 2 and answer the questions.

- 1 examples of three different past tenses and a structure to describe past habits
- 2 the phrases the writer uses to give advice
- 3 words and phrases which mean:
 - a be dangerous to someone
 - b want something very much
 - c hard
 - d practise with the help of a professional
 - e do too much of sth
 - f make a situation worse instead of better

Why do you think the author of the article has used such a wide range of vocabulary and grammar?

- 7> Look at the three main stages in a typical narrative sequence below. Identify which sentences in the article in exercise 2 correspond with each part of this sequence.

Set the scene (What led to the main events? What made the main character act in a particular way?)

Describe the main events (What happened? How did the main character feel?)

Comment on what happened at the end of the story (What happened at the end?)

- 8> In your notebook, match the highlighted phrases from the article in exercise 2 with the expressions from the Phrase Bank which have a similar meaning.

Phrase Bank

► Narrating

in the beginning, originally, one day, ¹

within days, ²

when, as soon as, it wasn't long before, ³

in the end, finally, ⁴

by then, until that moment, till the time when, ⁵

- 9> In your notebook, put the sentences below in the most likely order. Then use some of the expressions from exercise 8 to create a logical story. Start with the beginning provided below.

Josh had always been a sporty type, but never too self-confident. Then one day, he watched an interview with a famous runner who was like him: loved sport, but had no faith in himself.

He started to devote every single minute of his free time to it.

His physical condition improved, and he gained more self-confidence.

He decided to take up competitive running too.

He came in second.

He finished running.

He would go to the gym to work out.

He had never felt so proud of himself before.

Josh found the courage to enter his first competition.

- 10> Find more examples of ordering linking devices in the article to complete the Phrase Bank below. Write the answers in your notebook.

Phrase Bank

► Ordering your points

- first of all, in the first place, firstly, to begin with, ¹
- furthermore, additionally, besides (this), ²
- in conclusion, to conclude, to sum up, to recap, ³

- 11> In your notebook, write a paragraph of an article using the prompts below as well as the phrases from exercise 10.

Sport / may have / positive influence / one's mind and body. It / help / keep fit / lose weight. Sports activities / be said / build your character / teach you / overcome obstacles. People / play team sports / chance / make new friends. Doing sport / certainly / benefit / individual / more ways than one.

- 12> Choose the correct option to complete the text. Write the answers in your notebook.

My sister ¹*was feeling / had been feeling* low for some time and no one had any idea of how to help her. I knew she *wanted* a change in her life, so I *said* she should *take up* a sport. ²*Initially / Eventually*, she regarded the idea as 'suitable only for people with *great* motivation'. However, after a few days, she *said* that she would try. She signed up for a karate course, and ³*it was not long before / as soon as* she became fascinated by this sport. She did not mind all the *hard* training she ⁴*must do / had to do*. She ⁵*would spend / had spent* a few hours in the karate club every day, and never complained. Actually, ⁶*the moment / soon afterwards* she *took up* karate, she grew more self-confident and became a more optimistic person. Her case proved that sport can have a *great* effect on a person. ⁷*What is more / Primarily*, it can help people make a difference to their lives. All you need to do is to *want* a change! Then, even *hard* exercise is not a problem.

- 13> In your notebook, replace some of the highlighted words and expressions from the text in exercise 12, which have been repeated. Use the words below in the correct form.

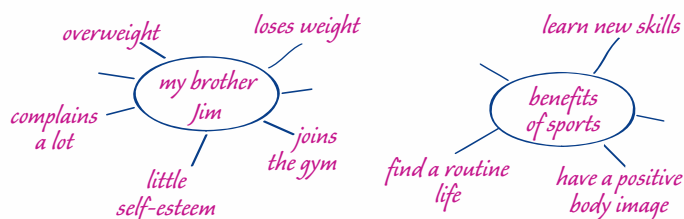
suggest incredible crave start practising announce extraordinary demanding

Watch out!

Rozpoczynając pracę nad zadaniem pisemnym, warto poświęcić chwilę na wypisanie wszystkich pomysłów łączących się z treścią zadania, jakie przychodzą Ci do głowy (tzw. metoda burzy mózgów), a następnie na wybranie najlepszych, tzn. najciekawszych dla czytelnika pomysłów. Zastanów się również, które z nich potrafisz w pracy rozwinąć, tzn. opisać bardziej szczegółowo.

- 14> Read the writing task and a student's notes below. Add your own ideas to each diagram. Then decide which ideas you could develop in your article.

Czasopismo młodzieżowe ogłosiło konkurs na artykuł o roli sportu w życiu młodych ludzi. Napisz do gazety młodzieżowej artykuł i opisz przypadek osoby, której życie pod wpływem sportu zmieniło się na lepsze, oraz wyjaśnij, jakie korzyści przynosi uprawianie sportu.



- 15> Use the ideas in exercise 14 or your own ideas to write the article.

Remember to:

- divide your article into paragraphs
- give it an engaging title
- use different phrases for narrating and ordering your arguments – avoid repetition

Complete all the exercises on this page in your notebook.

1> Complete the sentences with the correct prepositions only where necessary.

- Unfortunately, more and more sportspeople turn to performance-enhancing drugs to boost their athletic performance.
- The match ended in a draw, but it looked like a fight until the finish till the last minute.
- The swimmer is in great form, and that's why he is in the lead in this race.
- The runner was stripped of all his medals and banned from life after the doping scandal.
- Mark had been on a winning streak for months, so when he suffered a loss, it shocked everyone.
- The athlete was suspended from further races after she admitted to bribery and doping. —/12

2> Translate the Polish parts of the sentences in brackets into English, using the correct forms of the phrasal verbs below. There are two extra verbs.

get into drop out of give up warm up catch on
fall behind catch up

- Running is (*ostatnio stało się popularne*) in Poland.
- I wasn't able to compete with the others, so I gave up (*zrezygnowałam*).
- The athlete dropped out of (*odpadł z*) the marathon long before the race finished.
- Charlie warmed up (*rozgrzewał się*) for an hour when it started to rain.
- When Jessica realised that she wasn't catching on (*zostaje w tyle*), she sped up and overtook the runner in front. —/5

Vocabulary challenge!

3> Choose the odd one out in each group of words related to sports. Which sport does the extra word or phrase refer to?

skiing: slope header downhill
football: defender penalty slam dunk
swimming: flipturn backboard backstroke
tennis: net poles serve —/4

4> Complete the adjectives with the correct prefixes and suffixes.

- The referee's decision was unlogical in my opinion.
- The tennis player was unsuccessful in the final match and looked very dissatisfied with his performance.
- I feel unprepared for the race.
- This tracksuit was expensive, but it's uncomfortable to wear.
- The sports authorities are totally intolerant of doping practices. —/7

5> Complete the text with the correct form of the words in brackets. Use past tenses.

When Eric Moussambani Malonga went to the Olympics in Australia in 2000, he ¹ didn't (*never/take part*) in a competition. In fact, he ² wasn't (*be*) only there because the International Olympic Committee ³ set up (*set up*) a lottery system before to allow athletes from developing countries to compete on an international stage. Moussambani, who is from Equatorial Guinea in Africa, ⁴ swam (*swim*) in the ocean regularly since he was twelve, but he ⁵ didn't (*not train*) to compete in any sport. By the time he arrived in Sydney, he ⁶ hadn't (*train*) for less than three months, and he ⁷ didn't (*still never/see*) an Olympic-size swimming pool. Obviously, he ⁸ failed (*fail*) to qualify for the main events, but some members of the public ⁹ felt (*feel*) inspired by his fighting spirit. —/9

Grammar challenge!

6> Translate the sentences into English.

- Kiedy się jest sportowcem, trzeba się przyzwyczaić do bycia na diecie.
- Sportowcy są przyzwyczajeni do ćwiczenia przez kilka godzin dziennie.
- Martha ciągle spóźnia się na treningi tenisa.
- Gdy Jenny miała 12 lat, w każdy weekend szła na siłownię, aby trenować.
- Czy Twój brat dużo pływał, kiedy był młodszy? —/5

7> Choose the correct option to complete the dialogue. In one case both answers are correct.

- A What would you ¹ think / imagine of organising a sports day at the school gym? It is big enough.
- B I'm not sure I could ² go along / agree with you. ³ Couldn't / Wouldn't it be better to hold it outside, in the schoolyard?
- A I'm ⁴ for / with you, but what ⁵ about / how if it rains? The gym would be a safer option.
- B I heard that the weather will be fine next week, so it ⁶ should / can work.
- A Fine, we are ⁷ in / at agreement. —/7

8> Complete the text with the correct phrases, using the prompts in brackets. Then replace the words and phrases in italics to avoid repetition.

I took up squash when I was 15. ¹ At the beginning (*beginning*), I found it rather difficult because it's very hard to practise this sport professionally, and ² Then (*then*) I hadn't done much *hard* exercise. However, ³ Soon (*soon*) I got used to it, it became easier. In fact, it was not ⁴ long (*long*) I learned most of the tricks of this *sport*, and enjoyed it a lot. Squash is a *great* sport. ⁵ With (*with*), it keeps you fit. ⁶ From (*from*) this, it improves your concentration, and helps you feel *great*. ⁷ All (*all*), it's a *great* sport. I believe it's really worth taking up as long as you *don't practise too much*. —/14

9> Work in pairs and test each other.

Student A: go to page 144.
Student B: go to page 150.

Describing levels of performance / Opis osiągnięć sportowych

be an/no equal match (for sb) /bi ən, ,nəʊ 'i:kwəl 'mætʃ fə(r) ,sambədi/ być/nie być godnym przeciwnikiem (dla kogoś)
be in great form /bi in ,ɡreɪt 'fɔ:(r)m/ być w świetnej formie
be in the lead /bi in ðə 'li:d/ prowadzić
be neck and neck (with sb/sth) /bi: 'nek ən 'nek wiθ ,sambədi, ,sambθiŋ/ iść łeb w łeb (z kimś/ czymś)
be on a winning/losing streak /bi ɒn ə ,wɪnɪŋ, ,lu:zɪŋ 'stri:k/ mieć dobrą/złą passę
catch up (with sb) /kætʃ 'ʌp wiθ ,sambədi/ nadrobić stratę, nadgonić
end in a draw /end in ə 'drɔ:/ zakończyć się remisem
fall behind /fɔ:l bi'hænd/ pozostawać w tyle
fight to the finish /'faɪt tə ðə 'fɪnɪʃ/ walka do końca
suffer a loss /sʌfə(r) ə 'lɒs/ ponieść porażkę
undefeated /ʌndɪ'fi:tɪd/ niepokonany
victory /'vɪkt(ə)ri/ zwycięstwo

Challenge!

backboard /'bæk,bɔ:(r)d/ tablica (w koszykówce)
backhand /'bæk,hænd/ bekhend
backstroke /'bæk,streɪk/ styl grzbietowy
defender /di'fendə(r)/ obrońca
dive /daɪv/ nurkować
downhill /daʊn'hɪl/ zjazd, narciarstwo zjazdowe
dribble /'drɪb(ə)l/ koziłować (w koszykówce); dryblować (w piłce nożnej)
flipturn /'fliptɜ:(r)n/ nawrót (w pływaniu)
header /'hedə(r)/ główka (w piłce nożnej)
lane /leɪn/ tor (np. na basenie)
net /net/ siatka
penalty /'pen(ə)lti/ (rzut) karny
pitch /pɪtʃ/ boisko
poles /pəʊlz/ kijki (narciarskie)
racket /'rækit/ rakietka (tenisowa)
serve /sɜ:(r)v/ serwis; serwować
shoot /ʃu:t/ strzelać
slalom /'sləʊləm/ slalom
slam dunk /'slæm dʌŋk/ wsad (w koszykówce)
slope /sləʊp/ stok (narciarski)

Competitive sports / Sporty wyczynowe

Phrasal verbs Czasowniki złożone

catch on /kætʃ 'ɒn/ przyjąć się, zyskać popularność
drop out of /drɒp 'aʊt əv/ odpaść z, wycofać się z
get into /get 'ɪntə/ zacząć coś, zainteresować się czymś
give up /ɡɪv 'ʌp/ zarzucić, przestać
put together /pʊt tə'geðə(r)/ zebrać, utworzyć (drużynę)
take part in /teɪk 'pɑ:(r)t ɪn/ brać udział w
take up /teɪk 'ʌp/ zacząć (uprawiać), zainteresować się
warm up /wɔ:(r)m 'ʌp/ rozgrzewać się, robić rozgrzewkę

Dishonesty in sports / Nieuczciwość w sporcie

admit to bribery /əd'mɪt tə 'braɪb(ə)ri/ przyznać się do łapówkarstwa
be banned for life /bi ,bænd fə(r) 'laɪf/ mieć dożywotni zakaz
be stripped of all the medals /bi ,stript əv ɔ:l ðə 'med(ə)lz/ zostać pozbawionym wszystkich medali
be suspended from further races /bi sə'spendɪd frəm ,fɜ:(r)də(r) 'reɪsɪz/ zostać czasowo zawieszonym w zawodach
boost your athletic performance /bu:st jə(r) æθ'letɪk pə(r)'fɔ:(r)məns/ poprawić swoje wyniki sportowe
quit taking drugs /kwɪt teɪkɪŋ 'drʌgz/ przestać stosować doping

run checks on sth /rʌn 'tʃeks ɒn ,səmθɪŋ/ przeprowadzać kontrole (czegoś)
turn to performance-enhancing drugs /tɜ:(r)n tə pə(r)'fɔ:(r)məns ɪn ,hɑ:nsɪŋ 'drʌgz/ sięgnąć po środki dopingowe

Challenge!

adventurous / unadventurous /əd'ventʃ(ə)rəs, ,ʌnəd'ventʃərəs/ żądny przygód / banalny, konwencjonalny
comfortable / uncomfortable /'kʌmfətb(ə)l, ,ʌn'kʌmfətb(ə)l/ wygodny / niewygodny
competitive / uncompetitive /kəm'petɪtɪv, ,ʌnkəm'petɪtɪv/ wyczynowy, konkurencyjny / niekonkurencyjny
expensive / inexpensive /ɪk'spensɪv, ,ɪnɪk'spensɪv/ drogi / niedrogi
legal / illegal /'li:g(ə)l, ,ɪ'li:g(ə)l/ legalny / nielegalny
logical / illogical /'lɒdʒɪk(ə)l, ,ɪ'lɒdʒɪk(ə)l/ logiczny / nielogiczny
personal / impersonal /'pɜ:(r)s(ə)nəl, ɪm'pɜ:(r)s(ə)nəl/ osobisty / bezosobowy
prepared / unprepared /pri'peəd(r)d, ,ʌnpri'peəd(r)d/ przygotowany / nieprzygotowany
replaceable / irreplaceable /ri'pleɪsəb(ə)l, ,ɪri'pleɪsəb(ə)l/ wymienialny / niezastąpiony
respected / disrespected /ri'spektɪd, ,disri'spektɪd/ szanowany, uznany / ignorowany, nieszanowany
respectful / disrespectful /ri'spektf(ə)l, ,disri'spektf(ə)l/ pełen szacunku / lekceważący, obraźliwy
satisfactory / unsatisfactory /sætɪs'fækt(ə)ri, ,ʌnsætɪs'fækt(ə)ri/ satysfakcjonujący / niezadowolający
satisfied / dissatisfied / unsatisfied /sætɪsfaɪd, ,dis'sætɪsfaɪd, ,ʌn'sætɪsfaɪd/ usatysfakcjonowany / niezadowolony / niezaspokojony
successful / unsuccessful /sək'sesf(ə)l, ,ʌnsək'sesf(ə)l/ odnoszący sukcesy / nieudany, przegrany
tolerant / intolerant /'tɒlərənt, ɪn'tɒlərənt/ tolerancyjny / nietolerancyjny

Other words / Inne wyrazy

assign /ə'saɪn/ przydzielić, wyznaczyć
at the expense of sth /ət ði ɪk'spens əv ,səmθɪŋ/ kosztem czegoś
athletic /æθ'letɪk/ sportowy, wysportowany
be on the increase /bi ɒn ðə 'ɪŋkri:s/ wzrastać, rosnać
birthday treat /'bɜ:(r)θdeɪ ,tri:t/ prezent urodzinowy, niespodzianka urodzinowa
blackmail /'blæk,meɪl/ szantażować
booked up /bʊkt 'ʌp/ całkowicie zarezerwowany
cheer /tʃɪə(r)/ dopingować, kibicować
collapse /kə'leɪps/ załamać się, zemdleć
come clean /kʌm 'kli:n/ przyznać się, wyznać prawdę
competitor /kəm'petɪtə(r)/ uczestnik, zawodnik
cool down /ku:l 'daʊn/ uspokoić się, ochłoniąć
cover up /'kʌvə(r) 'ʌp/ tuszować (fakty), ukrywać (prawdę)
crave /kreɪv/ pragnąć, łaknąć
demanding /dɪ'mɑ:ndɪŋ/ wymagający, trudny
dietitian /,daɪə'tɪʃ(ə)n/ dietetyk
do more harm than good /dʊ ,mɔ:(r) 'hɑ:(r)m ðən 'ɡʊd/ przynosić więcej szkody niż pożytku
exercise regime /'eksə(r)saɪz reɪʒɪ:m/ program ćwiczeń fizycznych
expose /ɪk'spəʊz/ ujawniać, demaskować
extraordinary /ɪk'strɔ:(r)d(ə)n(ə)ri/ niezwykle, zadziwiający
faculty /'fæk(ə)lti/ wydział (na uczelni)
failure /'feɪljə(r)/ porażka
fighting spirit /'faɪtɪŋ ,spɪrɪt/ duch walki
flyer /'flaɪə(r)/ ulotka
from start to finish /frəm ,stɑ:(r)t tə 'fɪnɪʃ/ od początku do końca
heart condition /,hɑ:(r)t kən'dɪʃ(ə)n/ choroba serca

ice rink /'aɪs ɪŋk/ lodowisko
in a row /ɪn ə 'rəʊ/ kolejno, z rzędu
incredible /ɪn'kredəb(ə)l/ niewiarygodny, niezwykle
irregularity /ɪ'reɡjʊlə'reɪtɪ/ nieprawidłowość
jump in /dʒʌmp 'ɪn/ wkroczyć, rzucić się w wir
keep in shape /,ki:p ɪn 'ʃeɪp/ utrzymywać w formie
lap /læp/ okrażenie
mood swings /'mu:d swɪŋz/ wahania nastroju
no pain, no gain /nəʊ 'peɪn, nəʊ 'geɪn/ bez pracy nie ma kołaczy
overcome obstacles /əʊvə(r),kʌm 'ɒbstəkl(ə)lz/ pokonywać przeszkody
overdo /'əʊvə(r)dʊ:/ przesadzić (z czymś)
pose a danger /pəʊz ə 'deɪndʒə(r)/ stanowić zagrożenie
pursuit /pə(r)'sju:t/ zajęcie, hobby
push your body to the limit /pʊʃ jə(r) 'bɒdi tə ðə 'lɪmɪt/ doprowadzać ciało do kresu wytrzymałości
put on an event /pʊt ɒn ən 'ɪvent/ zorganizować imprezę
score /sko:(r)/ wynik, punkt; zdobyć punkt
self-esteem /self 'i:sti:m/ poczucie własnej wartości
show off your skills /ʃəʊ ,ɒf jə(r) 'skɪlz/ popisywać się umiejętnościami
stretch out muscles /stretʃ aʊt 'mʌs(ə)lz/ rozciągać mięśnie
tie game /'taɪ geɪm/ gra zakończona remisem
train under professional supervision /,treɪn ʌndə(r) prə'feʃ(ə)nəl ,su:pə(r)'vɪʒ(ə)n/ trenować pod okiem profesjonalisty
undergo medical tests /ʌndə(r),ɡəʊ 'medɪk(ə)l ,tests/ przechodzić badania lekarskie
upside down /,ʌpsaɪd 'daʊn/ do góry nogami
wing /wɪŋ/ skrzydło (budynku)
withdraw from sth /wɪð'drɔ: frəm ,səmθɪŋ/ wycofywać (się) z czegoś